

MINUTES

A meeting of the Lane County School District No. 19 Budget Committee was held February 19, 2015 in the boardroom of the Administration Center.

Attendance

Budget Committee members in attendance were Laurie Adams, Jim Balumas, Nancy Bigley, Sandra Boyst, Emilio Hernandez, Jonathan Light, included District staff, students and community members identified included Dr. Hertica Martin, Sue Rieke-Smith, Brett Yancey, Yvonne Atteberry, Joan Bolls, Brenda Holt, Tom Lindly, Laura Pavlat, Dawn Strong, Devon Ashbridge, Don Lamb, Judy Bowden, Gary Cole, Sheryl Cramer, and Janis McDonald

1. WELCOME AND INTRODUCTIONS

Board Chair Bigley called the meeting to order at 6:02 p.m.

Dr. Martin welcomed those in attendance and briefly reviewed the agenda.

Mr. Yancey reported that although the State was going through significant changes, Governor Brown was not expected to make sweeping changes, was aligned with former Governor Kitzhaber's agenda direction, and was focused on moving the State's legislative process forward. A new economic forecast indicated increased revenue, which would trigger a tax payer "kicker" of \$349 million in fiscal year (FY) 2016-2017.

2. REVIEW OF BUDGET REQUESTS

- **Summary of Grants**

Ms. Rieke-Smith reviewed a detailed listing of over 100 active SPS grants. Funds were organized with those grants with most impact on SPS listed first. Federal block grants (B), one-time federal legislative grants (S) and competitive grants (C) were indicated and briefly reviewed.

The Title I award this year was \$3,169,506, which was a federal reduction of \$200,000 from last year. This grant assisted children of poverty and was based on reduced-lunch and census counts. Title III related to staffing for English-language learners, translation, summer school and other services. Title IC funds assisted children of migrant workers. Title VII assisted Indian education. IDEA assisted in special education. Title ID was for children of parents who were incarcerated and services were provided in collaboration with Lane County Youth Corrections. Title 2A funded teacher professional development, teachers on special assignment, or related contract services.

Title X McKinney-Vento funding was for children identified as homeless; funds were used primarily for personnel costs associated with eligibility certification and coordination of resources for families. Title X was competitive funding, expired on September 30, 2014 and was not refunded. Services would continue as required by federal law and SPS planned to reapply for Vento funds in the future.

Funds 215-273 (S) represented funds in response to House Bill (HB) 4020 for strategic investments identified by the Oregon Department of Education (ODE). Achievement compacts were focused on innovation, learning hubs, and teacher mentoring programs. ELP Standards funding targeted staff training related to implementation of new English language efficiency standards. Common Core State Standards (CCSS) funds targeted preparation for implementation of the new teacher evaluation system and included The Skillful Teacher training.

Funds 202-288 (C) were competitive grant funding that filled gaps due to reduction in General Fund monies in such areas as physical education, music, or for continuation of projects underway.

Ms. Boyst noted that there was not a grant amount indicated for 288-Music Matters; she questioned if Agnes Stewart Middle School's program had received Springfield Education Foundation funds.

In response to Ms. Adams, Ms. Rieke-Smith clarified that 272 - Paul G. Allen funds came through Chalkboard and were awarded as a part of the Teach Oregon Grant for development of a diverse workforce and placement of student teachers in pre-service years.

Ms. Rieke-Smith noted that SPS was extremely active in applying for grant and relied on grant support to expand and continue programs that would not otherwise be funded. Grant funding requirements did not always align well for project planning and each grant had different federal regulations.

In response to Ms. Boyst, Ms. Rieke-Smith said there were not incentives to encourage teachers or administrators to pursue grants. Many grants were specific to schools and classroom projects.

Mr. Light noted that federal block grant funding represented approximately \$9 million and was a modest amount in the overall education of all students. Broad based grants, such as Title IA, targeted the 65 percent of SPS students living at the poverty.

Ms. Rieke-Smith said although (S) grants were one-time only funding, some would be renewed based on SPS performance. Fund 273 – Dual Language funds were intended to initiate the program, but not to sustain it. Fund 280-795 STEAM, was a grant submitted in collaboration with Lane Education Service District which allowed SPS to move forward more quickly with initiatives. Title IVB – MAP funds were federal monies received through Connected Lane County.

- **Dual Immersion Program**

Ms. Rieke-Smith described models for teaching languages. Over 30 years of research had shown that immersion and dual bi-literacy teaching models resulted in more rapid learning of a first language; a dual bi-literacy model allowed students at Guy Lee Elementary to begin learning English and Spanish languages with content simultaneously, and that deeper learning would continue throughout their education. In her experience at Salem-Keizer Public Schools with 8,000 second-language learners and both an immersion and dual bi-literacy models, those students starting in kindergarten achieved English Language Learner (ELL) exit status in third grade or fourth grade, rather than in seventh grade as achieved with other models. Based on national statistics, students who were proficient in two languages outperformed monolingual students on Oregon Assessment of Knowledge and Skills (OAKS) testing.

