



ROSEBURG PUBLIC SCHOOLS

Roseburg, Oregon

No. 2

Budget Committee Meeting

April 23, 2025

BUDGET COMMITTEE MEMBERS:

Michael Leone	Mike Schofield	Jared Cordon, Superintendent
Andrew Shirtcliff	Tom Nelson	Michelle Knee, Assistant Superintendent
Keith Cubic	Micki Hall	Cheryl Northam, Director of Finance & Operations
Rod Cotton	Vacant	Melissa Roberts, Director of Student Services
Steve Hammerson	Becky Marr	Jill Weber, Director of Teaching & Learning
Andrea Miner	Nikki Messenger	Danielle Littlefield, Budget & Accounting Manager
Ann Krimetz	Mia Murphy	Tiffany Farrington, Administrative Assistant

DISTRICT STAFF:

NOTES OF THE BUDGET MEETING

TIME, PLACE: The second meeting of the Budget Committee of Douglas County School District No. 4 to approve the Budget for the 2025-2026 fiscal year was held via Zoom and in person in the Boardroom of the District Office following a brief Board Meeting beginning at 6:00pm on Wednesday, April 23, 2025.

ATTENDANCE: Committee members present: Michael Leone, Rod Cotton, Steve Hammerson, Andrea Miner, Ann Krimetz, Keith Cubic, Tom Nelson, Becky Marr, Nikki Messenger, Mia Murphy, Mike Schofield, Micki Hall, and Andrew Shirtcliff.

District Office Staff present: Jared Cordon, Michelle Knee, Cheryl Northam, Melissa Roberts, Danielle Littlefield, Tiffany Farrington, and Chelsea Duncan. Jill Weber was present via Zoom.

Guests present (via Zoom): Stephanie Taylor, David Morrocco, and Randal Olsen

CALL TO ORDER: Budget Committee Chair for 2025-2026, Mike Schofield, called the meeting to order at 6:23 pm.

FLAG SALUTE: Nikki Messenger led the committee in the Pledge of Allegiance.

APPROVAL OF MINUTES: Mr. Schofield entertained a motion to approve the minutes from our first meeting. Tom Nelson made a motion to approve the minutes of April 16, 2025. Micki Hall seconded, and the committee agreed unanimously.

SPECIAL FUNDS REVIEW

Mr. Schofield introduced Michelle Knee for a review of the Special Funds. Using a PowerPoint presentation (attached), Mrs. Knee gave an overview of the larger grants within the Budget. She began by going over the details, allowable uses, and strategies including key investments/activities of the Student Investment Account (SIA) Grant. While this grant pays for two of our school psychologists, we now have seven in the district as well as 11 Skills Trainers to support behavior in our schools. It also pays for two elementary music teachers which has allowed us to have music at all of our elementary schools now full time. Our Woodworking and Art teachers at the middle schools are paid for from this grant, as well as one of our Health and Wellness teachers at the high school. This grant funds many of our before and after school programs, electives and extracurricular activities such as Robotics and band. Student fees are also offset to assist families including providing school supplies for all of our elementary students. Next, Mrs. Knee gave details and explained the goals and investments of the Early Literacy Grant. This is Governor Kotek's top priority which can be seen in the additional funding for this grant in her preliminary budget. Moving on to the High School Success (Measure 98) Grant, Mrs. Knee explained that the governor's preliminary budget is suggesting a reduction in these funds and so we have

