

BUDGET MEETING MINUTES

A meeting of the Springfield School District No. 19 Budget Committee was held on February 9, 2023.

1. WELCOME

Ms. Raven called the meeting to order at 6:04 p.m.

Attendance

Committee Members attending the meeting included Naomi Raven, Todd Mann, Ken Kohl, Jonathan Light, John Svoboda, Keina Wolf and Nancy Cameron.

Jonathan Light arrived later in the evening.

Virtually Attending: Emilio Hernandez and Steve Irwin.

District staff and community members identified included Todd Hamilton, David Collins, Whitney McKinley, Brett Yancey, Jeff Michna and Andrea Wallace.

Guests present were Representative John Lively and Senator Floyd Prozanski.

2. Curriculum/Instructional Materials Update

Director of K-12 Teaching and Learning, Whitney McKinley, began her presentation by stating that the Springfield School District's (SPS) vision "Every Student Every Day" drives everything they do and every decision they make. The presentation covered an overview of the State process and the SPS process, as well as an update on K-12 current materials adoption.

The State Process:

- Drives the decisions around what materials and standards are adopted at the State level and that drives Oregon Department of Education's (ODE) work at the local level.
- Determines what that process looks like for ODE to continue adhering to School Board Policy.
- Maintains good stewards of the money that is invested towards instructional materials.

ODE is a public entity governed by laws and Oregon Administrative Rules (OAR) and many other different policies, including textbook adoptions. OARs define what basal materials or instructional materials are, which is the Core Program. The Core Program consists of digital materials, hardcover, textbook, materials, and consumable assessments. It is an entire program of high quality materials that are aligned to standards that the State would approve. The cost of Basil Core Programming is high, but there are a lot of components and it meets a large need. Every program is not going to meet the needs of every single learner so supplemental materials are needed to meet the gap. The process begins with the adoption and review of standards by the ODE. Then a Instructional Materials Criteria Committee (IMC) is brought together by ODE. That committee then requests the development of criteria or rubrics, which are what textbook companies or publishers look for when they submit their materials to the state. Teams of teachers and individuals at the State level then determine which of those rubric-aligned criteria will be approved by ODE. Then Review Committees look over the criteria to overlay those programs to

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determine what will be moved forward to ODE for recommendation and approval. A large variety of stakeholders, grade levels, administrators and content area teachers are trained in that criteria, they do that review for ODE and determine whether or not to approve. That long list of State approved textbooks or programs that districts will use, then go to the Local level. Local districts develop their own criteria and make their recommendations that go to the local Board.

Ms. Cameron asked how the IMC for criteria was developed.

Ms. McKinley answered that each year the State solicits volunteers to be part of the committee process, typically bringing in subject matter experts from around the State.

Ms. Raven asked what was the balance between legislation and ODE setting those Core Standards.

Mr. Yancey stated it is the responsibility of the State Board of Education to adopt the standards, but the Legislature identifies certain priorities for their programs, which may not be standards related, but in its content.

Ms. Raven asked how often do they revisit these and is it done in a way that allows the Board to see enough impact before a change is made.

Mr. Yancey replied that the State reviews the standards every six or seven years, but the schedule can be thrown off when there is an initiative at the National level. In that instance, the State follows with implementing timelines.

The Springfield School District Process:

- ODE adopts the standards
- A small team narrows down the State approved standards.
- A large team reviews with a deep dive and are trained to be able to properly educate students and staff on the materials.
- Plus Delta
- Consensus Day
- The Community has an opportunity to review the recommendations and to provide their input.
- Recommendation are made to the Board

Ms. McKinley stated that as a District they dive deeper than the IMC does because SPS students may have particular needs. SPS's Strategic Plan may guide them in a different way, where a program that is stronger in one particular area over another is needed. Hybrid programs, as well as individualized learning opportunities are chosen. SPS uses the criteria when recommending a program to the School Board, who then review the materials and have an opportunity to ask questions after the first read of the materials. Once the Board gives their approval, SPS partners with other departments to ensure that they are getting the correct technology software to match their infrastructure. They work with the Finance Department to make sure all State laws and various contracts are being followed.

Coming Up Next Month:

- K-12 Educational Language Association Board Approved
- First Read next month
 - English Language Development
 - World Language (German, French, Spanish)
 - Dual Immersion
- K-8 Math Team convening in April

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- State Process
 - Math (extension 9-12, Fall of 20234)
 - Science (review 2023, materials in class by Fall 2024)

Mr. Kohl asked if they bargained with the publishers over price.

