



School Board Members Present:

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

Budget Committee Members Present:

Bettina Jeszenszky
Denise Petterborg
Heidi Edwards
Kristan Lee
Miles Glowacki
Sarah Beachy

District Administration Members Present:

Andrew Robinson, Assistant Administrator for Multilingual Programs
Carl Mead, Deputy Superintendent for Operations & Support
Danielle Hudson, Executive Administrator for Student Services
David Williams, Executive Administrator for Strategic Initiatives
Don Grotting, Superintendent
Ginny Hansmann, Deputy Superintendent for Teaching & Learning

Jessica Jones, Budget Manager
Josh Gamez, Executive Administrator for Facilities
Maureen Wheeler, Public Communications Officer
Michael Schofield, Associate Superintendent for Business Services
Patrick McCreery, Administrator for Equity & Inclusion
Steve Langford, Chief Information Officer
Sue Robertson, Chief Human Resource Officer
Toshiko Maurizio, Administrator for Multilingual Programs

I. Welcome and Opening Remarks

School Board Chair Becky Tymchuk (Board Chair Tymchuk) called the meeting to order at 6:30 PM. Introductions of the Budget Committee commenced. There were two new Budget Committee Members, Miles Glowacki (Glowacki) of Zone 4 and Kristan Lee (Lee) of Zone 7. Budget Committee Member Ryan Sweet from Zone 1 was absent.

Becky Tymchuk

II. Elect Budget Chair

School Board Member LeeAnn Larsen (Larsen) nominated and School Board Member Donna Tyner (Tyner) seconded Denise Petterborg of Zone 5 be elected as Chair of the Budget Committee. Members of the Budget Committee unanimously elected Denise Petterborg (Budget Chair Petterborg) as Budget Committee Chair.

Becky Tymchuk

III. Elect Vice Chair

School Board Chair Tymchuk nominated and Larsen seconded Heidi Edwards of Zone 6 be Vice Chair of the Budget Committee. The members of the Budget Committee unanimously elected Heidi Edwards (Budget Vice Chair Edwards) as the Budget Committee Vice Chair.

Denise Petterborg

District Goal: WE Empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes. 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.

IV. Budget Committee Charge

Budget Chair Petterborg and Associate Superintendent for Business Services Michael Schofield (Schofield) described the responsibilities of the Budget Committee (the Committee). By law, the Committee's role is to approve the Budget as proposed, increase the appropriation or decrease the appropriation. Approval of appropriation is by Fund/Function only. The Committee may inquire about programs but does not make program decisions.

Denise Petterborg

Schofield described the responsibility of the administration's charge of presenting the Proposed Budget to the Committee within the resources available to meet the needs of the students. This proposed budget is pre-COVID-19 and includes Student Investment Account (SIA) dollars.

Michael Schofield

V. Budget Message

Superintendent Don Grotting (Supt. Grotting) welcomed and thanked the Committee, parents, community and staff. Supt. Grotting presented the budget message.

**Superintendent
Don Grotting**

We are in unprecedented times. Our schools have been closed for over a month and our students will not return to in-person classes this academic year. In times like this, it is critical to focus on the health and welfare of our students, staff and community.

It is important to note the 2020-21 proposed budget does not include any financial impacts as a result of the COVID-19 Pandemic. In fact, it is likely we will not know the financial impact of COVID-19 in time to alter the budget prior to the legally required deadline of June 30, 2020. We will get our first glimpse of the adverse financial impact on May 20, 2020 when the Oregon Office of Economic Outlook releases the next forecast for the State of Oregon. We will also keep a close eye on the how resources from the Federal CARES Act legislation impacts the State of Oregon and our District. Finally, we anticipate a Special Session of the Oregon Legislature to address the shortfall in the coming weeks.

We will continue to advocate at the state level for not only our students, but all Oregon students. We will continue to look for ways to innovate and improve. And of course, we will continue to partner with our community to ensure that ALL students succeed.

Thank you for your consideration of the 2020-21 proposed budget.

VI. Budget Highlights

Schofield shared the Budget Highlights and explained details of the Components of the Budget and the General Fund Resources.