reduced our budget by \$77,000 to reflect that change. She continued on with details and investments made utilizing these funds. Mrs. Knee briefly reviewed Title I information and investments emphasizing that we do not yet have our preliminary estimate from the federal government for these funds. Currently, we are budgeting based on the 24/25 year's allocation. We do have six Title I schools for next year which are listed in the presentation along with the percentage of students in those schools that are of poverty. These numbers are now based on SNAP benefits. Also of note, we do have Title II and IV grants which are smaller. At this point, we know that Title IV funding will remain the same and will not be cut. Title II which we utilize for professional learning is unknown as to whether the funding will continue from the federal government. Concluding her presentation, Mrs. Knee asked for questions. Mikki Hall inquired about the status of the Title I and IV funds in regards to Congress. Superintendent Cordon reaffirmed that we have been told we will constitutionally be receiving Title I and IV funding, we just don't know how much yet. We are also not sure about Title II and III funding. We are hopeful, but this is an unknown. As stated by Mr. Schofield in the last meeting, there is a level of uncertainty that we haven't seen in some time with federal dollars. Prompted by questions from Tom Nelson, conversation then ensued led by Mr. Cordon about our graduation rate trends and the "wealth gap" present in our area and how we are using these grants to increase access for our students.

With no further questions or comments, Mr. Schofield introduced Cheryl Northam to talk about Major Maintenance funding and budgeting.

MAJOR MAINTENANCE

Mrs. Northam began by letting the committee know she would be highlighting some of the projects we use our Major Maintenance funds for and where these are located within the budget document. She discussed how a bulk of these funds have recently been used alongside seismic grants we received. These grants are limited to \$2.5 million and often times it makes sense to do additional work while construction is already being done for other enhancements that are not covered by the grant such as roof replacements. In the Fall of 2024, we completed seismic enhancements of Eastwood Elementary's multi-purpose room and adjacent building. We used additional funds to repair the walkway coverings and other needed roofing. A Seismic enhancement has also been completed at Winchester Elementary with the focus on the gym and part of the library building. We used district funds for additional roof replacements there in addition to other enhancements. Currently we have an application in for Sunnyslope Elementary School to seismically enhance their gymnasium area. Our next project for which we have received funding is the RHS VoTech East. The VoTech building is large enough that it cannot be seismically enhanced with just one grant so we have split it into two. Our next application process, following Sunnyslope, will address the west portion of the VoTech building, and we will need to save at least \$1.7 million as a district for this project as it is much more extensive due primarily to the unusual roof structure that needs to be replaced. Mapping out our planned expenditures, we do have the funds in place despite the one year reduction transfer. We will just have a few less summer projects this year. Rod Cotton asked how much we have received in seismic funds over the years. Mrs. Northam answered that we have received approximately \$20 million and briefly listed the projects that have been completed utilizing this funding. Mrs. Northam closed by asking for questions.

Nikki Messenger inquired whether the summer school happening in July is in a building with air conditioning. Michelle Knee answered of the four summer school locations (Hucrest, Winchester, Sunnyslope and RHS), two have air conditioning (Hucrest and RHS). Mr. Nelson inquired about the participation numbers for summer school. Mrs. Knee confirmed numbers have increased. She and Superintendent Cordon discussed the inconsistent funding over the past few years and explained how summer school funding is dispersed statewide. As a district we will continue to advocate for a more intentional and wider distribution of summer funding as we could do so much more if we had adequate funding. In response to Ms. Messenger's question, Mrs. Northam informed the committee that we had received a federal grant, Renew America Schools, and had plans to improve the air quality at Eastwood and JoLane. However, because it is a federal grant it is currently on hold.

COMMITTEE DELIBERATIONS – DISCUSSION OF PROPOSED BUDGET

With no further questions, Mr. Schofield turned the meeting over to Danielle Littlefield for a summary of the budget questions submitted and answered via email prior to this meeting (email attached). Mr. Cotton thanked Mrs. Littlefield and Mrs. Northam for the time they spent answering the questions sent in by Mr. Cubic and Mr. Nelson.

Mr. Schofield asked if Mr. Nelson or Mr. Cubic had any further questions/discussion or if they were satisfied with the answers received. Mr. Cubic felt the answers were very sound and had no concerns. Mr. Nelson agreed. Mr. Schofield then asked if there was any further discussion about the proposed budget.

