

## 2015-16 Budget Committee Questions – May 1, 2015

	Question	Answer
1	Meeting HB 2586 (DIP/Librarians) Does this phased in approach leveraging technology meet the spirit of the bill?	House Bill 2586 added language about a "strong school library program." It does not mandate, nor specify the type of staff supporting the program. The addition of the Library and Instructional Technology Teacher will add to the supports already provided by Library Media Assistants and District Librarians. Library programs will be strengthened with the addition of the Library and Instructional Technology Teacher positions.
2	Class Size: Page 8 of the attachment differs from #53 of the chart provided in the previous budget document. Please explain the difference and reconcile the two.	Question #53 from the previous budget packet lists our staffing ratios. This is the number we use to initially allocate teachers. The staffing ratio is applied to total projected enrollment at a school. Page eight of the current budget packet lists average class sizes by level for 2015-16 and includes teachers allocated by the staffing ratio and those allocated from the pool of teachers to reduce extreme class size. Bottom line, the difference is students do not come in even sets of students for each class room. We add staffing based on projected individual class sizes rather than an averaging method.
3	#13 Regarding the influences on low graduation rates for certain students has not been researched. Why not? Could the funds from the Academic Allocation be used for this purpose? What work is the 2014-15 research group (mentioned in the previous budget question document #9) doing? Why aren't they working on this? How can the committee develop a plan unless they have an idea of some of the root causes? Isn't there information already available that can be used? Are there plans to look at the reasons behind low graduation rates?	There are many different factors that influence the various student populations we serve in Beaverton schools. The response to question #13 was specific to our ELL population. There are a multitude of factors that our research group is investigating that will help to inform practices at all levels of our school district including high school graduation rate. And, this research group will identify existing hurdles for ELL students in gaining access to higher level courses, in addition to other areas, but will need to grapple with factors of language, poverty, etc. as it relates to our ELL population.
4	What's the role of the Equity Administrator?	<p>The Administrator for Equity &amp; Inclusion leads the District's efforts to build an organization based on equity and inclusion for all students, by promoting a culture of inclusion and embracing difference as a strategic opportunity. With specific focus toward historically underrepresented populations, the incumbent provides direction and coordinates leadership for promoting a culture of equity system-wide, and serves as the key advisor to the Superintendent and senior leadership on practices which will eliminate disparities in student success and prepare all students to be college and career ready.</p> <p>The Equity and Inclusion Administrator leads the District in promoting equity and eliminating disparities in student</p>

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		<p>success, particularly as pertaining to race and ethnicity through: 1) assessing college readiness; 2) identifying career readiness; 3) monitoring continual personal learning; and 4) evaluating collaboration between students, teachers and parents. In addition, the administrator provides professional development, training, and technical assistance to all departments and schools to build capacity in achieving equitable student success; advises district leadership/ and oversees the formation and operation of staff advisory systems to ensure the effective execution of equity and inclusion strategies.</p>
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