

Budget Committee Questions and Responses
May 1, 2014

1. Classroom Teachers: At the Highland Park listening session, Linda and I heard from Options teachers about the heavier class loads they have compared to teachers at comprehensive high schools (six classes vs. five). Will the additional teacher allocations at the Options schools address that concern? If yes, how much of an effect will the additional allocations have? If not, what will the allocations provide?
 - A. Each 6-12 Options school will receive two additional teaching positions. Merlo Station HS will receive one additional teaching position. Additional APU will reduce the number of students teachers at Options schools see, but the number of classes taught daily are determined by schedule, not by APU.
2. Classroom Teachers: How does BSD fare on the state requirement for a minimum number of class hours for high school courses? If the district is not in full compliance, will the additional teacher allocations address the shortfall? If yes, how much of an effect will the additional allocations have? If not, what will the allocations provide?
 - A. Additional teacher allocations will not make any difference. The number of hours of instructional time per course is a function of: 1) the length of the school day, 2) the schedule of time during the day, including the number of courses offered, the length of lunch and passing periods and 3) the length of the school year, including any time lost due to weather, transportation, assembly schedules and finals schedules.
3. Classroom Teachers: What are some examples of the strategic investments you have in mind?
 - A. An investment of 40 teaching positions will be allocated across all schools for the purpose of investing in lower class size, thus providing more attention to each student and assisting with teacher workload that occurs with high class sizes.
4. Classroom Teachers: What criteria do you look at when deciding what schools are the ones with the most need?
 - A. Criteria is based upon the school's Oregon State Report Card overall rating (academics), number of students in poverty, and the number of students who are mobile in each school, as reported by the Oregon Department of Education.
5. Extended Learning Opportunities: What criteria do you look at when deciding which students are most in need of extended opportunities?
 - A. It depends on the program. As an example, here are the criteria for selecting students for the summer program between 5th and 6th grade: 5th grade data: DRA Reading; Easy CBM Math, need for Tier 2 support, and teacher input.
6. Where is the biggest equity gap? And how does your proposal meet that gap? With ELL at only 90% that does not sound like equity?

A. Across measures, time and grade levels, the student achievement outcomes in the Strategic Measures or any of the outcomes that lead up to them, the student groups with the most significant achievement gaps are economically disadvantaged students, students with disabilities, English Language Learners, Hispanic, and Black students. How the proposal addresses these gaps:

- 1) Additional teachers based on academic need of school (achievement growth, and graduation rates for subgroups is a major determinant),
- 2) Additional non-salary funding allocated for students in poverty or who are mobile
- 3) Additional funding for evening academy and summer school to help improve graduation rates.
- 4) Additional funding for AVID training to orient students toward graduation and college
- 5) Additional counseling in high poverty elementary students
- 6) Additional funding for interventions during the school year for students who are behind in math and science

7. I am concerned about the proposed reduction to TAG services and how we will meet our statutory obligation and our goal of fulfilling all students' learning goals in light of this reduction. Please explain the internal committee's rationale in making this proposal.

A. TAG services have not been reduced. A portion of 1.5 TAG TOSA positions has been reallocated to Title IIA in support of professional development for teachers in differentiating instruction for TAG students. This maintains our current level of services.

8. Are we delivering on our statutory requirement to our TAG students?

A. Yes, we are meeting the requirements to serve our TAG population. We have 1.5 certified FTE in Teaching & Learning to coordinate and support TAG services in our schools. In addition, the following indicators support our efforts to comply with the Oregon Administrative Rules:

- Identification of Academically Talented and Intellectually Gifted Students
 - CogAT screener for all students in grades 2 and 4 (Intellectual Ability)
 - ITBS Math and Reading test for recommended students in grades K-12
- Rights of Parents of Talented and Gifted Students
 - Notified parents at the time of student identification
 - Teachers communicate instructional modifications or extensions via the TAG Planning Worksheet or Course Plans
- Programs and Services for Talented and Gifted Students
 - Provided several professional development opportunities for teachers regarding issues in gifted education and differentiation

- Monthly book clubs for teachers on professional books
- Monthly book clubs for teachers on recently published children's books with high potential
- Depth and Complexity using Cinderella stories from around the world
- Math Enrichment
- Differentiation with Linda Vanderford
- Depth and Complexity with Mark Szymanski (Pacific University)
- Creating Great Readers, Writers and Thinkers with Susannah Richards (Eastern Connecticut University)
- Junior Great Books
- Social Emotional Needs of the Gifted with Ann Matschiner (Pacific University)
- Provided 6 Information Evenings for parents regarding gifted issues
- Parent Book Club with Ann Matschiner (Pacific University)

9. Counseling Support: What is the 2013–14 ratio of students to counselors at the various school levels? What will the additional support do to change the ratios? If nothing, what will the additional support provide?