APPROVAL OF PROPOSED BUDGET AND PERMANENT PROPERTY TAX RATE

With no further questions or comments, Mr. Schofield entertained the motion to approve the budget and the tax levy. Nikki Messenger made the motion to approve the 2025-2026 proposed budget as presented in the amount of \$133,941,774.10. Micki Hall seconded the motion. Mr. Schofield stated it had been moved and seconded to make a motion to approve the 2025-2026 proposed budget as presented in the amount of \$133,941.774.10. Furthermore, he made the motion to approve the permanent property tax rate in the amount of \$4.0327 necessary to balance the 2025-2026 General Fund Budget. Keith Cubic seconded that motion. Motions passed unanimously.

ADJOURN

As no further meetings are necessary, Steve Hammerson made the motion to adjourn the meeting. Andrea Miner seconded the motion. All were in favor. The meeting was adjourned at 7:04pm.

Prepared by Tiffany Farrington, Budget Committee Secretary

2025/2026 Grants Overview

Budget Committee Meeting

Roseburg Public Schools

April 23, 2025



Student Investment Account (SIA)

Preliminary SIA Grant Estimate for 25/26: \$5,457,548.83

The Student Success Act was passed by the Oregon Legislature in May 2019. Funds are generated through the Oregon CAT tax.

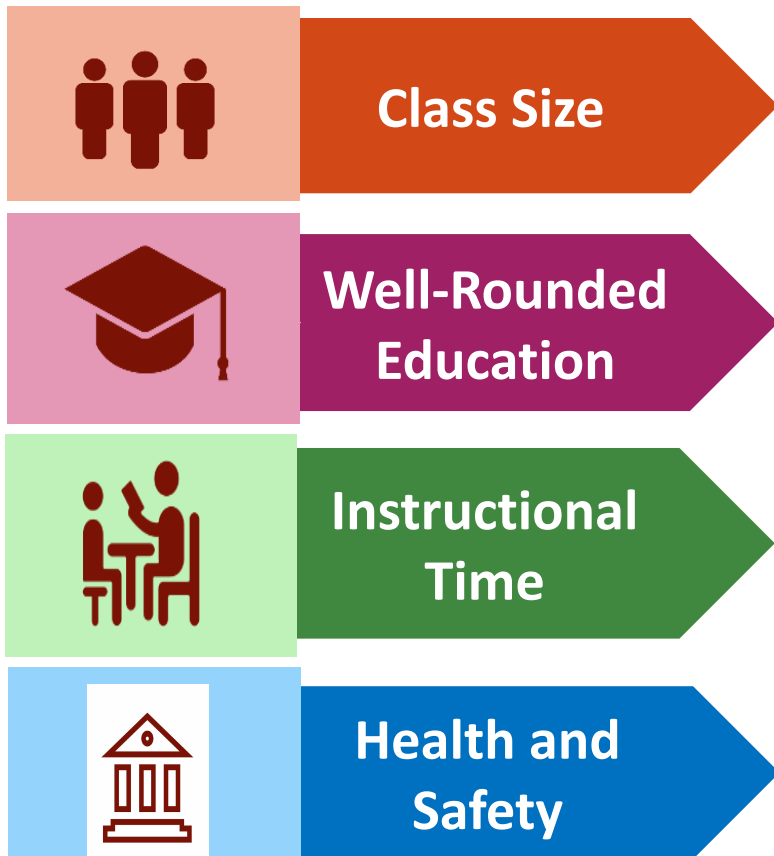
The funds may be used for two purposes:

- **Meet students' mental and behavioral health needs.**
- **Increase academic achievement and reduce academic disparities for:**
 - **Students with disabilities**
 - **Students of color**
 - **Emerging bilingual students**
 - **Students navigating poverty, homelessness, and foster care; and other students that have historically experienced disparities in our schools.**



Student Investment Account (SIA)

Allowable Uses of SIA Funds:



Strategy #1

Strategy #1: Create a culture of safety and respect for all students and adults that supports the social, emotional, and physical well-being of students and adults that is critical to academic and professional success

Key Investments:

- Social & Emotional Learning Coordinator
- School Psychologists (2)
- Skills Trainers (11)



