

2015-16 Budget Committee Questions

	Question	Answer
1	Please show the dollar amounts for each investment	Clarification of \$10,175,000 Teacher Collaboration - Secondary Learning Team Facilitators: \$175,000 is function 2240 and \$10M is split between 1110, 1120 and 1130. The \$10M is the difference between the funding levels held as unallocated teachers.
2	Why aren't added instructional time and collaboration time included in the base allocation of \$7.255?	<p>Providing consistent teacher collaboration time may involve adjusting student contact time, possibly with a late start or early release. With Oregon already having one of the shortest school years in the nation, we do not want to further reduce instructional time.</p> <p>The new BEA contract provides for a Professional Development Advisory group involving both teachers and administrators. This collaborative team is charged with developing a proposal for providing release time without reducing instructional time. It is anticipated this proposal will include additional instructional time.</p> <p>Additional instructional time must be negotiated with BEA at an estimated cost of \$1.4 million per day. It would be premature to negotiate this time separately from the PD Advisory proposal. We anticipate this work can be accomplished next year for inclusion in the new contract.</p>
3	Strategic investments from last year – which investments are the most successful?	It is too early to determine a level of success with any of the strategic investments. Implementing new systems in the fall, providing orientation for students and staff, and ensuring the appropriate students are receiving the necessary attention all takes time to establish in the overall school culture. Based on early indicators, students are accessing resources and are experiencing success.
4	What funding is sustainable and what is not? What choices were made around investments for next year based on what funding continues?	<p>There are two sources of revenue that may or may not be sustainable:</p> <p>Gain Share - SB 129 is being considered by the Oregon Legislature and would change the distribution of Gain Share dollars to include the State School Fund as well as the promise from Washington County to continue support local school districts. Attached charts illustrate the changes in revenue if SB 129 is passed. The 2015-16 budget includes gain share funds in revenue and expenditures, but staffing has not been allocated pending the outcome of the legislative session.</p> <p>Local Option Levy Fund Balance - Due to significant growth in local property values in 2014-15, the District will accumulate a \$6 million fund balance. As promised to our community, we will spend the fund balance on classroom teachers in 2015-16. Each year, the County Assessor releases real and assessed property values in November after the start of the school year. Since the levy is calculated on each individual property's value, it is challenging to be exact in determining revenue for the upcoming</p>

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		year. It is most likely we will continue to see an annual fund balance from the Local Option Levy.																																								
5	Staff to student ratios on page 15 – please confirm.	Plases see response to #18.																																								
6	Active Student Task Force – is \$85K enough each year for three years to really meet the standards of House Bill 3141?	\$85,000 is the preliminary investment as recommended by the Active Students Task Force (ASTF). Based on success metrics yet to be determined by ASTF, successful implementation of these programs will determine increased funding needs to help reach the expected outcomes of HB 3141.																																								