A. Elementary and K-8 Schools

The elementary counseling poverty ratio was changed from schools greater than 600 students and greater than 40% poverty receiving an additional 0.5 APU to schools greater than 450 students and greater than 40% poverty receiving an additional 0.5 APU.

2013-14 Poverty 0.5 APU enrollment > 600 and poverty > 40%

2014-15 Poverty 0.5 APU enrollment > 450 and poverty > 40%

Through an analysis of student achievement data, it was determined that students in schools greater than 450 and with a poverty rate above 40% required additional supports to support all students with showing continuous progress toward their personal learning goals. These changes were made at the elementary level to provide increased intervention support for students in order to access academics for College and Career Readiness in schools. With the additional 0.5 APU, counselors will have increased support for delivering the counseling curriculum while also providing student counseling support and connecting families/students with outside resources.

0.5 APU elementary counseling additions for poverty were made at Chehalem, Elmonica, Errol Hassell, Fir Grove, Hazeldale, and Raleigh Hills.

Middle School

The middle school counseling poverty ratio was changed from schools greater than 850 students and greater than 40% poverty receiving an additional 1.0 APU to schools greater than 700 students and greater than 40% poverty receiving an additional 1.0 APU.

2013-14 Poverty 1.0 APU enrollment > 850 and poverty > 40%

2014-15 Poverty 1.0 APU enrollment > 700 and poverty > 40%

The middle school enrollment allocation was also reduced from 3.0 APU with enrollment at 1,350 or greater to 3.0 APU with enrollment at 1,000 or greater.

2013-14: 1,350+ enrollment = 3.0 APU

2014-15: 1,000+ enrollment = 3.0 APU

Through an analysis of student achievement data, it was determined that students in schools greater than 700 and with a poverty rate above 40% required additional supports to support all students with showing continuous progress toward their personal learning goals. It was also determined that schools with enrollment greater than 1,000 need additional counseling support to meet the increased College and Career Readiness needs of students at the middle school level. These changes were made at the middle school level to provide increased intervention support for students in order to access academics for College and Career Readiness in schools. With the additional 1.0 APU, counselors will have increased support for delivering the counseling curriculum while also providing student counseling support and connecting families/students with outside resources.

1.0 APU middle school counseling additions for poverty were made at Meadow Park and Mountain View.

1.0 APU middle school counseling addition for enrollment was made at Cedar Park.

High School

There was an addition of one College & Career Counselor at each of the five comprehensive high schools. One counselor will serve each comprehensive HS and its feeders. Each Option/Alternative school is assigned to a region and will be served by the counselor for that region. The College & Career Counselor will ensure implementation of the College & Career Readiness Curriculum as identified and required by ODE. The College & Career Counselor will also be responsible for communicating and supporting the BSD Strategic Measures associated with college and career readiness. Specifically, the College & Career Counselor will be responsible for:

- Communicating to students, parents, teachers, counselors, community members, and business partners why the measures are important for an individual student.
- Working with school and district-level staff to increase opportunities for students to earn college level credits.

Working with school and district-level staff to increase CTE opportunities at each site.

10. How is this budget addressing children being career ready?

A. The budget includes many investments to support student achievement and growth in basic skills such as reading, writing and math skills that are important for career readiness as well as college readiness. The College & Career Counselor being added at each of the high schools will help facilitate more opportunities for students to engage in Career Related Learning Experiences such as job shadows, internships, apprenticeships, and paid and volunteer work experiences. With the additional counseling support schools will be able to provide more career readiness activities such as resume writing and mock interviews.

11. Follow-up question - are there any apprenticeship programs? Do we have anyone at the District level that can coordinate this to provide more opportunities to link up with the trades for example?

A. Although we do not have anyone at the District level coordinating apprenticeship programs, students can access work-based experiences including apprenticeship programs through Oregon Career Information System (CIS). BizConnect, an online database through CIS, facilitates career exploration activities for students by matching them with area business volunteers. Students gain exposure to a variety of career options while increasing their understanding of the relevance of classroom learning to the workplace. In addition, BSD students have access to other work-based experiences through a partnership with the School-to-Work office at the Hillsboro Chamber of Commerce.