Michael Schofield

Components of the Budget – 2020-21

Comprising the three largest funds in this proposed budget, General Fund is 57.3%, Capital Projects is 16.5% and the Debt Service Fund is 9.7% of the total budget.

General Fund - Resources

The State School Fund (SSF) is 82.9% of the General Fund. It also includes Local Option Levy, beginning fund balance and other small dollar resources including payments from ESD, charges for student activities and interest earnings.

General Fund - Expenditures

The primary expenditure of the General Fund is staffing. Bargained amounts include step or column movement, cost of living allowance (COLA), professional development, working conditions (preparation time, etc.), benefits (health and other) and leaves (sick, personal and other). Bargaining agreements are currently being negotiated.

To reduce expenditures, each member of the Superintendent's Cabinet discussed their budget and evaluated each program or line item in their school/ department with the Superintendent. This exercise helped to define and validate each program for prospective planning.

School staffing and discretionary funds are based on the number of students and demographics of the student population and are allocated according to the Staffing Allocation Methodology (SAM). Salaries and benefits account for 80.7% of the expenditures of the General Fund. Contracted instructional services and charter schools equal 1.5% and "all other" of the remaining 10.9% includes expenses such as supplies, textbooks, copiers, etc.

How Beaverton Compares to Other Districts

Actual Expenditures by Function. In 2017-18 Beaverton School District (the District or BSD) was compared to five Oregon school districts: Portland Public, Salem-Keizer, Tigard-Tualatin, West Linn-Wilsonville and Hillsboro. Portland Public (PPS) spends \$6,959 on instruction and \$5,101 on Support Services, equaling a total of \$12,213 per student. BSD spends \$7,123 on instruction and \$3,929 on Support Services, equaling a total of \$11,130 per student. BSD spends more on instruction than any of the comparison districts.

Actual Expenditures by Object. Using the same comparison districts, expenses were shown per student by categories of salaries and benefits, purchased services, supplies and materials and other objects. Of BSD's \$11,130 total per student, nearly \$10,000 of that is spent on salaries and benefits. BSD is similar to PPS for salary and benefit expenditures per student, which are the two highest in the comparison across districts.

Actual Beginning Fund Balance. As of 2017-18, BSD's Reserve and Fund Balance is near the 6% range of the total General Fund, similar to Tigard-Tualatin. Had the long-term planning fund been included in the calculation, the amount is closer to the 10% range.

Q: Budget Committee Member Sarah Beachy (Beachy): How do our salaries compare to those districts. Do we pay higher? What makes up the percentage?

A: Schofield: We are similar to PPS over the years, which is the highest top salary.

Significant Budget Modification

Deputy Superintendent of Teaching and Learning Ginny Hansmann (Deputy Supt. Hansmann)

Ginny Hansmann

Student Investment Account (SIA). In anticipation of the SIA, BSD conducted significant outreach and gathered feedback from key stakeholders with surveys and convenings. Half of the Student Success Act (SSA) is the SIA, and the preliminary estimate was \$32.7 million in the 2020-21 budget. Criteria requirements for the SIA were in four buckets: Expanded Learning Time, Health/Safety, Well-Rounded Curriculum and More Adults/Lower Class Size for the intent of meeting students' mental and behavioral needs, increasing students' academic achievement and reducing disparities

for local populations. Key areas of investments that were established for the District are Student Success Teams for mental and behavioral support for students (\$16.8 million) and equity-focused instruction (\$14.4 million). Other investments include equity-based systems improvements (\$1.0 million) and allowable indirect costs (\$0.5 million).

Tier I Plan Budget: Teams were formed to determine preliminary plans of investment budgets for the coming year. The highest investments were equity-based classroom investment in K-12, class size K-2 and Student Success Teams.