**Health and
Safety**



Strategy #2

Strategy #2: Ensure instructional materials and tasks are appropriately challenging and supportive for all students, are aligned with content area standards and are culturally and academically relevant

Key Investments/Activities:

- Elementary STEAM Teachers (3)
- Materials for STEAM
- K-12 Classroom Libraries



**Well-Rounded
Education**



Strategy #3

Strategy #3: Establish systems and interventions to identify and remove barriers to graduation for all students



Class Size



**Well-Rounded
Education**

Key Investments/Activities:

- Special Education Teachers (7)
- Special Education IAs (30)
- Elementary Music Teachers (2)
- Middle School Teachers (5)
- ES & Middle School TOSAs (2)
- High School Health & Wellness Teacher



Strategy #4

Strategy #4: Ensure educators and families have the tools to support academic success for every student



**Instructional
Time**



**Well-Rounded
Education**

Investments/Activities:

- Before/After School Programs
Electives and Extracurricular
Activities
- Offset Student Fees



Early Literacy Grant

**Preliminary Early Literacy Grant Estimate for 25/26:
\$427,419.19.53**

In 2023, the Oregon Legislature established early literacy as a top priority.

The Early Literacy Success Initiative has four goals:

- **Increase early literacy for children from birth to third grade**
- **Reduce literacy academic disparities for student groups that have historically experienced academic disparities**
- **Increase support to parents and guardians to enable them to be partners in the development of their children's literacy skills and knowledge**
- **Increase access to early literacy learning through the support that is research-aligned, culturally responsive, student-centered and family centered.**

Governor's Recommended Budget calls for an increase in Early Literacy funding.



Early Literacy Grant

Early Literacy Grant Investments:

- **2 District Literacy Coaches**
- **ELA Professional Learning (K-3)**
- **Phonics & Literacy Materials**
- **Intensive Elementary Literacy Summer School**



High School Success (Measure 98)

**Preliminary HSS Grant Estimate for 25/26:
\$1,444,597.25**

High School Success is a fund initiated by Ballot Measure 98 in November 2016.

The intent of High School Success is to:

- **Improve student progress toward graduation beginning in grade 9**
- **Increase the graduation rates of high schools**
- **Improve high school graduates' readiness for college and career.**

Funding is provided to establish or expand programs in three specific areas:

- **Dropout Prevention**
- **Career & Technical Education**
- **College-Level Education Opportunities**



High School Success (Measure 98)

High School Success Grant Investments:

- **9th Grade Smaller Learning Communities (includes 4.5 teachers plus planning and professional learning time.**
- **1 High School Graduation Coach**
- **Summer transition & credit recovery courses for high school students**
- **2 High School Counselors**
- **High School Automotive Teacher**
- **CTE Equipment/Supplies for auto, health occupations, agriculture, business, manufacturing & drafting**
- **P20 Pathways Coordinator (split position w/UCC)**



Title I

**Preliminary Title I-A Grant Estimate for 25/26:
\$2,089,907**

The purpose of Title I, Part A is to provide all children an opportunity to receive a fair, equitable, and high-quality education. Title I, Part A of the federal Every Student Succeeds Act provides financial assistance to districts and schools who serve a larger population of children experiencing poverty. By providing additional resources, the program is intended to ensure that all students have access to academically enriching curriculum and meet the state's challenging academic standards.



Title I-A

Title I-A funds can only be used to support students at identified Title I-A schools. Schools are identified as Title I-A schools based the percentage of students of poverty enrolled.

Current Title I-A schools:

- **Fir Grove Elementary - 94.5%**
- **Eastwood Elementary - 88.3%**
- **Sunnyslope Elementary - 85.8%**
- **Winchester Elementary - 85.2%**
- **Fullerton IV Elementary - 81.5%**
- **Green Elementary - 75.1%**



Title I-A

Title I-A Grant Investments:

- **Elementary Learning Specialists**
- **Instructional Assistants**
- **Elementary Teachers on Special Assignment (TOSA)**
- **Pre-K classroom at Green Elementary School**
- **Homeless Liaison**
- **Parent/Family Involvement**
- **Staff Professional Learning**



BUDGET DOCUMENT QUESTIONS EMAILED PRIOR TO 4/23/25 MEETING

QUESTION:

Tuesday, April 22, 2025

Danielle , Could you please expand on the purpose of the Developmental Learning Centers, who and how many staff the Centers, and the reason for the \$800,000 increase ?