7	Can we get three year projections like last year? Projections from last year were considerably less than the 423 or 433M.	<table><tr><td></td><td>2015-16</td><td>2016-17</td><td>2017-18</td></tr><tr><td>Beginning Fund Balance</td><td>\$40.9</td><td>\$38.0</td><td>\$34.9</td></tr><tr><td>Gain Share</td><td>\$3.7</td><td>\$3.7</td><td>\$3.7</td></tr><tr><td>Local Option Levy</td><td>\$26.0</td><td>\$27.0</td><td>\$28.0</td></tr><tr><td>State School Fund & Misc.</td><td>\$370.6</td><td>\$377.5</td><td>\$391.5</td></tr><tr><td>Total Revenue</td><td>\$441.2</td><td>\$446.2</td><td>\$458.1</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td>Total Expenses</td><td>\$403.2</td><td>\$411.3</td><td>\$418.6</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td>Ending Fund Balance</td><td>\$38.0</td><td>\$34.9</td><td>\$39.5</td></tr></table>		2015-16	2016-17	2017-18	Beginning Fund Balance	\$40.9	\$38.0	\$34.9	Gain Share	\$3.7	\$3.7	\$3.7	Local Option Levy	\$26.0	\$27.0	\$28.0	State School Fund & Misc.	\$370.6	\$377.5	\$391.5	Total Revenue	\$441.2	\$446.2	\$458.1					Total Expenses	\$403.2	\$411.3	\$418.6					Ending Fund Balance	\$38.0	\$34.9	\$39.5
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8	Adding back a CAO and Sped Admin when we could spend that money and the money from ELL on bringing back Teacher Librarians – what is the thinking on this?	<p>The Internal Budget Team used the District Goal, Strategic Plan and Financial Goals adopted by the Board in December to build the proposed budget. The CAO, Special Education Administrator and English Language Learner programs are key positions and programs to support the four learning pillars.</p> <p>The proposed budget includes a pilot program for up to 10 licensed positions for Future Ready Schools. This position will be tied to the library and will co-teach in classrooms to support the use of technology and teach information literacy skills. These positions will support great instruction leading to increased student learning through innovation. After the pilot year, the District will evaluate the investment, modify for improvement and implement in all schools over the next five years.</p>																																								
9	There is a \$4 million increase to the English as a Second Language (ESL) program budget. The number of English Language Learner (ELL) students remains flat. Why are we investing so much in ESL programs?	The District goal is for all students to be college and career ready. When we compare student achievement data for all students and ELL students, the results show:																																								

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		<table><tr><th>Measurement</th><th>All Students</th><th>ELL Students</th></tr><tr><td>4 year Graduation rate</td><td>78%</td><td>52%</td></tr><tr><td>3rd Grade Reading</td><td>80%</td><td>54%</td></tr><tr><td>5th Grade Math</td><td>75%</td><td>50%</td></tr><tr><td>8th Grade Math</td><td>79%</td><td>48%</td></tr><tr><td>9th Grade Credits Earned</td><td>80%</td><td>54%</td></tr></table> <p>Our equity pillar supports a vision promoting equitable outcomes for all students. The District believes student success will not be predicted based on race, ethnicity, family economics, mobility, gender, sexual orientation, disability or initial proficiencies. The ELL student outcomes do not reflect that vision. A research group was formed in 2014-15 to determine what strategies could be used to improve ELL student success. This work will lead to new practices in the classroom and will need resources to support the ELL student.</p>	Measurement	All Students	ELL Students	4 year Graduation rate	78%	52%	3rd Grade Reading	80%	54%	5th Grade Math	75%	50%	8th Grade Math	79%	48%	9th Grade Credits Earned	80%	54%
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10	How many of the new teachers are full-day kindergarten teachers?	The increase to Kindergarten Teachers in 2015-16 is 56 teachers. In 2014-15, the District has 57 Kindergarten Teachers, and will have 113 Kindergarten Teachers in 2015-16.																		
11	What is added this year from the Music Task Force?	There is an increase of 6-7 music specialists at the elementary level for 2015-16. In addition, we will have 7 out of 8 middle school band programs with full time programs. This is an increase of three middle schools from 2014-15. Resources will also be put into place to support secondary programs to purchase instruments from the Teaching and Learning Budget. A complete review of middle and high school needs will be conducted in 2015-16 to help inform ongoing budget needs and requests. We are not prepared to implement the recommendation of band programs at the 5th grade level due to a need for further investigation of models and evaluation of time with consideration of the increase in music and PE time during the 2014-15 school year.																		