12. Question about choices being made at different schools - the problem is because they have lost certified teachers at these positions. How do we assure that certified instructors teach our students?

A. All core classes will be taught by certified teachers. Technology IA's will deliver instruction that has already been planned by a certified teacher just like the current year.

13. AVID and other extended learning programs: Why are we choosing to invest in these rather than lower class size or other strategies?

A. AVID will impact nearly 630 students in year one of implementation and grow to 2040 students in year four of implementation. The intent is to reach a specific and targeted group of students in need of organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college more attainable. Lowering class size by eight teachers at the secondary level will have a substantially smaller impact on the neediest students in our district. Our ability to increase the skill set of students and provide a clear path to college will benefit a greater number of students and assist the district in meeting our board identified goal of college and career ready.

14. Extended Learning Opportunities: Does BSD currently use AVID? If so, have you evaluated its effectiveness? I know there have been evaluations of the program elsewhere, but I'm curious about whether you have any local data.

A. AVID is not currently implemented in our district. We have received requests over the past several years to implement AVID at our schools by teachers experienced in AVID practices and those familiar with the impact of AVID on student outcomes.

15. No discussion of bringing back the certified Media Specialists?

A. Closing the achievement gap is one of our greatest needs and the need to ensure that we provide interventions is essential for students. Overall resources have still not reached past funding levels, leaving us with a gap between essential needs and past staffing allocations. The ability to maintain our libraries and provide access has been a priority over the past two years and we have been able to maintain this level of service with our Media Assistants and adding an additional media specialist to help provide oversight.

16. At the bottom of page 1 of the Major Function Variance Analysis. It relates to increased hours for elementary Library Media Assistants. At the two listening sessions I attended, I heard comments about the need for teacher librarians in elementary schools. It appears that the Internal Budget Team (IBT) did not address that need, instead choosing to increase the hours of Library Media Assistants. Was the topic of elementary school teacher librarians discussed during IBT meetings? If yes, what were identified as the pros and cons of starting the process of reinstating those positions?

A. See answer above.

17. The 7.7 state school fund adjustment will we see something at the next meeting?

A. The state school fund adjustment will be received in May 2014. On the revenue side of the budget, the funds will be carried over into 2014-15, and will increase the beginning fund balance. For the expenditure side of the budget, this adjustment is a one-time source of funds. The District is considering sustainability, the outcome of the bond election and the pending employee contracts before determining the use of funds.

18. The presentations use the word equity - how has the board defined it and how as a budget member do I know that this budget is equitable?

A. The Beaverton School District is committed to embracing equity, which means that student success will not be predicted based on race, ethnicity, family economics, mobility, gender, sexual orientation, disability or initial proficiencies. We will have achieved our equity goal when every Beaverton student graduates with many options and is prepared to Think, Know, Act, and Go.

At our May 5 Budget Committee meeting, staff will explicitly explain how equity is met with each strategic investment that had an equity pillar in the first meeting.

19. Librarians on our list - we need to look at this with the 7.7 that we have available.

A. Superintendent Rose and Board Chair Mary VanderWeele will address the \$7.7 million State School Fund adjustment at the May 5 Budget Committee meeting.

20. In light of the public testimony about tech and counseling - what was the input and what does that look like from the internal budget committee?

A. The charge to this group was to provide specialist time to ensure planning time was met for classroom teachers as outlined by the contract. In our five smallest schools, enough time was provided for planning time with allocations in music, PE and Media Assistant. Technology assistants are now being allocated to all elementary schools. The additional staffing is being funded by enrollment growth. Counseling allocations were addressed above in question #9: *"Counseling Support: What is the 2013–14 ratio of students to counselors at the various school levels? What will the additional support do to change the ratios? If nothing, what will the additional support provide?"*

21. Technology, library and counselor. Would like to see how it was decided to cut tech at the small schools? Music vs. technology equal opportunity?

A. The decision was not driven to deliver cuts but ensure planning time could be met with the resources provided for specialists. See above answer.

22. Last year there was disparity in music education so we need to be looking at the disparity with technology no matter what schools they attend, they receive the same education.

A. The five small schools will receive a technology assistant. The additional staffing is funded by enrollment growth.

23. Can there be latitude for the Principals of the schools to have certain specials determined within the scope of legislation?

