

01 20 2012 Budget Planning Workshop

For ADA assistance, contact the Office of Equity and Compliance, 534-0781, at least 3 business days before the meeting.

New Business

1. [Attendance](#)

Minutes:

Board Members Present: Frank O'Reilly, Lori Cunningham, Dick Mullenax, Debra Wright, Tim Harris, and Board Chair Hazel Sellers

Absent: Kay Fields

Board Agenda Review

Discussion

Administration - Superintendent's Office

2. [Budget Preparations](#)

Attachment: [PCSB Discussion Guide 1-20.pdf](#)

Minutes:

Dr. Nickell provided an overview of today's budget workshop:

- Purposes and Products
- Preparing for the Future with a Re-based budget

- Preparing for the Future - Student Performance Opportunities
- Suggested Strategic Plan Priorities
- Suggestions for creating a priority-driven budgeting process
- Discussion and wrap up

Purpose today is to

- provide overview of strategies to craft a budgeting process to meet priorities and achieve highest student performance
- receive input from the Board to identify their highest priorities in the Strategic Plan
- Board's ideas for a priority driven budget.

Dr. Hamilton stated that several things have to happen to accelerate the process: where are we in resources; priorities; and what processes are in place to provide the required resources.

- come to an understanding of what has to happen
- feedback on suggestions

Challenges:

- collapse of state's economy
- inflation continues to erode the purchasing power of the District's revenue at a rate in excess of funding increases
- implementation of the Constitutional requirements to reduce and cap class size had to become the priority for District operating budget dollars. An even larger percentage of operating dollars had to be devoted to teacher units for smaller classes
- more laws authorizing charter schools and vouchers resulted in students, and the funding associated with them, migrating out of District operated schools and operating budget. As funds have decreased, the accompanying reduction in operating overhead costs was not possible nor achieved.

Dr. Nickell related that many students are attending non-zoned schools, charters, or virtual schools. Our schools must aggressively market their programs; become competitive.

Dr. Hamilton reported:

- 65% of students in virtual programs are asked to leave due to lack of attendance or poor performance. They return to the public sector.
- Charters are sending low performing students back to the public schools.
- Some of the highest paid educational staff are charter school employees.
- Outside factors (i.e. legislative actions) are squeezing the funds from the public school sector.

Dr. Nickell stated that there will be significant implications with the new cut

scores requiring students to have more remedial courses.

Establish priorities:

- Students in Polk County Public Schools
- National and state mandates
- New rigorous performance standards, tests, and graduation requirements
- Cost of all initiatives including the human and fiscal resources required to be successfully implemented

Dr. Hamilton commended the district's Strategic Plan but stated it should be more narrowly focused. He presented priorities he developed based on the current Strategic Plan.

Goal - Academics - Increase the Graduation Rate to within 3 percentage points of the State average.

- increase student proficiency levels to meet or exceed state standards
- increase overall graduation rate, at risk, and minority graduation rates
- increase achievement of all subgroups
- conduct ongoing progress monitoring of student achievement
- increase student engagement by providing more opportunities for career and technical education and career academies
- strengthen instruction and curriculum to meet the educational needs of each student
- drive academic achievement through a continuous improvement model used in elementary, middle, and high schools.

Goal - by 2013-14, Polk County public schools will be designated as an "A" district and increase the percentage of "A" and "B" schools from 56% to 70% (using the 2009-10 School Grading criteria and scale).

- recruit and retain highly qualified personnel who reflect the changing demographics
- develop a supportive district-wide culture committed to attracting, hiring, and retaining highly qualified, appropriately certified instructional and administrative personnel that reflects the changing demographics
- provide professional instructional leadership while maintaining vision, direction, and focus for student learning
- provide a coordinated system of relevant timely staff development for all employee groups
- ensure an effective teacher induction seminar
- establish a fair, competitive compensation structure
- incorporate diversity benchmarks into the performance evaluation process for teachers and administrators
- use student academic progress as the chief indicator in evaluating

- school-based administrators
- prioritize resource allocations to enhance student achievement
- cultivate a highly professional environment that is safe, orderly and family friendly
- establish school zones that make optimal use of facilities and maintain diversity in the student body.

Actions needed to accelerate the achievement of the goals:

1. Improve teacher salary schedules to levels competitive with neighboring counties over a three year period. - exceed, if possible
2. establish mandated performance based-salary structure
3. create a rigorous, academic, school-level program for gifted students in elementary and middle schools
4. extend career academies into select middle schools. Target 6 middle schools with student populations that match the targeted profile
5. create a structure of peer assistance and support system to implement state statutes related to teacher evaluations. Redirect existing resources to fund teacher training and professional development
6. develop a district assessment program, including end of course examinations to allow effective assessment of teacher performance and student progress that meets the requirements of the law
7. increase instructional day one hour for D and F schools (200-day instructional year). Title I resources might be a possible funding source.
8. determine the total cost of each agreed upon action
 - If the action is in multi-year phases, cost of each phase and cumulative annual cost of full implementation
 - Determine if the cost of any program (action) can be paid by a direct exchange of like resources - example: Gifted class in each elementary/middle school and reduce staff allocation one regular classroom
 - Determine if a program generates additional revenue to support the action
 - How much funding is needed to pay for other strategies
 - How can revenue be created
 - Establish program drivers

Suggestions for creating a priority driven budget

- budget is a process not a document and must be a continuous cycle throughout the year
- establish a Budget Committee
 - Under the direct supervision of Superintendent; chair appointed by Superintendent and is her designee to direct the work of the committee. Superintendent would appoint members of her cabinet, elementary, middle, and high school principals to bring current expertise in school operations to the committee. Superintendent would request Union representation for contract expertise.

Committee would operate collegially and share responsibility for results.

- driven by highest priorities related to student academic performance
- generate estimated cost of funding and achieving those priorities within a continuously moving 3-year time frame
- identify revenue sources within the current base that could be created by changing district operations
- as priorities change (and economy) and district's operating budget, certain programs would be eliminated/discontinued/reduced/redirected and the funds repurposed to highest priorities
- be inclusive and transparent

Dr. Hamilton stated he thought the district should reduce their budget by at least \$75,000,000 over the next three years.

Dr. Nickell requested discussion and/or direction from the Board. Mrs. Sellers commented there are many challenges and hard decisions to be made to locate the necessary funds for priorities.

Dr. Nickell reported briefly on the concept of elementary level, self-contained gifted classes. She noted that we have a market-driven culture and 12% of our students left to attend charters where it is perceived they are exposed to a higher learning.

Mrs. Cunningham suggested that the Budget Committee consider and review ALL programs. The Board will need to keep the goals and budget in mind when faced with the difficult decisions.

Mr. O'Reilly agreed that \$75 million can be identified; it will take the determination and support of the Board to make and hold firm to the difficult decisions to support the programs and funding cuts.

Information

Adjournment

Meeting adjourned at 12:00 PM. Minutes were approved and attested this 14th day of February, 2012.

Hazel Sellers, Board Chair

Sherrie B. Nickell, Ed. D, Superintendent