12	How are we providing class-size relief using the Local Option Levy funds? Are we being accountable to the community’s fiscal support of smaller class sizes?	The Local Option Levy funds are being used to reduce class size across the district: -Reduce the student/teacher average ratio by one student system-wide -Add 12 teachers to middle schools to lower class sizes -Expand the AVID program to grades 7 and 10 (adding elective classes which reduces class sizes across all subjects) -Add two way immersion teachers at middle schools -Add teachers for CTE courses -Add 32 teachers to Academic Achievement Allocation -Add 12 teachers to the set aside to address class size bubbles																		

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		<p>This past week, we have allocated 47 teachers to elementary schools to address larger class sizes. Here are a couple of examples of class sizes in elementary schools as we plan for next year.</p> <p>Springville had one teacher added at 5th grade:</p> <table border="1" data-bbox="740 394 1549 848"> <thead> <tr> <th></th><th>Initial Class Size</th><th>After Adjustment</th></tr> </thead> <tbody> <tr> <td>Kindergarten</td><td>24-24-24-24-24</td><td>24-24-24-24-24</td></tr> <tr> <td>1st</td><td>26-26-26-26-26</td><td>26-26-26-26-26</td></tr> <tr> <td>2nd</td><td>26-26-26-26-26</td><td>26-26-26-26-26</td></tr> <tr> <td>3rd</td><td>24-25-25-25-25</td><td>24-25-25-25-25</td></tr> <tr> <td>4th</td><td>26-27-27-27-27</td><td>26-27-27-27-27</td></tr> <tr> <td>5th</td><td>33-34-34-34</td><td>27-27-27-27-27</td></tr> </tbody> </table> <p>Montclair had three teachers added at K, 3rd and 4th:</p> <table border="1" data-bbox="740 919 1549 1373"> <thead> <tr> <th></th><th>Initial Class Size</th><th>After Adjustment</th></tr> </thead> <tbody> <tr> <td>Kindergarten</td><td>28-28</td><td>18-19-19</td></tr> <tr> <td>1st</td><td>20-20-19</td><td>20-20-19</td></tr> <tr> <td>2nd</td><td>24-25</td><td>24-25</td></tr> <tr> <td>3rd</td><td>35-34</td><td>23-23-23</td></tr> <tr> <td>4th</td><td>32-32</td><td>21-21-22</td></tr> <tr> <td>5th</td><td>30-31</td><td>30-31</td></tr> </tbody> </table>		Initial Class Size	After Adjustment	Kindergarten	24-24-24-24-24	24-24-24-24-24	1st	26-26-26-26-26	26-26-26-26-26	2nd	26-26-26-26-26	26-26-26-26-26	3rd	24-25-25-25-25	24-25-25-25-25	4th	26-27-27-27-27	26-27-27-27-27	5th	33-34-34-34	27-27-27-27-27		Initial Class Size	After Adjustment	Kindergarten	28-28	18-19-19	1st	20-20-19	20-20-19	2nd	24-25	24-25	3rd	35-34	23-23-23	4th	32-32	21-21-22	5th	30-31	30-31
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13	Should the new teacher mentoring program be implemented at the school or district level?	This occurs at both levels. At the school level, principals typically identify a colleague to serve as a mentor. For the mentoring that qualifies for partial state funding, each teacher receives 90 hours of contact time with their mentor over the course of a year. Under the state mentor program best practice guidelines, mentors are master teachers who are highly-trained and released fully from classroom duties (so their teaching responsibilities do not detract from their mentoring role). This allows us at the district-level to assign mentors to work only with elementary teachers or to mentor at the secondary level in specific content areas in which they have a high degree of expertise (like math and science or language arts and social studies for example).																																										
14	Graph shows flat identification of TAG students and flat funding for TAG. How are we identifying TAG students and how are we funding it?	As far as the number of TAG students being identified, we continue to provide accommodations for Saturday testing, site testing, ongoing communication with parents and principal requested family nights (ESL, TAG).																																										

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		TAG stipends for TAG facilitators and professional development for staff are supported through the general fund allocation as part of the budget in the Teaching and Learning Department.																																			
15	Why does the ACT testing cost more for the same test?	The ACT Aspire test replaces the Explore and Plan tests, and can be taken online or in paper-pencil format. The new test includes constructed responses and a writing assessment instead of just multiple choice items. It also includes additional measures related to STEM, text complexity, and work readiness. Like the change from OAKS to Smarter Balanced, moving beyond a multiple-choice test requires human scoring which increases the cost of assessing college readiness.																																			
