

11/6/24 Community Input/Dialogue Notes

Administrator/Notetaker:

Board Members:

Question #1: What are your biggest takeaways from the budget framework presentation?

- Questions about layers 1-6- what are the layers
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Question #2: What are your concerns about the budget framework?

- Felt it's formulaic- not sure that we are looking at real people
- Curious to see how those numbers compare to previous allocations
- One board looking at one school seems like it would be helpful
 - Loss of real people who are known to each other- knowing all our kids
 - The flip side is the implicit assumption based on the knowledge of the kid, whereas an equitable approach is such a relief that is missed when individual people are making decisions.
- Maybe this will help with inequities
- Wondering how well it works- fear of the unknown- skepticism
- Thinking about special education- excited about some of the things that I see, but concern in resulting reduction of special education teaching staff and paras. Would like this explained more

Question #3: What seems especially important? What would you like to prioritize?

- Having equities across the district
- Transparency no matter the size of the school
- Quality of education, across all schools (including U-32) over cuts that could diminish quality.
- Special education with quality special educators and paraeducators
- Is full-time nurse a priority?
 - we never had a full time nurse and we found ways around it. My priority is to those who can teacher
 - Covid effects are real and nurse/counselor are needed
 - Nurse and school counselor support the whole community
 - Para could be trained and support
 - Mental health- everyone in the school provides this

11/6/24 Community Input/Dialogue Notes

Administrator/Notetaker: Celia and Jarrod

Board Members: Flor Diaz-Smith

Question #1: What are your biggest takeaways from the budget framework presentation?

- Informative of what the beginnings of a framework will be to address the budget process.
- Excited to not hear about band/chorus again in the budget and the focus on adequate staffing in whatever FTE needed
- It feels really early in the process and the new model/process and he is optimistic that this could provide the solution that we are looking for
- Because we are building from the “bottom up” we have a more effective messaging tool because we are aware of where the minimum needs are

Question #2: What are your concerns about the budget framework?

- Concerns about the soul of the community
- Worry about the PK futures (what will this look like for families in the future)
- Concerned about the questions that have been asked in a large group, she wanted to hear other community members and to get answers and wanted more back and forth.
- It was concerning that perhaps because of the small school it may not be accounted for in the money
- Concern about the 4 winds program – can a community request to ‘community fund’ something that is important
- The community is concerned that the school won’t continue to be here in two years. The community has expressed a desire to create an extraordinary amount of time in our existence
- Concerned that this new process might not give us the information that we needed.
- Concerns that the broader community doesn’t want the 6th graders moved to U-32
- Bussing situation is really inequitable

Question #3: What seems especially important? What would you like to prioritize?

- Learning more about 6th grade is very important

11/6/24 Community Input/Dialogue Notes

Administrator/Notetaker: Rebecca Tatistcheff; Jen Miller-Arsenault

Board Members: Ursula Stanley, Jonathan Goddard, Elizabeth Brown

Question #1: What are your biggest takeaways from the budget framework presentation?

- Clarity and simplicity of the presentation
- How complicated and how many moving parts there are across the schools in our district and how many components make up a budget
- The confusing thing is that there are 5 elementary schools and a m/h school, but the complication is that the budget has to address each of the unique individual school, so to have one budget conversation is hard
- Starting from the ground up instead of top down; like the different levels and what we have to do to meet our obligations. Starting from ground up. Fresh start and a fresh set of eyes
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Question #2: What are your concerns about the budget framework?

- I think that everything is going to be on LTWADM - it will be built that way that is projected by the weights. Things will be broken back down by actual students to have some grounding in what we used to know. Not an apples to apples comparison - we need a way to compare year over year per pupil expenditures.
- The needs and priorities of individual students and schools are in continuous flux and to ensure that resources are most appropriately allocated can be challenging
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Question #3: What seems especially important? What would you like to prioritize?

- Transparency - this was a great start for transparency and how things are going to be built and we know there is a balance for protecting privacy and also wanting to make sure there are details, they couldn't see the details last year. I don't know how much of that detail can be provided while protecting privacy and so that there can be something to ask questions about. In the budget that didn't pass, there was "horse trading" rather than being built from the bottom up. Balance between detail and
- A board member asked for research in this presentation. What should be really important is respecting administrations expertise and not micromanaging their expertise. There is a reason they are employed and respecting that expertise and knowledge.