Activity	SIA Bucket	Year 1 Cost
Equity Based Classroom Investment K-12	RCS	\$6,823,637
Class Size K-2	RCS	\$4,292,568
K-2 Intervention Specialist Full Time at Title I	RCS	\$946,890
K-3 Literacy PD (Dyslexia + Assessments)	WRE	\$380,000
MS Extended Programming (Homework Clubs)	IIT	\$570,000
CRT/Library Materials	WRE	\$383,262
Dyslexia Materials Purchase	WRE	\$50,000
ELD Teachers (Reduces Caseload)	RCS	\$658,610
Student Success Teams	H&S	\$15,637,445
SEL/Behavioral PD	H&S	\$250,000
NAMI Partnership	H&S	\$110,900
MLD #2: Facilitators/Liaisons	H&S	\$600,952
Behavioral Para Support	H&S	\$150,000
K-12 Equity Training (OCEE)	H&S	\$365,000
Equity TOSA	H&S	\$142,129
HR Equity Talent Acquisition	H&S	\$217,735
Discretionary for above	H&S	\$50,000
Community Liaison/Organizer	OCG	\$126,858
Discretionary for above	OCG	\$15,000
Indirect	ADMIN	\$500,000
Total SIA Budget for Year 1		\$32,270,986

Student Success Teams consist of Social Emotional Learning (SEL), National Alliance on Mental Illness (NAMI) Partnership multilingual facilitators/liaisons and behavioral support. Schools have been dealing with extremely difficult behavioral issues which have elevated considerably throughout the last five years.

Staffing Allocation Methodology (SAM). SAM has been a part of the District for years and determines how schools will be staffed. A committee of administrators met for six months and made significant changes in the SAM model this year, including a focus on poverty in all schools of the District.

- Students who are living in poverty require greater support.
- All schools serve students living in poverty.
- All schools should receive funding to support the academic and social emotional needs of students living in poverty.

The percentage of students who are eligible for free or reduced cost meals was used as the poverty percentage to determine a weighted enrollment number, with additional 0.5 weighting at secondary and 0.25 weighting at elementary for students of poverty. This weighted enrollment number was used to allocate classroom teachers at all levels and counselors at the secondary level.

There was a great deal of thought and consideration that went into creating this SAM model and a shift in resources next year will reflect these changes.

Q: Budget Vice Chair Edwards: Which section or pages of the proposed budget document can we access the SIA detail?

A: Schofield: It is included in the 270 Grant fund.

Q: Budget Committee Member Bettina Jeszenszky (Jeszenszky): In the likelihood that this fund shrinks, is this list in order of priority for spending or would you shrink all the line items equally?

A: Schofield: Due to the structural deficit in the current budget, the goal would be to maintain the current class sizes into next year. Half of SIA was maintaining existing programs. Changes are yet to be determined.

Q: Budget Vice Chair Edwards: It looks like 270 Grant Fund is broken into elementary, middle, high. Does the District determine how it is broken up? Do we get a lump sum from the SIA, then through decision making it's allocated between levels?

A: Executive Administrator for Strategic Relations/Initiatives David Williams (Williams): Fund 270 encompasses more than the SIA. The measure itself (Student Success Act) required districts to go through a significant outreach process to develop their grant application which is their proposal of how to spend the funds within the parameters of the measure. We will provide the slide show and report that was presented to the School Board. At the end of the process, it had to be **approved by School Board** and submitted to Oregon Department of Education (ODE). ODE is reviewing the application to confirm whether it aligns with the requirements in the SSA. Districts will negotiate over the metrics for accountability in a goal setting process. BSD has not received a response from ODE to date.

Q: Beachy: On page 41 under the Equity pillar, it shows significant reductions to social emotional learning, but culturally relevant practices was allocated more. Is that coming from the SIA?

A: Schofield: Yes, the bulk of that increase is coming from the SIA.

Q: Beachy: If the SIA does not fully get approved/funded, is this one of the areas that will be adjusted down?

A: Schofield: Yes.

A: Williams: For those of us who have devoted our life's work to bringing adequate stable funding for schools in Oregon it feels like the world threw a curve ball just as there was progress in the Legislature. The silver lining is we are learning lessons on how to better engage the community by having conversations about the needs of our students, specifically giving our historically underrepresented students a voice. Also, the SSA and the Corporate Activities Tax are permanent and when we come out of the health crisis and economic reserve crisis, it will be there to provide a stable base. There are some positives to take away. This is a revenue source that will return and provide strategic investments.