Mr. Balumas expressed concern that time spent learning a second language detracted from a student's ability to focus on English over that same period. He questioned if new introductions and continued change in the classroom had resulted in any improvement in higher testing scores or higher graduation rates.

Ms. Rieke-Smith said the school day was structured with 50 percent English and 50 percent Spanish and resulted in deeper learning of content. The Guy Lee Elementary cohort showed a typical struggle during the first two weeks of instruction, however, now, the children were equally competent in math and counting proficiency, and were experienced in an enriched environment in song, poetry and basic instruction in both languages. She offered to provide related research information.

3. REINVESTMENT STRATEGIES REVIEW

Mr. Yancey referred to a document entitled *Springfield Public Schools, Budget Summary*, which summarized budget reductions and additions from FY 2009-2010 through FY 2014-2015. Reductions in FY 2009-2010 were over \$14 million and occurred in the last six months of the year. Over 90 percent of additions, or \$1.9 million, shown in FY 2014-2015, were pass through revenue to Willamette Leadership Academy. The total dis-investment over those years was \$27 million; the total re-investment was \$9 million.

Mr. Yancey referred to documents entitled *Reinvestment Priorities, Initial considerations (High to Low Priority)*, dated August 25, 2014, and *Springfield School District, Reinvestment Priorities—Additional Input 2015-2017*. The first documented provided a summary of considered priorities when funding became available.

The second document presented Core Beliefs developed by the Cabinet, and reviewed by Administrative Staff and the Principal Advisory Team. Core Beliefs included: quality instruction matters, instruction supports must be timely and multi-tiered, and collaborative practices are foundational to effective instruction. The Core Beliefs were based on the district's Mission Statement and Board goals. Budget Committee members were asked to review the list for clear understanding of each addition, indicate if any additions were not supported, and determine if any areas were missing. Establishment of a minimum four percent ending fund balance (EFB) was identified as a critical Priority One Addition. Other Priority One Additions included: full-day kindergarten implementation (non-bond), support for required instructional

minutes, community special education support, 1.0 full time equivalent in Human Resources, and continuation of professional development. Priority Two Additions included: additional resources for discretionary supplies district-wide, balanced assessment systems, curriculum materials in alignment with State standards, and support for student information systems. The Board was scheduled to review the same information on February 23, 2015.

In response to Mr. Balumas, Mr. Yancey confirmed there would be nine kindergarten classrooms; four already existed but would need furnishing for an additional 10 children.

Additional Instructional Minutes anticipated a three-year transition to a full-day K-12 schedule. Currently SPS exceeded the requirements for FY 2015-2016 in grades K-8 (900 minutes required; SPS scheduled between 948 and 1045 minutes). Legislation was enacted in response to a suit against a Portland School District for not fully scheduling high school students. Although SPS may be within the instructional minutes required, not every high school student has a full schedule.

In response to Mr. Balumas, Ms. Rieke-Smith said SPS was reviewing options to go beyond State proficiency requirements and require four full years of math, english, science and social studies. Increased efforts to publicize and consistently offer opportunities at Lane Community College and University of Oregon to all high school students were also being reviewed.

In response to Ms. Adams, Ms. Reike-Smith said that options for high school students to receive credit for working was being discussed. By the third year of the phased full-schedule requirement, 92 percent of students across district was required to have a full schedule, which allowed recognition of specific circumstances, such as working. She expressed support for encouraging students to pursue college credits to the extent possible, without impacting their ability to obtain college financial support.

Ms. Adams expressed support for increased class offerings beyond core classes.

There was discussion of the district's need to re-establish psychological and counseling support in Special Education to respond to social service, mental health and triage needs. Ms. Adams said she supported reinvestment in this area, provided such professional staff was not assigned other duties, such as testing and administrative duties. She added that classified staff were capable and welcomed more broad opportunities in those areas.

Mr. Balumas said that with the increased number of special education students and the level of poverty in SPS, access to counseling support was important to both students and their families.

Mr. Hernandez expressed support for increased human resource staff to support recruitment, hiring and retention, but also for providing a training and mentoring program for new teachers. Teacher recruitment continued to be highly competitive and support was a factor considered.

Mr. Yancey noted that funding for discretionary supplies district-wide was reduced by \$600,000 from FY 2009-2010 and FY 2012-2013. Although listed as a priority two funding area, re-establishment of adequate supplies remained essential.