Please the same for the Turn Around Programs and the Learning Resource Centers too.

Thank you, Tom Nelson

RESPONSE:

Hi Tom!

Thank you for your questions.

The Development Learning Centers (DLC) are self-contained special education program options for student with more severe, often multiple, disabilities that require highly individualized instruction. We have elementary, middle and high school classrooms. The increase in expenditures is due to several factors. Last year we had the Emerging K program at Hucrest, but it has been determined that the needs of the students have changed, and this classroom will become a DLC classroom next year. The expenditures, including staffing, that were in the budget last year for Emerging K have been moved over to the DLC program. While this does not impact the budget overall, it does increase the function 1221 and decreases the function 1222. Other factors include an increase in FTE, contractual obligations and PERS increases. The proposed budget includes 6.5 FTE in certified staff and 28.78 FTE in classified staff.

The Turn Around Program (TAP) is the primary resource for students presenting severe behavior challenges. Classrooms are housed at Fremont Middle School, JoLane Middle School and RHS. Also included in the 1221 function is the Learning Center (LC). This program is on the Hucrest Campus and is a special education program that serves eligible students that require assistance with adaptive, and/or behavioral regulation skills. This classroom serves students that are in First grade through 5th grade with lagging skills that require a more specialized learning environment. When students are able to access instruction outside of the classroom setting with success, the goal is to provide instruction outside the classroom setting with typical peers. The increase in expenditures for this function is related to a slight increase to FTE going from 10.25 to 10.81, contractual obligations and PERS increases. The proposed budget includes 4 FTE in certified staff and 6.81 FTE in classified staff.

The Learning Resource Center Classrooms (LRC) are on all campuses. LRC classrooms are for identified special education K-12 students requiring specially designed instruction in the areas of math, reading, writing, behavior, communication, and/or adaptive/social/emotional. Services can be provided in the special education classroom or within a general education setting with supports. General education teachers can also provide instruction at the direction of the licensed special education teacher case managing the student's special education needs. Similar to the other programs, expenditures have increased due to a slight increase in FTE going from 45.71 FTE to 46.65 FTE, contractual obligations and PERS increases. The proposed budget includes 16 FTE in certified staff and 30.65 in classified staff.

Please let me know if you have any additional questions.

QUESTION:

Wednesday, April 23, 2025

Email from Keith Cubic regarding the Budget Review:

1. Page 1, the GF went up about 3 million. In these challenging times that seems surprising. What are the major factors increasing the GF budget? PERS is one is it the biggest?
2. Page 7, why did the DLC's go up about 820k?
3. Page 43, probably relates to #2 above but what is the explanation for the DLC staffing going from 26 to 35 and the increased costs?
4. Page 46, how are we replacing the significant reduction in Home Instruction?
5. Page 69, this question may have some sensitivity component but it is if the Phoenix charter is not renewed what happen to the funds allocated to the program?
6. Page 87, what is the big increase in Health Services? It appears an FTE, I am interested what we have added and or program expansion.
7. Page 163, no allocation for Function 4150. How will we address an acquisition situation should one arise? Is this one of our programmatic budget reductions? Did it come with a B&S endorsement?
8. Page 165, do we have any supporting materials on the 404 Fund?
9. Page 283, What is the 300 thousand that we received in 24-25 that we are not getting in the new budget?
10. Page 301, what is the big loss in the Child Nutrition Fund 299? What does it mean to our food services?
11. Page 327 and page 345, these are both resource reports and they seem to overlap. Could you explain the differences 401 and 404? Also are there any project lists or documentation on what these revenues may be used for elsewhere in the budget?