The Numbers

Michael Schofield

Actual enrollment is at a slight decline due to the increase of enrollment going to charter schools. Overall numbers have increased slightly.

All Funds	2018-19 Actual	2019-20 Budget	2020-21 Budget
Enrollment as of 9/30/xx	41,101	41,374 (Actual)	41,380
Classroom Teachers	2,172	2,138	2,198
Other Licensed Staff	329	292	377
Classified	1,393	1,385	1,399
Administrators	144	139	143
Total Staff	4,038	3,953	4,116

Financial Update as of March 13, 2020 shows a comparison 2017-18 Actuals to 2020-21 Proposed Budget.

Assumptions include SSF updates, most recent enrollment updates and bargaining estimates. February 25, 2020 was that last time information was received for SSF. It does not include SIA funds, Measure 98 funds or COVID-19 impacts. A similar update will be provided each year to review the projections.

Financial Update - March 13, 2020

Resources	2017-2018 Actual	2018-2019 Actual	2019-2020 Adopted	2019-2020 Projected	2020-2021 Proposed
Beginning Fund Balance	\$ 37,945,300	\$ 29,617,787	\$ 16,850,000	\$ 16,915,100	\$ 31,950,000
State Controlled	397,176,920	402,770,539	426,466,689	432,179,013	445,614,737
Locally Controlled	49,180,196	56,675,125	72,303,136	71,451,516	58,813,164
Total	\$ 484,302,416	\$ 489,063,451	\$ 515,619,825	\$ 520,545,629	\$ 536,377,901
Expenditures	2017-2018 Actual	2018-2019 Actual	2019-2020 Adopted	2019-2020 Projected	2020-2021 Proposed
Salaries	\$ 262,041,510	\$ 272,466,915	\$ 267,884,758	\$ 269,352,927	\$ 276,892,153
Benefits	145,552,031	154,178,184	172,735,290	171,266,615	176,735,240
All Other	47,091,088	45,503,252	49,999,490	47,976,087	56,005,992
Contingency/Reserve	-	-	25,000,287	-	26,744,516
Total	\$ 454,684,629	\$ 472,148,351	\$ 515,619,825	\$ 488,595,629	\$ 536,377,901
Ending Fund Balance	\$ 29,617,787	\$ 16,915,100	\$ 25,000,287	\$ 31,950,000	\$ 26,744,516
Long-Term Planning Reserve	20,677,827	22,201,279	3,823,243	3,823,243	3,823,243
Total Reserves	\$ 50,295,614	\$ 39,116,379	\$ 28,823,530	\$ 35,773,243	\$ 30,567,759

Resources are broken down into three main sections: Beginning Fund Balance, State Controlled dollars (includes the local property taxes included in SSF) and Locally Controlled dollars. Expenditures are broken into three main sections: Salaries, Benefits and All Other. This creates the Ending Fund Balance. The Long-Term Planning Reserve is added to the Ending Fund Balance to give the amount of the Total Reserves.

Locally controlled resources increased in 2019-20 resulting from a one-time transfer of the Long-Term Planning Fund to help bridge the gap to the SIA. It goes back down in 2020-21. In

expenditures, salaries have increased from the 2018-19 shortfall. The benefits increase for 2020-21 is due primarily to PERS. All Other shows a \$4 million increase in 2020-21 because of a lease with Apple for computers and devices. That amount will decrease next year if the lease does not renew. Total reserves are \$30 million for 2020-21.

Q: Glowacki: Under benefits what is the increase in health care costs estimated for next year.

A: Schofield: We budgeted approximately 4% for health insurance increases. Not many employees have reached the cap, so increases in costs up to the cap are covered by the District.

Q: Greenberg: Does the PERS number take into account for the crash in stock market?

A: Schofield: No. The valuation will be based on 2019 returns, and that will inform the rates for 2021-22 school year 2021-23 biennium. There could be significant losses in stock market from PERS but rates will go down the following year.

COVID 19 Pandemic

Michael Schofield

What we know. This is an unprecedented time and it is clear the 2020-21 budget will be negatively impacted. There have been record unemployment claims. In three weeks, Oregon has passed the highest unemployment rates from the recession of 2008. The District has organized necessary spending to meet the requirements of the Governor's Executive Order regarding health standards, cleaning and Distance Learning. The 2014 Bond has helped the District transition to Distance Learning very quickly. The State of Oregon currently has a healthy reserve and is better positioned than in prior recessions.

