

---

(Public Comment Submitted via Google Form May 3, 2021 – May 12, 2021)

1. Last year the FTE at the International School of Beaverton was decreased because of budget issues for the 2020-2021 school year. The result was the science department went from was 6 FTE to 5.3 FTE. This year the FTE was not restored even though the enrollment at ISB is flat or slightly increased, reserves are high, and ESSER funds are available. Because of this, 3 of the science teachers at ISB are projected to teach over 200 students each next year. This is extremely inequitable, especially compared with comprehensive middle and high schools. There are other ISB teachers in different departments facing similar situations, but since I don't have the exact numbers I can't speak to that. My question is why wasn't the FTE restored? *Staffing allocation through our Staffing Allocation Methodology (SAM) is determined by the number of students projected to attend the school and the thresholds agreed upon at the District level. For example, at the options level, allocations are based on a 1 to 29.6 ratio. Also, given our focus on equity, students of poverty are weighted more than other students, thus schools of higher poverty could see increased FTE based upon this model. The new weighted allocation model was instituted in the 2020-21 school year for all schools.*