RESPONSE:

1. Page 1, the GF went up about 3 million. In these challenging times that seems surprising. What are the major factors increasing the GF budget? PERS is one is it the biggest?

The increase to GF Revenue can be attributed to an increase in the SSF estimated at 11.36b, with slight increases to our local revenue. Another factor to consider is that the fund balance was increased to address the PERS increases as well as the UCC transfer.

2. Page 7, why did the DLC's go up about 820k?
3. Page 43, probably relates to #2 above but what is the explanation for the DLC staffing going from 26 to 35 and the increased costs?

The increase in expenditures is due to several factors. Last year we had the Emerging K program at Hucrest, but it has been determined that the needs of the students have changed, and this classroom will become a DLC classroom next year. The staffing increase is due to the needs of students that enter the program. As we have more students enter the program, we increase the staff as necessary. The expenditures, including staffing, that was in the budget last year for Emerging K have been moved over to the DLC program. While this does not impact the overall budget, it does increase the function 1221 and decreases the function 1222. Other factors include an increase in FTE, contractual obligations and PERS increases. The proposed budget includes 6.5FTE in certified staff and 28.78 FTE in classified staff.

4. Page 46, how are we replacing the significant reduction in Home Instruction?

This home instruction position was transitioned to a special education position. There are not many students needing support, so when support is needed, each school provides their students with the support.

5. Page 69, If the Phoenix charter is not renewed what happens to the funds allocated to the program?

Because funding is based on the charter students enrolled at Phoenix, the current budget amount is estimated by the Charters ADM and is pass through. If the sponsorship agreement is not renewed, we will not receive the passthrough funds that we currently send to Phoenix.

6. Page 87, what is the big increase in Health Services? It appears an FTE, I am interested what we have added and or program expansion.

1FTE was added at Jolane for 1 on 1 support for a student with disabilities and there was an increase in the 0380 object for contracted services for a nurse to provide 1 on 1 medical services.

7. Page 163, no allocation for Function 4150. How will we address an acquisition situation should one arise? Is this one of our programmatic budget reductions? Did it come with a B&S endorsement?

Generally, the general fund does not budget for Building Acquisition because these projects are budgeted for in the Major Maintenance Fund. The exception was when the district budgeted for the softball field. This is the historical information provided in the budget document.

8. Page 165, do we have any supporting materials on the 404 Fund?

The Transfer to the 404 fund includes \$2m for the RHS Advanced Medical Pathways. Our Major Maintenance fund's general purpose is to support our facilities needs both planned and unplanned. Cheryl will be giving a brief update on the Major Maintenance Fund at the next budget meeting.

9. Page 283, What is the 300 thousand that we received in 24-25 that we are not getting in the new budget?

The \$300,000 in the 24/25 adopted budget is the beginning fund balance. In the current year the district purchased two properties which depleted our balance in that fund.

10. Page 301, what is the big loss in the Child Nutrition Fund 299? What does it mean to our food services?

The biggest reduction in the child nutrition fund is the lower beginning fund balance. USDA standards say that there can be no greater of an ending fund balance in the non-profit nutrition services fund than three months of operating expenses. For us, that is approximately \$1 million. For the past few years, we have submitted a waiver request for the excess ending fund balance and have purposefully spent ending fund balance on nutrition expenditures, such as replacement equipment

11. Page 327 and page 345, these are both resource reports and they seem to overlap. Could you explain the differences 401 and 404? Also are there any project lists or documentation on what these revenues may be used for elsewhere in the budget?

Both funds are part of the 400-fund group, however they are for separate projects. Fund 401 – This fund was established to account for the Senate Bill 1149 energy efficiency funds. As energy efficiency projects are planned, with the acceptance of the project from the Oregon Department of Energy, these funds can be used to offset the construction cost of the project. We do not currently have any projects planned. Fund 404- Is our Major Maintenance Fund of which our resources come from an operating transfer from our General Fund. This fund was established to account for major maintenance projects and saving for major maintenance projects.