16	How will schools be selected as a Future Ready pilot school? Is this funded at the \$7.255 billion level or \$7.5 level?	There is a full school pilot application that will soon be released to principals. This internal document describes the change occurring in classrooms as students and teachers begin to use mobile computing devices. The new teacher librarian position will be attached to the pilot schools as part of a needed staff support model with the idea that this support will eventually extend to include all schools. It is funded at both levels.																																			
17	Please clarify: \$12.4M of our budget is carry-over from the 2014/15 ending fund balance and will not be a continuing source of funds for the 2016-17 budget. Correct?	There is a \$6 million fund balance from Local Option Levy revenue that will be spent in 2015-16. It will not be available in 2016-17. In the general fund, we typically outperform revenue collections and underspend our expenditure budget. See projections in question #7.																																			
18	What is the source for the data on page 15 of the budget document? Please provide information for 08/09, 14/15 as well as projected for 15/16.	<p>The chart on page 15 used information from ODE for the State ratios and the local student/teacher ratios from Beaverton School District. These ratios were not comparable. The chart below compares State and BSD ratios for the years which were available directly from the State. This is an “apples to apples” comparison of student to teacher ratios as defined by ODE.</p> <table><tr><th></th><th colspan="2">2011-12</th><th colspan="2">2012-13</th><th colspan="2">2013-14</th></tr><tr><th></th><th>BSD</th><th>State</th><th>BSD</th><th>State</th><th>BSD</th><th>State</th></tr><tr><td>Elem</td><td>19.7</td><td>21.0</td><td>22.4</td><td>21.4</td><td>21.1</td><td>21.3</td></tr><tr><td>Middle</td><td>19.4</td><td>21.4</td><td>22.6</td><td>21.9</td><td>21.6</td><td>22.0</td></tr><tr><td>High</td><td>21.3</td><td>22.4</td><td>26.0</td><td>22.6</td><td>23.7</td><td>22.6</td></tr></table>		2011-12		2012-13		2013-14			BSD	State	BSD	State	BSD	State	Elem	19.7	21.0	22.4	21.4	21.1	21.3	Middle	19.4	21.4	22.6	21.9	21.6	22.0	High	21.3	22.4	26.0	22.6	23.7	22.6
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19	What is the rationale behind the reductions in function 1220?	In order to address the increased curricular, assistive technology, and augmentative communication needs of students and programs and revisions in special education testing materials, salary funds from function 1220 were converted to address these increased expenses at the start of the 2015-16 school year.																																			
20	When considering appropriate funding levels, how was the decision made to increase funding to Elementary School and High	Elementary instruction increased more than high school instruction due to the implementation of full day kindergarten.																																			

	Question	Answer
	Schools at dramatically different levels? (23% increase vs 14% increase)	
21	What is driving the increased funding for our charter schools?	The school board approves contracts for the two charter schools operating in Beaverton School District. The District budgets for revenue and expenditures for these programs. The budget has increased in 2015-16 due to adding grade levels as allowed by the initial contract and increases in state school funding.
22	Please clarify the fluctuating budget levels for function 310 and 380 at the elementary, middle, and high school levels.	Most of the services coded to the 310 and 380 objects for elementary, middle and high schools come from student activities and athletics budgets. Expenses include items such as school assemblies, outdoor school, DJ services, and athletic officials. Typically, these codes will fluctuate as student activities change from year to year. The expense for a vendor that requires a 1099 tax form must be transferred to the Business Office for payment. There will be an increase to 380 for high schools in 2015-16. Please see response for question 23.
23	Please explain the program associated with function 350 at the high school level.	This is a coding error for our high school athletics budget for both 2014-15 and 2015-16. The amount coded to 350 should be coded to 380 and 410. It has been corrected in 2014-15 and will be presented as a correction for the approved budget for 2015-16.
24	The costs in function 1290, particularly for travel and consumable supplies and materials have increased sharply. What does this support?	The increase to travel expense is primarily for International Baccalaureate Programs. The increase to consumables is a placeholder for implementation of outcomes from the English Language Learner Research Group, totaling \$1.85 million.