What we are doing. Some emergency spending has been necessary due to the Governor's Order and for Distance Learning. Spending restrictions have been put in place and are limited to emergency spending. Hiring restrictions have been set and all job postings go to Superintendent for review. We are paying record unemployment claims, and we are not sure of the impact that will have. We are analyzing and implementing cost saving measures throughout the District.

What we need to know. We do not know yet what impact the Federal CARES Act will have on the District or the State revenue, nor what the State will do to balance their budget. The next economic forecast will be on May 20, 2020. The next quarterly economic forecast will be in September. Legislative response is unknown at this point as the Governor has not yet called Special Session. The next round of Federal relief is coming, but not for the States at this time. States **may** be in the next round.

Scenarios

If the State General Fund was allocated proportionately, here are the rough estimates:

General Fund

- \$1.0 billion reduction State General Fund = \$25.5 million for BSD
- \$2.0 billion reduction State General Fund = \$51.0 million for BSD
- \$3.0 billion reduction State General Fund = \$76.5 million for BSD

Student Investment Account

- 50% reduction = \$16.1 million for BSD
- 75% reduction = \$24.2 million for BSD

High School Success Act (HSS/M98)

- 30% reduction = \$3.0 million for BSD

In 2019-20, the High School Success Act was funded with the anticipation of the SSA funds would backfill those dollars. The SSF was also backfilled slightly.

Resources (Backfill)

- Federal CARES Act
 - 70% of Title I = \$4-8 million
 - Other Federal \$ from the State?
- Estimated State Reserves (assumes proportionality)
 - **IF** \$2 billion = \$51 million

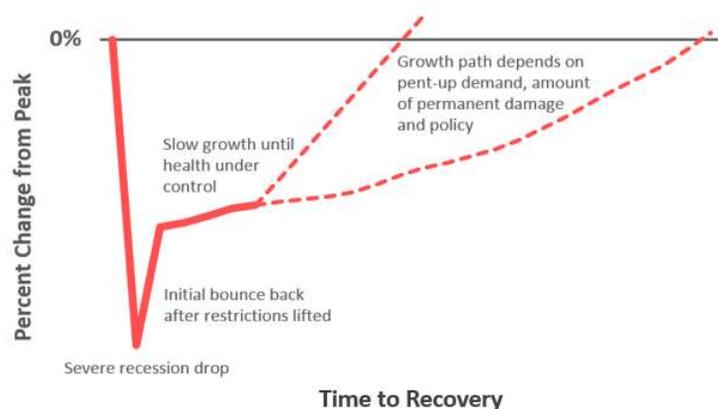
Oregon is in a better financial position now than in 2008-09. Current State reserves are \$1.8 to \$2 billion. The maximum of \$2 billion would equal \$51 million to the District.

Square Root Recovery – Oregon Office of Economic Analysis

Preliminary look at a scenario. Will continue to track.

COVID-19 Pandemic

COVID-19: The Square Root Recovery?



Source: Oregon Office of Economic Analysis

Next Steps

Administration is bargaining with all groups. A final spending plan for 2019-20 will be required from all schools and departments to help determine what emergency spending is needed between now and the end of the school year. The District will also develop budget reduction scenarios for Cabinet to review.

Michael Schofield

The Committee will receive and review public input and determine what questions you have or must be answered. The next meeting is May 4, 2020 and will most likely be virtual.

Comments & Questions:

Budget Vice Chair Edwards opened the discussion with specific gratitude to all involved in preparing the budget, communications and presentations. In addition, Budget Vice Chair Edwards recognized

the work of the entire District—families, parents, students, teachers and staff—who provided significant input and attended meetings/work sessions. As a parent of students in the District, she further expressed appreciation for all the challenging work that went into remote learning programs.

Q: Budget Vice Chair Edwards: What should the Committee members advocate for when the Legislature goes into a Special Session?