Mr. Yancey answered that the State negotiates price. It was not necessarily how much is paid for the materials, but what is included in the purchase. Professional development, supplemental materials included, and manipulatives are discussed. Mr. Yancey stated that for the price, SPS has a very high expectation of what should be included in the Core package.

Mr. Light inquired of the percentage of digital versus hard copy of purchased materials.

Ms. McKinley replied that she did not have an exact number. It depends on the grade level and what is appropriate for the student. Hybrid technology not only provides more personalized learning paths, but they had benefited greatly during the pandemic because the technology and programs were paid for already in place.

3. Technology Update

Mr. Michna provided an update of student devices within the district.

Kindergarten and First grade use iPads, which have a lifespan of 4.5 years. Second grade transitions away from touch screen devices to Chromebook, which offers both touchscreen and keyboard options. At third grade, all students switched to Chromebooks, which have a lifespan of 5 years.

Device Maintenance:

- 9,200 devices checked out to students across the district.
- 176 lab devices
- 9% repair rate for those devices with the majority of repairs completed in-house.
- \$18,000 in repairs for the current school year.
- 150 hot-spots deployed across the district for students and staff.
- 22 of those hot-spots are used on a monthly basis.
- 11% of chargers go missing per year.
- 3% loss per year in lost Chromebooks or iPads.
- 800 current older Chromebooks are being replaced with new ones this school year.

Mr. Light wondered what became of the retired devices.

Mr. Michna replied that they pay a program to recycle the devices, but that the majority of the device goes on to the landfill.

The initial staff devices purchased as part of the 2015 bond, along with 200 certified staff machines are being replaced this year. Classroom projection systems installed in 2006-2007 will begin to be replaced with newer technology this year. The Technology Fund began with \$3.8 million. \$1million in ESSER funds are being used to pay for technology purchases this year. There has been a 10% - 20% increase in student devices, up from five years ago. Overall, they have only used a small amount from the Technology Fund. Mr. Michna stated that his department is continuing to recommend investing money into the Technology fund.

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4. Legislative Information w/Q&A

Mr. Yancey was pleased to introduce Representative John Lively and Senator Floyd Prozanski.

Representative John Lively has served in the Legislature since 2013. This is his sixth session. He stated there were some challenges in the House at present. There were twenty-one new members out of the sixty members. They were trying to get members up to speed on the committees while trying to pay attention to what was currently taking place in the House. Another challenge they faced is that the Capital is currently under construction, resulting in less areas for people to congregate for meetings. Meetings are held in-person and virtually. Mr. Lively encouraged people to sign up through the online system before they travel to Salem, due to the limited time and space currently available. Mr. Lively serves as chairs on two committees, the Education Committee, which is focusing this year on higher education. The second committee is the Gambling Regulation Committee. Mr. Lively stated the state of Oregon is addicted to gambling and alcohol. Those were their second to largest sources of income for their General Fund. 85% of lottery dollars came from poker machines. The gambling dollars have a great impact on education, as well as a loss of revenue to the Tribes. He also serves on the Economic Development and Small Business Committee, which is currently discussing semiconductors, business promotions, and the burden on Oregon businesses. Mr. Lively concluded by briefly discussing the Governor's Budget and noted that the Legislature will be focusing on transparency and accountability regarding Student Success dollars.

Senator Floyd Prozanski is a senior member in the Senate and Legislature. He has served within the State Legislature since 1995. Mr. Prozanski serves on the Senate Judiciary Committee as the Chair and serves on the Natural Resources Committee and the Human Resources Committee. Prior to being elected he was in the District Attorney's office as a prosecutor. He has over thirty years of working prosecution work. When he is in the Legislature he does not practice, but subcontracts out his work. The Judiciary Committee files more bills than any other and requires most of his time. He cited the same current House challenges he faced as Mr. Lively had. Mr. Prozanski's belief is that education is one of the corner points for the legislature to be dealing with. In the Constitution, every student has the right to an education and they have the obligation to provide them that education. He is also a firm believer in the process of restorative justice. Mr. Prozanski made it clear that his office was there to help in any way, to ensure every student of that opportunity and that his office will pay dividends back to the community if they provide those multi-dimensional opportunities. Mr. Prozanski concluded, requesting that the committee reach out to his office anytime by phone or email because they are the individuals that represent the district and provide the insight of what is needed, because it is not one size fits all.

Mr. Mann asked if the Corporate Activities Act was likely to pass and if it did, what would the impact be on the Student Success Fund.