25	Please explain the elimination of student transportation costs from summer school.	Transportation costs have not been eliminated for summer school programs. Principals balance a summer school budget based on an allocation, grants, donations and fees collected. Each program addresses specific needs of the students in the program. The programs are budgeted in an instructional budget code. Principals may transfer to transportation as needed to support their specific program.
26	What student transportation is required for guidance services?	This budget of \$4,800 is at a school cost center and is being used for college visits offered through the College and Career Center.
27	Please explain why student transportation is tracked both in function 2550 as well as with various programs/school levels.	Function 2550 is used for home to school transportation through our Transportation department. Transportation coded to schools and programs are for field trips, student activities and athletic trips. Also, some schools/programs will give Trimet passes to high school students when a student's coursework is completed in more than one location.
28	Please provide more information about the new CNA offering in the Health Careers program.	<p>The CNA program will be offered at both Beaverton and Aloha High Schools.</p> <p>There will be a beginning course at grade 10 (Intro. to Health Careers) with an emphasis for our ELL/Bilingual students.</p> <p>Students in year two can choose to access the traditional Anatomy/Physiology and Health Careers 1 program and move toward the current Advanced Health Careers program, if appropriate, <u>or</u> they can choose just the Health Careers I pathway.</p>

	Question	Answer
		The third year of the program is a CNA Program Certification course. After three years of study, students would graduate with a CNA Certificate and be immediately employable.
29	Please provide more information about our expanded Two Way Immersion offering at Beaverton HS. How many students will it serve recognizing that few students from Meadow Park feed to Beaverton? Have we considered providing this at Aloha given the group of students transitioning there from Aloha-Huber?	We are in the process of mapping options for our students to access TWI classes at Beaverton High School for the 2015-16 school year. We will be working with Aloha HS (Aloha Huber) and Sunset HS (Meadow Park) for potential TWI strands in each of these sites in the near future. Our short-term intent is not to move students from their home high school to another site.
30	Looking at the General Fund Budget Investments 2015-16 sheet that was emailed after our 4/6/14 meeting, I see that \$200,000 is budgeted for a Counseling TOSA/PBIS but the Equity Instruction Specialist (identified as a TOSA in the oral presentation) is budgeted at \$80,000. What is the explanation for such a big difference in the amounts budgeted for the two TOSAs?	The \$200,000 is comprised of \$100,000 for a counseling Teacher on Special Assignment and a \$100,000 increase to the Positive Behavioral Interventions and Supports program. The \$80,000 is for .8 of a TOSA position. The other .2 of this position will be funded out of a grant.
31	Health Careers/Certified Nurse's Assistant and Field Biology were mentioned as System Ed Investments in the oral presentation on 4/6/15 and I see PCC-CTE in that category on the General Fund Budget Investments 2015-16 sheet. But I also see Health Careers-Certified Nurses Asst. Program and Field Biology as entries under School Resources on the same sheet. What is the difference between the System Ed Investments and the School Resources for those two categories?	These are the same investments. They were listed as System Ed investments in the oral presentation and were listed as School Resources in the Budget Message in error.
32	What is included in the Expanded Student Services (under School Resources on the General Fund Budget Investments 2015-16 sheet)? I didn't see that title used in the oral presentation notes we received.	This includes High School Testing Coordinators at Option Schools, Summer School Instructional Aides, Nursing Support for Special Education students and an Instructional Assistant staffing pool for pre-referral identification of Special Education students.
33	Both the Chief Academic Officer and the Government Relations Director are budgeted at \$220,000. It is surprising to me that a Government Relations Director would be as expensive a hire as a CAO. Are you really expecting it to be?	These positions are part of the same average salary grouping for administrators so they have the same average cost of \$220,000.
34	Looking at Future Year Investments in the Superintendent's Budget Message 2015-16, what is the explanation for why AVID will go from a \$425,000 expenditure in 2015-16 to \$800,000 in 2016-17, then back down to \$400,000 in 2017-18?	In 2016-17 the District will need to assume the full cost of AVID following the NIKE School Innovation Fund Grant expiration for 2015-16.