A: Williams: Mike adequately laid out the unknowns – How will they spend Federal money? How will they use existing State reserves? How will they respond to the interplay in SIA, M98 and SSF? Advocating for maintaining what exists now may be the best route:

- Maintain the SSF as whole as possible at the \$9 billion
- \$200 million from Corporate Activities Act
- Maintain M98 funding and any funding that is currently being spent
- Maintain investments and build a bridge to next step

A good question for the State economists would be how long do they anticipate recovery will take? Will it be an 18-month recovery or a 5-year recovery?

Q: School Board Member Susan Greenberg (Greenberg): Thank you for the amazing passion and compassion that everyone has had through this unthinkable time. We are looking at a budget that most likely will not be the budget for next year. All questions revolve around the unknown questions, but the next Budget Committee meeting is May 4th for a budget that isn't going to be realistic for next year. What are we going to accomplish?

A: Schofield: We are in an uncomfortable position because there are many unknowns, but by law we have to adopt a budget by June 30. The economic forecast on May 20 may not tell us what the Legislature is doing. We will know what the projected shortfall is, but we won't know what the Legislature will do about it. Legislature is going to talk about their own reserves and how much they will be allocating. In addition, they will be looking at the potential of Federal funding for the States.

Q: Beachy: Thank you to all staff and administration. Appreciate time and effort of the District. Regarding unemployment claims, what does this look like across the board for classified and licensed?

A: Schofield: Generally speaking, we are paying all employees. We are paying long-term substitutes, but not occasional subs. Governor ordered to pay all full-time employees.

Q: Tyner: Thank you to all staff. We were already in a deficit for 2019-20 as well as leading into 2020-21. How will this additional deficit impact all the numbers? How much of a deficit will be reflected in the budget?

A: Schofield: Additional reductions were made at the cabinet level over the winter. Most of the deficit was covered through SIA. The District reserves used for the 2019-20 budget was a bridge to get us to 2020-21. The deficit based on the proposed budget we currently have was eliminated, but it could be a problem again in the budget we end up with.

Q: Budget Chair Petterborg: Next step: budget reduction scenarios. Will the Committee see those scenarios before the next budget meeting?

A: Schofield: Probably not. It's important to be very careful on how to roll out reduction scenarios. They can quickly change, which causes confusion and angst in our own system. We will roll out the reductions when we have a number from the Legislature, however it may be late in the game.

VII. Review Proposed Budget Document

Jessica Jones

Budget Manager Jessica Jones (Jones) described the four main components of the Proposed Budget Document.

The Committee received a proposed budget document on April 15, 2020 and there is an electronic version available on the District's Budget Page.

Executive Summary

Meant to be a liftable stand-alone document with high-level financial data. The Superintendent's Budget Message will be in this section in the adopted version of the budget. Enrollment history and projections provide high level information for salaries and benefits for all funds. The Budget Summary on page 6 shows individual funds. All funds, salaries, benefits and positions on Page 7 shows three years of actual data and two years of budget. Describes reasoning for shifts in the 2020-21 budget, referencing the SIA increases.

Organizational Section

Includes the District structure, School Board and administrative staff. Strategic measures of student success reported to the School Board in the winter work session as well as budget process and financial reporting information. The multiyear investment summary breaks down the investments by pillar.

Financial Section

This section is a summary and detailed financial information for all funds. It includes a variance analysis on pages 56-58 giving a break down by individual funds and budget-to-budget comparisons (does not include actual expenditures). The General Fund budgeted positions are compared by classification. Closing out this section is the debt and capital projects information.

Informational Section

This shows ratio teacher staffing by school, personnel services by fund and function. There is detailed enrollment history and projections as well as the updated SAM model. This is also where you will find individual school summary pages, performance measures and more detailed strategic investment reports.

VIII. Review Public Comment

**Denise Petterborg
Jessica Jones**

The questions and comments received from April 9-17, 2020 will be submitted as public testimony. The questions will have answers provided in the May 4 meeting. Questions submitted for the May 4 meeting will be accepted until noon on May 2. The answers will be provided at the following meeting on May 18.