- What the standards are - so many resources are being expended for paraeducators and PBIS coordinators and how does all that tie in. What are the standards and what should they be? How do we determine the level of need for each individual student.
- Explanation and justification of need for specific funds
- The wellness of our students should be prioritized as well as educational needs and attainable goals.
- Justification is really important and having information of the background information is really helpful. When there is clarity or clarification in the process - people understand the global construct or global standards. There is a lot to unpack and the more we can accurately unpack it will be easier to understand the why behind things.

Anything else:

- It would be great to have this happen more and to help them know what those small conversations look like and that the rhythm can get developed, then that can help for people to know and may want to come in person but it might take some time.

11/6/24 Community Input/Dialogue Notes

Administrator/Notetaker: Alicia Lyford, Susanne Gann

Board Members: Chris McVeigh

Question #1: What are your biggest takeaways from the budget framework presentation?

- Curious about long-term weighted ADM - how are students weighted? What are the categories for weight? Examples would be helpful. This seems complex - there must be some logic to the formula. Susanne spent time explaining ADM. This is an average of 2 years of enrollment.
- How transparent is ADM to the voters? What is the ethical way of sharing this information, possibly at the general level (for example, 182 students, weighted at 300). Is there a way to explain this that doesn't get at the nitty gritty of why?
- It is important to share that the weights and calculations are based on a specific researched, based calculation.
- With this new, ground up approach, this resonates. There is still a lot that is unclear about this approach.
- Are we expecting our schools to be completely shaken up like we were last year with the new funding system?

Question #2: What are your concerns about the budget framework?

- How do we honor the work of the administrator's autonomy in identifying their priorities for layers 3 - 6 and also keep the big picture "buckets" in mind?
- What level of granularity is important for the board to look at and consider?
- There is an assumption that closing buildings will save a lot of money and this is the only way to save money. Would like to see that narrative shift a bit.

Question #3: What seems especially important? What would you like to prioritize?

- We need to remember that these schools are places of learning and community - it is important for all to feel safe in their community of learning. We don't want this lost in the budget process - these aren't just buildings. If you're not feeling cared for and loved, you can't learn.
- There is a diversity of perspectives in the configurations conversations moving forward.

11/6/24 Community Input/Dialogue Notes

Administrator/Notetaker: Julia Pritchard

Board Members: Diane and Daniel

Question #1: What are your biggest takeaways from the budget framework presentation?

- It's complicated, complex, and we're just learning how the process works.
- It's a lot of material in a short amount of time, but overall was well presented.
- Vague.
- Concern that the presentation of the budget framework suggests support for the budget development process but it hasn't yet answered all of our questions.
- There's so much to process, it was hard to understand all of it.
- It represents a reallocation of resources. We're looking at a reallocation of resources while cutting. A new framework may leave questions about how the cuts are impacting each individual school community.
- The board would benefit from understanding how the leadership team meeting of yesterday was structured and work done to collaborate and consider individual building needs in this process. Though it might feel it's overly detailed, it would support the board in explaining the process to the community.

Question #2: What are your concerns about the budget framework?

- Before the consolidation of the board, there were thorough board presentations of each building budget, community members miss that level of detail.
- Before consolidation, the community had numbers on what schools were spending on every little thing, which the community liked.
- Concern about breaking up full-time to part-time staff and splitting staff between too many schools.
- Is the budget process creating positions that people will stay in, concerns about longevity of staff and consistency of services for students.
- Concerned about the belief that more students in a classroom is better.
- Would appreciate more explanation about encouraging bigger classroom #s with increased student needs. Is the admin team looking to go for the maximum rather than minimum?
- Love universal meal program. Concerns about cuts to food budget that would limit local food and/or breakfast access. Important to maintain food access for all students/families that includes local foods.

Question #3: What seems especially important? What would you like to prioritize?

- Some people in the community would like more back and forth discussion about class size, how the numbers were decided, building split positions and the level of consideration that goes into keeping it manageable for staff.

- Importance of first instruction being universally designed, opportunities for enhanced learning opportunities, and curriculum that is designed to meet a wide range of learners.
- Are there like learners and students with similar interests grouped together for enhanced learning opportunities?