A. The only legislation related to our specialist schedule at the elementary level is HB 3141 passed in 2007 legislating 150 minutes of PE per week at the elementary level. At the present time the district has not met this obligation in the current year and will not in the budget proposals for 2014-15. Legislation from HB 3141 will take effect in the fall of 2017.

24. Update from the music task force - have we implemented what they asked for?

A. The request to fund additional elementary music teachers was approved. This will increase time in music to 90 minutes every 5-6 days for first-fifth grade students. In addition, the recommendation to hire a music supervisor (TOSA) was approved. The request for instruments for elementary music (\$250,000) was added to the list of bond requests.

25. Elementary Specialists: Which of the Music Task Force's recommendations will be implemented in 2014–15? Is the goal to implement all of the Task Force's recommendations, as resources allow, or have some been rejected? How did you decide which recommendations to implement first?

A. See above for recommendations funded. Additional recommendations will be considered as funding allows. The Music Task Force prioritized the recommendations in their proposal, developed to lay foundational groundwork focused on elementary music education for 2014-15 and build forward in future years. For additional information, please see the complete Music Task Force Proposal is posted on the District Home Page.

26. What positions are included in Other Licensed Staff?

A. Counselors, School Management Support, Special Education Program Specialists, Psychologists, School Nurses and Teachers on Special Assignment that are not in the classroom.

27. IT Support: What is the difference between the responsibilities of staff listed in bullets 1 and 3? What, specifically, will the additional staff do to support IT integration in the classroom (bullet 1)?

A. We spent the past year looking at Districts nationally who have done this work and based upon analysis, we have identified the staffing resources needed to ensure our the first year of our Digital Conversion will be successful. There are 10 additional positions included in this budget, and they include certified technology specialist positions, an additional Library Media Specialist to increase district library support, and other IT support positions needed for our Digital Conversion. Even with these additional 10 positions, our technology staffing will only be about 60% when compared to districts nationally.

Schools and teacher teams will apply for innovation grants to begin our BSD Digital Conversion. They will need support in the first year with instructional strategies with the addition of mobile computing devices, and also with supporting the devices themselves. The role of the Additional Teacher (Staff) allocations (Bullet 1) is to directly support teachers in the areas of lesson planning, changes to the delivery of instruction, and collecting and assessing student work. Additionally, they will support innovation grant awardees by helping them understand how devices work, and troubleshooting any issues that get in the way of using technology in the classroom in the most effective way possible.

Bullet 3 – Increased time for technology facilitators in schools reflect both an increase of hours to 8 hours daily, and an increase in the number of work days for the technology support staff at each comprehensive high school. These positions provide day-to-day, tier 1 support for staff at the school and work closely with IT support staff.

28. Did I understand that Central office will get two additional employees? A common concern from Principals was the inability to get service from Central due to cuts. How will these additional employees help assist the schools and do you know what these positions are?

A. The proposal for additional resources calls for three additional employees in our Central Services departments. They include a budget analyst, communication specialist and an administrative assistant. All three positions will allow us to provide more support to our 52 schools. As one example, the budget analyst position will cut down the time it takes to respond to budget transfers and provide support to school staff responsible for managing budgets. The one administrative assistant we have is now supporting multiple departments, which makes it virtually impossible to adequately serve our schools. By adding a communication specialist it will enhance our ability to increase the frequency and quality of information to our schools and the surrounding community. Even with these additional positions, the District continues to allocate fewer dollars to central departments than any of the remaining 196 school districts in the state.

29. In the proposal, will all but the five small elementary schools be on a six-day specials rotation? Does it include PE twice, music twice, media/library once, and tech once?

A. All but five schools are on a six-day schedule. Every school, regardless of five or six day schedule will receive 90 minutes of music and 90 minutes of Physical Education. Students will have one library and one tech experience in this rotation.

30. What is the recommended best practice for administrators at a school per students or staff for elementary and middle school?

A. The Oregon Quality Education Model was developed on research-based best practices. It provides both baseline prototype schools (existing resources) and full prototype schools (additional resources). The number of administrators is linked to student enrollment and remains the same under both the baseline and full prototype schools.

Elementary	340 students	1 principal
Middle	500 students	1 principal, 1 assistant principal

In the current budget, large elementary schools (850+) will receive an assistant principal, and middle schools with either 1350+ students or 1000 students and high poverty will receive two assistant principals.

31. Do we receive any targeted TAG funding?

A. We do not receive any targeted TAG funding.