Mr. Lively replied that having those conversations in the Senate did not mean it would pass, however if it did, the implications would be diminishing.

Mr. Prozanski commented that they rely on their chairs from the various committees to filter through and bring forward the bills. There are thousands of bills filed every year and many are never brought forward to be heard.

Ms. Raven was curious about House Bill 2750 and how it would impact fundraising for programs.

Mr. Lively replied that at present, very few bills are ready to move. Once the bills are organized by topic, they decide if there are three or four bills to present, while none will proceed if there are compromises to be made.

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Mr. Prozanski added that they have the Oregon Legislative Information System (OLIS), an online system to sign up to receive alerts for information on individual bills.

Mr. Mann was curious if there was any work going on at the State level or in the Legislature to help mitigate the impact of loss to health care in the community.

Mr. Lively responded saying that first they have to determine who is eligible and would continue to be eligible, then identify what that gap is. There is a big budget dealing with human health services to ensure that people do not lose coverage.

5. Governor’s Recommended Budget & Next Steps

Mr. Yancey offered a brief summary on the Governor’s \$9.9 billion recommended budget for education. 2022-2023 General Fund (Beginning Parameters):

- 5% Increase in discretionary Supplies & Materials due to impacts of inflation
- Capital Outlay Budget “Roll-over”
- Eliminate Voluntary Early Retirement Assessment Reduction (pay as we-go)
- 7% Reserves of Operating Expenditures
- \$1,000,000 Contingency Funds
- \$1,000,000 Instructional Materials Fund Support from the General Fund (transfer)
- \$1,000,000 Technology Fund Support from the General Fund

That is a 6.5% increase from where SPS was this biennium. The Student Investment and the High School Success funds both had increases. The Governor has placed an emphasis on early Literacy and Early Childhood Learning. \$54.7 million is for Child Nutrition, under the Hunger Free Schools Program Act. Mr. Yancey was concerned about the elimination of resources for summer feeding. K-12 Summer Enrichment will take a significant step backwards in what they will be able to offer the community. The Governor placed the issue of tackling homelessness as a top priority. Mr. Yancey stated that SPS will continue with their budgeting process, as they have a timeline to adhere to. The first year of the biennium is difficult because they do not know yet what resources will be available to them. The staffing budget, decline in enrollment and the projected reduction of reserves will be cause for some careful planning.

6. 2022-2023 Preliminary Enrollment Projections

Mr. Yancey discussed the following enrollment factors:

- Live birth rates
- Quarter 1 enrollment and the Five-year Actuals
- Five-year Median Cohort Survival Rates
- Housing Developments, Construction Starts, and Census Data.

These are updated with the projected transfer of how students are moving in, out and within the districts. The last few years were over-projected. With the decline in enrollment, resources will tighten up. Mr. Yancey stated that it was important to wait for the State number to come out, so they could see how proportionally they are compared to the State. SPS is projecting a significant decline in enrollment, from 3,100 in the 2022 fall to the projected 2,955 students entering the fall of 2023. They would continue to build-in their anticipated State School Fund reduction due to their inclining or declining projected enrollment. Mr. Yancey felt they were fortunate to have collective bargaining unit agreements in place so they know exactly what their employment costs would be next year.

7. Questions/Clarifications/Requests

Ms. Raven wondered what states saw increased enrollment, if twenty-one of the states saw a decline.

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Mr. Yancey replied that decreases were seen across the nation, while private school and homeschool had shot through the roof. There exists a significant number of students across the nation that were untraceable.

Ms. Cameron asked how long the bargaining agreements were for.

Mr. Yancey answered, it was for three years. He assumed that they would continue funneling money into the Instructional Materials Budget and into the Technology Budget. With current funding they projected to have enough money through the 2028-2029 school year and could continue expanding to set the District up for a stable environment.

Mr. Light stated that typically they have tied school funding to a per student ratio, but Governor Kotek is proposing ten to three, which is a substantial increase per student.

Mr. Yancey replied that as they are preparing their staff to student ratio sheets they then give them to the Elementary, Middle and High Schools with instructions for them to use as an aid in determining how they want to staff their buildings. They receive many different series. He added that it was not easy to implement, but that it was a good lens for them to be able to work through and build different scenarios.

Mr. Light asked if he had heard any grumbling from the Legislature that they were considering moving away from the previous budget or reducing the budget.

Mr. Yancey answered, No the Governor's Budget does not consider enrollment and it is as a statement, a 990.

8. Adjournment

Chair Raven adjourned the meeting at 8:01 p.m.

(Minutes recorded by Trenay Ryan)