In response to Mr. Balumas, Mr. Yancey clarified that SPS paid for professional development that was specific to SPS curriculum, but not for continuing education courses needed to maintain a teaching license.

Mr. Lindly said there were currently 1,500 Synergy users, whereas there were only 60 last year. Additional staff was needed to provide adequate support to students. Usage, consistent data input by teachers, and parent access was discussed.

Mr. Lindly reviewed considerations in the second biennial year. Over the next two years technology infrastructure upgrades would be funded through bond funds, but long-term maintenance and staff funding was needed to sustain the technology system in the future. The current budget contained \$200,000 dedicated to technology.

The SPS bus and fleet replacement plan was in year three of a seven-year plan to replace those vehicles between 12 to 15 years old. SPS received 70 percent reimbursement from the state for new buses, but needed to fund the remaining 30 percent. The fleet included vehicles for transporting special needs kids and other district staff, such as maintenance workers. Costs for maintenance were \$10,000 per year and establishing reserves for fleet replacement were a high priority.

In response to Ms. Adams, Mr. Lindly said use of seatbelts in busses remained controversial. If implemented, a plan to implement seatbelts would be addressed through a phased plan of retrofitting and new bus purchases.

In response to Mr. Balumas, Mr. Yancey said sustainability was a primary factor in deciding areas for reinvestment. Achieving and maintaining adequate reserves was also critical to sustainability when there were periods of reduced revenue. Deciding budget reductions was always difficult, but decisions could only be made based on information available at that specific point in time. Public education had a long history of reductions, which had led to “watered down” programs, and eventually, some complete program cuts.

In response to Ms. Boyst, Mr. Yancey said a levy was not a viable option for SPS because of market and assessed property values.

4. REINVESTMENT STRATEGIES COMMITTEE INPUT

Ms. Adams said compensation increases related to negotiations needed to be added to the reinvestment list. She said the EFB would determine what resources were available for the balance of the budget.

Mr. Yancey estimated that SPS would achieve a current year EFB of three to three and one-half percent. He reminded Committee members that bonding agencies expected SPS to increase the

EFB. Additionally, a PERS court decision was pending that could impact SPS by several million dollars. One percent of the SPS budget represented approximately \$900,000.

Mr. Balumas expressed support for an EFB between five and six percent.

Dr. Martin added that the bonding agencies had strongly recommended an EFB between five and seven percent.

Ms. Bigley said funding an EFB consistent with the Board policy of four percent, or higher, was her highest priority before considering other reinvestments. She favored an increased class schedule for all high school students, and restoration of foreign languages, arts, and other electives that provided a well-rounded education.

Ms. Adams favored funding additional core classes if there were too many students in one class or if classes had been closed because of capacity limits.

Mr. Light agreed that reduced class size and additional core class options were important. He said his priority was an adequate EFB. He expressed support for restoration of foreign languages and health occupation classes, support for student information systems, and adequate supplies and materials. He added that for some kids, auto shop was a “core” class.

Mr. Hernandez said he favored robust music offerings, but without adequate Human Resources support, SPS was not attractive to prospective teachers. Kids needed an education that exposed them to worldwide opportunities and choices.

Mr. Light agreed that a positive, attractive working environment that honors the broad needs of all kids was essential. He noted that SPS has continued to support professional development throughout previous budget cuts. In a global economy, the value of languages and learning about other cultures was important.

Ms. Adams said that Academy of Arts and Academics was an SPS success story in meeting needs that were not otherwise met. SPS should consider adding another charter school.

Mr. Light believed the role of K-12 was to broaden offerings, exposure and opportunities, which allowed students to make informed decisions about interests in college.

Mr. Balumas said it was important to provide a sound foundation for college entrance.

Ms. Boyst said students at all grade levels who have completed daily course work needed opportunity for continued challenge. She had observed those students either helping other students or reading because there were no other options to keep them engaged and challenged.

Ms. Bigley said she supported all priority one additions shown, and particularly community special education support and continued professional development to ensure continued quality work. Until dollar figures were added it would be difficult to determine priorities.

Mr. Hernandez said he did not like the term TAG because it inferred that other students could not be included. Many students were talented and gifted but did not meet the TAG criteria. He agreed that more offerings were needed to keep all kids engaged throughout the day; all students needed options to excel.

5. KEY DATES AND FUTURE MEETINGS

- March 19, 2015 – Work Session
- May 7, 2015 – Budget Meeting, Proposed Budget Presentation
- May 14, 2015 – Budget Meeting
- May 21, 2015 – Budget Meeting

6. ADJOURNMENT

Board Chair Bigley adjourned the meeting at 7:57 p.m.