IX. Questions and Comments from the Budget Committee

Denise Petterborg

Q: School Board Member Tom Colett (Colett): What is the goal that the new SAM model is trying to achieve? Attempting to support low socioeconomic status (SES) students who may not receive as many resources at high SES schools or trying to provide more resources for at schools where low SES students are concentrated? Or both?

A: Deputy Supt. Hansmann: Yes, both. The three things the new SAM model is addressing: students living in poverty require greater support, all schools serve students living in poverty and all schools should receive funding to support the academic and social emotional needs of students living in poverty.

Q: Colett: How would you allocate teachers previously compared to the new plan? I understand the goal but am interested to see it school by school by the next Budget Committee meeting.

A: Deputy Supt. Hansmann: Yes, we can have that information for you.

A: Schofield: Overall class size was budgeted to be about the same as in 2019-20. Class size increases happened at schools with low poverty. Even if they were growing, their class size could increase. Lowered class sizes occurred at high poverty schools.

Q: Colett: Vice principal positions were eliminated at Barnes, Chehalem and Elmonica but were added at Oak Hills, Raleigh Hills, Scholls Heights and Sexton Mountain. Why the shift?

A: Schofield: Enrollment issue. If enrollment is declining, that could cause a Vice Principal move. In addition, SAM model changed from direct reports to enrollment.

Q: Jeszenszky: What would the process look like if the budget passed on June 30 is not adequate? Is there an official amendment process?

A: Schofield: School Board would determine how to proceed. In the past, we left the appropriation level and then provided the board with a supplement of what we were doing as a District. In other cases, we could go through a process to lower all the appropriations levels. That would be a future discussion with the School Board.

Q: Jeszenszky: Is there a discussion of how to adequately staff to help students with any deficits they may begin within the next school year? If current instruction is not enough for all students, they may return to school in the fall with vastly different readiness. Would they need additional teacher's aides?

A: Schofield: We have had discussion at the Cabinet level. It could possibly be summer school.

A: Supt. Grotting: All the critical standards will not be taught in a short period of time. It will require the District to go back and adjust the scope and sequence at the beginning of the next school year for those students. Possible shifting of resources will depend on which group of students are involved. It will look different at various levels. It is difficult when we don't know what the resources will be, but the District is having those conversations.

Q: Jeszenszky: Are PYP/MYP programs permanently gone or up for discussion any longer?

A: Supt. Grotting: Not currently budgeted.

Q: Larsen: If the District added two new Pre-K programs under current proposed budget, in which schools would they be located?

A: Supt. Grotting: They would be added at the two next highest poverty schools.

A: Jones: McKinley Elementary and Fir Grove Elementary.

Q: Glowacki: What is the estimated deferred maintenance cost?

A: Schofield: Across district?

A: Glowacki: Yes.

A: Deputy Superintendent of Operations Carl Mead (Deputy Supt. Mead): Will get back to you with answer.

Q: Glowacki: Do you anticipate savings from transportation and facilities reductions?

A: Schofield: We know the water bill and electricity bills will be less, but it's so early in savings period, we're only just seeing the numbers. Transportation is paid for with transportation grant funding, which means the District is being paid as if school was in session. Next year every district

in the state will be reconciled against what was spent, and the adjusted savings dollars will go back into SSF. It is then distributed by ADMw. There will be more savings information at future budget meetings.

A: Supt. Grotting: On the instruction side with the distance learning, we are not spending as much on substitutes. Along with that, we are not spending money on professional development and travel that would normally occur through the end of the year, including field trips. The more that is recovered in this fiscal year, the more it will reduce the number of layoffs possibly in the next fiscal year.

Q: Bryan: In the SAM chart showing the impact of the Local Option Levy (LOL) and SIA, I am hoping it will give some clues explaining how SAM changes are being made school by school. How much of the SAM changes are dependent on the SIA money?

A: Jones: Yes, the chart with the General Fund, LOL and SIA shows the impact of where teachers are but does not show a comparison of what it would have been if the SAM model was unchanged.

Q: Bryan: How much of the SAM changes are dependent on the funding coming from the SIA and how much is related to the General Fund budget?

A: Schofield: About half of the SIA is included in SAM. \$15 million.