	Question	Answer
35	Looking at Future Year Investments in the Superintendent's Budget Message 2015-16, why are you not anticipating any expenditures for PCC college credit in 2017-18?	Funding models from 2015-16 will continue to roll forward in future budgets. If additional funds are needed to expand these programs, requests will come forward during the budget cycle.
36	Looking at Future Year Investments in the Superintendent's Budget Message 2015-16, I see that \$113,000 is anticipated for teacher recruitment in 2016-17, and then \$0 in 2017-18. I know you want to hire a Recruiting Coordinator in 2015-16, but what are the expected expenditures in 2016-17 and why would there be none in 2017-18?	We are recommending .5 APU be added to the budget in 2015-16 and an additional .5 APU in 2016-17. This will provide a 1.0 Recruiting Coordinator at a cost of approximately \$113,000. We do not anticipate adding additional recruiting positions in 2017-18.
37	The list of investments has \$1.5 M for Future Ready Schools. Is this the staffing of librarians? This is higher than the \$1M for 'up to ten' or the Future Ready document said six schools 2015/16 in the materials from 4/6. Does this indicate a plan to increase the implementation of Future Ready Schools or librarians for some schools in anticipation for implementation in 16/17 or beyond?	As schools begin to implement changes to learning supported by mobile computing devices, the Library and Teacher Librarian will be integral to this work. Schools are applying to be full school pilots starting in 2015-16 and there are monies identified in the budget to support up to 10 schools, each receiving a revised Teacher Librarian position to support the work. The remaining \$500,000 is for professional development to support teachers as they begin to shift their instruction supported by technology tools. In the coming years, we will be expanding these positions to include additional schools.
38	The list of investments has \$510K for PE/Music Specialists. Is this to cover the additional needs of full-day Kindy or more than that? Will this ensure that all students K-5 receive at least 90 minutes music & PE each week?	The \$510K covered the increases due to Full Day Kindergarten. All students K-5 will receive at least 90 minutes of music and PE in a five or six day rotation.
39	The recommendation from the Music Task Force for year 2 is to move forward for additional instruction time & materials for middle & high school. Is this included in the budget for 15/16?	Please see response to question #11.
40	Is this list of investments based on the \$7.5B state budget or \$7.3B?	The investments are based on the \$7.5 B state budget. The investments include \$10 million for teachers in support of instructional collaboration time. If the District does not receive funding at the higher level, then the \$10 million will not be allocated in 2015-16.
41	Does the list of investments include or exclude levy dollars? Gain share?	The list of investments includes the increase in levy dollars. Gain share revenue is not a new source of revenue. We have used it for adding a day and classroom teachers in the fall each year.
42	What would be the specific focus of the proposed collaboration time?	A Learning Team is a group of educators who regularly collaborate to analyze evidence of student performance to improve both student learning and educational practices.
43	How does BSD's average class size compare with other medium to large districts in Oregon?	Here is a comparison of student/classroom teacher ratios for 2014-15:

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		District	Elementary	Middle	High																				
		Beaverton	25.80	28.33	28.33																				
		Hillsboro	30.00	30.00	30.00																				
		Portland	25.80	24.75	23.65																				
		Salem	29.60	32.00	32.00																				
44	Are there any positions or programs in 14/15 that will be going away in 15/16?	The District will no longer send students to the PCC Gateway program. Students will be supported by existing programs in BSD. The GED program is moving from individual high school sites to Merlo. School sites may change a program based on student forecast numbers during master schedule building. As enrollment numbers fluctuate on an annual basis, staffing allocations will change the number of positions at each school.																							
45	Please explain the cost of restructuring the exec administrators.	An increase of three to five Executive Administrator positions created appropriate levels of supervision and support to schools. Each position costs \$220,000.																							
46	What percentage of the additions are devoted toward the Board priority of comprehensive/whole child instruction (art, music, FL, PE, CTE)?	34.13% of the additions or \$12,296,800 plus the investment of over \$5M in full-day kindergarten is devoted to this Board priority.																							