Q: Jeszenszky/Community Member: Please explain how the counselor ratios are changing at the middle school level and how much of the approach to this process is being altered moving forward, with the idea that the students may need more support going into the fall.

A: Executive Administrator for Student Services Danielle Hudson (Hudson): Counselor changes at middle and high school levels were adjusted in the poverty allocation. The schools with higher poverty will have the additional weighting that will increase the counselor allocations at those buildings. Also, we have reduced counselor ratios from 1/499 down to 1/399. It is a reduction of 100 students per counselor.

Q: Jeszenszky: Will all middle schools see an increase in counselors for the current year?

A: Hudson: There was an additional allocation at middle and high schools as a result.

A: Schofield: According to the budget you are looking at, the answer is yes, but according to reality in the fall, I would not count on it. We are unable to count on anything right now. Everything depends on size of reductions to the District. We started with an ideal SAM that was brought down to what we could afford resource wise as a District. There will be another round of SAM adjustments based off of potential reductions to determine affordable staffing. That will be a combination of SIA and General Fund.

A: Supt. Grotting: This is an important fact. Two to three months ago, there was a very different plan for the future. I do not think anyone understands the cliff we could be heading for. Even if the SIA funds were available, they may have to be used to backfill the General Fund. The Governor is recommending that school districts do not spend SIA dollars. Homeless numbers are increasing, families are out of work and unable to receive any dollars. As this pandemic moves forward, it will travel fast and hard. We are trying to figure out the best way to message that information. We want to be transparent but not overreact. This could shake the economy for 1 to 3 years down the road, not only in Beaverton but also in the 198 school districts in Oregon.

Q: Beachy: How is connectivity going for students and staff for distance learning?

A: Chief Information Officer Steve Langford (Langford): The 2014 Bond has given the District good position in providing the equipment for remote learning and distance learning plans. We have been

challenged with students that do not have connectivity options and are trying to assign hot spots and routers on buses across the city. There are several different strategies, however it continues to be a challenge for some families.

Q: Beachy: What is the percentage of students without connectivity?

A: Langford: I don't have exact numbers. General surveys have shown 10% of students do not have adequate connectivity.

Q: Beachy: Have funds shifted funds for resources to provide a solution?

A: Langford: Yes. There are also hot spot orders pending.

Q: Beachy: Are District staff having challenges as well?

A: Langford: Some staff live in rural areas are experiencing challenges with connectivity. Facilities has worked out a plan to allow those staff members to work from their employed location.

A: Deputy Supt. Mead: All staff members have been instructed not to access their buildings. However, we have made special arrangements for custodians to come in and clean all touch points for those staff members. For the Teachers who cannot reach students, principals are working with staff to reach out to the families directly.

Q: Beachy: Is there a cost comparison of savings on substitutes resulting from the discontinuation of early release on Wednesdays? Is it saving money for the District?

A: Schofield: It will be challenging to get this number due to the current situation. It has been clear that subs were underbudgeted originally.

Q: Beachy: Is it possible to get the allocation through March 1?

A: Schofield: Subs purchased for professional development this year vs. the year before?

Beachy: Yes. Would like to see the results of discontinuing early release and adding instructional days.

Q: Beachy: Safety challenges – page 33: Would the District be prepared for an emergency or natural disaster? Not prepared. What is the amount needed to have an adequate response system?

A: Deputy Supt. Mead: Community partners are not ready for a natural disaster. We have been informed by police, fire and ambulance that we are on our own. It would be a large bucket.

IX. Set Agenda for May 4th Meeting

Jessica Jones

There will be minutes for approval, COVID-19 update public comment – similar to this meeting's format – and Budget Committee questions and discussion. Public comment will be collected online and can also be sent by mail to the District Office. Any comments received by 12pm on May 2 will be presented at the May 4 meeting.

X. Closing Remarks

Don Grotting

Thank you all for being here and distance learning. Several other districts are watching our budget process. Thank you to the business team. There are a lot of unknowns and you are doing a great job.

Thank you to everyone behind the scenes.

Budget Meeting adjourned at 8:48 PM

Denise Petterborg

Denise Petterborg
Budget Committee Chair

Marcie Davis