47	There is new tech support at a 1:3 ratio for elementary & option schools. Is this in place or in addition to the tech assistants in place at each of the elementary schools this year?	The new Computer Support Tech (CST) position at the elementary is to provide immediate and daily support on-site for schools. The middle and high schools already have this position. This position does not replace the Tech Instructional Assistant position at schools. The Tech Instructional Assistant positions will continue next year.																							
48	What of the additional funding is regarded as non-sustainable, and how was this considered in connection with proposed additions?	See response to question #4.																							
49	Please report the increases over time (10 years?) in student population, staff and administration, including with the proposed budget for 2015-16. Numbers or percentages.	<table><tr><td></td><td>2005-06</td><td>2015-16</td><td>Increase</td><td>%</td></tr><tr><td>Students</td><td>36,425</td><td>40,469</td><td>4,044</td><td>11.1</td></tr><tr><td>Staff</td><td>3,046</td><td>3,929</td><td>883</td><td>29.0</td></tr><tr><td>Administration</td><td>104</td><td>130</td><td>26</td><td>25.0</td></tr></table>					2005-06	2015-16	Increase	%	Students	36,425	40,469	4,044	11.1	Staff	3,046	3,929	883	29.0	Administration	104	130	26	25.0
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50	In Dr. Rose's Budget Message during the meeting (45:00 in the recording), he said reducing class size and comprehensive education have been addressed in the budget but 'we have not cracked the code' for instructional time or collaboration time, therefore we will not see these addressed in the budget being presented. Please explain	<p>Providing consistent teacher collaboration time may involve adjusting student contact time, possibly with a late start or early release. With Oregon already having one of the shortest school years in the nation, we do not want to further reduce instructional time.</p> <p>The new BEA contract provides for a Professional Development Advisory group involving both teachers and administrators. This</p>																							

	Question	Answer															
	the \$10M allocated for teacher collaboration in the list of investments.	<p>collaborative team is charged with developing a proposal for providing release time without reducing instructional time. It is anticipated this proposal will include additional instructional time.</p> <p>Additional instructional time must be negotiated with BEA at an estimated cost of \$1.4 million per day. It would be premature to negotiate this time separately from the PD Advisory proposal. We anticipate this work can be accomplished next year for inclusion in the new contract.</p> <p>The \$10 million is a placeholder for the variance in a \$7.255 to \$7.5 billion state budget for K-12 education.</p>															
51	Why did the Internal Budget Team decide not to allocate any of the additional funding with the Board priority of instructional time?	Please see response to question #51.															
52	What is the job description for the Future Ready librarians? Same or different from traditional teacher-librarian work?	The Future Ready teacher librarian job description is still in draft form. This position will have responsibilities in the library, but will also be teaching and providing support to teachers as schools start using mobile computing devices in classrooms to support learning. This support is not around break-fix technical issues, but around instructional strategies that are possible with the addition of mobile computing devices for student use.															
53	What is the difference in average class size between 2014-15 and the proposed staffing for 2015-16?	<p>Using an average class size can mask higher class size bubbles. Here is the change in student/teacher ratio for 2014-15 and 2015-16:</p> <table border="1"> <tr> <th></th><th>2014-15</th><th>2015-16</th></tr> <tr> <td>Kindergarten</td><td>25.80</td><td>24.80</td></tr> <tr> <td>Elementary</td><td>28.33</td><td>27.33</td></tr> <tr> <td>Middle</td><td>28.33</td><td>26.33</td></tr> <tr> <td>High</td><td>27.53</td><td>26.53</td></tr> </table> <p>We allocate additional teachers outside of the ratio to address larger class sizes based on actual student counts in each classroom. We have just allocated an additional 47 teachers to elementary schools to address large class sizes. Please see question #12 to see an example of how we used the classroom teacher pool/bank to lower class size at Springville and Montclair.</p>		2014-15	2015-16	Kindergarten	25.80	24.80	Elementary	28.33	27.33	Middle	28.33	26.33	High	27.53	26.53
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