

#	Date:	Question:	Answer:
25	1/15/2025	What determines a certificated staff salary?	<ol style="list-style-type: none"> 1. <i>Education qualifications:</i> <ul style="list-style-type: none"> ● <i>Degree level (Bachelor's, Master's, Doctorate)</i> ● <i>Additional academic units/credits beyond degree</i> 2. <i>Experience factors:</i> <ul style="list-style-type: none"> ● <i>Years of teaching/professional experience</i> ● <i>Relevant prior experience as defined by district policies</i> 3. <i>Professional credentials:</i> <ul style="list-style-type: none"> ● <i>Required teaching certificates</i> ● <i>Special endorsements or certifications</i> 4. <i>The salary schedule structure itself is determined through the collective bargaining process between the district and the certificated staff union.</i> <p><i>The negotiated contracts can be found on our district website:</i></p> <p>https://www.coupeville.k12.wa.us/staff/coupeville-education-association</p>
26	1/15/2025	How can we make students more aware of situations that affect them more than daily announcements?	<p><i>Suggestions:</i></p> <ol style="list-style-type: none"> 1. <i>Superintendent Advisory Committee</i> <ul style="list-style-type: none"> ● <i>Monthly meetings with diverse student representation</i> ● <i>Student-selected agenda items</i> ● <i>Direct feedback channel to leadership</i> 2. <i>School Student Voice Teams</i>

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			<ul style="list-style-type: none"> ◆ <i>Equity Team: Addresses inclusion, access, fairness</i> ◆ <i>Climate/Culture Team: School environment, relationships</i> ◆ <i>Academic Advisory: Curriculum feedback, learning support</i> ◆ <i>Student Wellness: Mental health, support services</i> ◆ <i>Activities/Spirit: Events, school culture, traditions</i> <p>3. <i>Regular Forums</i></p> <ul style="list-style-type: none"> ● <i>Town halls</i> ● <i>Class discussions</i> ● <i>Principal conversations</i> <p>3. <i>Traditional Feedback Methods</i></p> <ul style="list-style-type: none"> ● <i>Paper surveys</i> ● <i>Anonymous suggestion boxes</i> ● <i>Student focus groups</i>
27	1/15/2025	Who writes for our grants?	<p><i>Title I, Part A (Basic Programs):</i></p> <ul style="list-style-type: none"> ● <i>Usually written by: Special Services Director</i> ● <i>Focus: Support for low-income students</i> <p><i>LAP (Learning Assistance Program):</i></p> <ul style="list-style-type: none"> ● <i>Written by: Building administrators or Special Services Director</i> ● <i>Focus: Support for struggling learners</i> <p><i>Title II, Part A:</i></p> <ul style="list-style-type: none"> ● <i>Written by: Human Resources Director</i>

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			<ul style="list-style-type: none"> ● <i>Focus: Teacher/principal professional development</i> <p><i>Title III (English Learners):</i></p> <ul style="list-style-type: none"> ● <i>Written by: MLE Coordinator or Administrator</i> ● <i>Focus: Language instruction for MLE students</i> <p><i>IDEA (Special Education):</i></p> <ul style="list-style-type: none"> ● <i>Written by: Special Education Director</i> ● <i>Focus: Special education services</i>
28	1/15/2025	When is our next levy?	<i>The levy expires in 2026</i>
29	1/15/2025	Did we ask for the maximum amount we are allowed from the state for our last levy?	<p><i>Current Voter-Approved: \$2,700,000</i></p> <p><i>State Maximum Allowed: \$3,267,853</i></p> <p><i>Difference: About \$567,853 below maximum</i></p>
30	1/15/2025	Aren't we using existing staff members for Open Doors and ALE w/out significant increases in cost?	<p><i>Yes, the same staff is used. We encore additional costs for Open Doors. ALE is 2.2 FTE</i></p> <p><i>Funding for ALE and Open Doors: What do we generate in funds</i></p>
31	1/15/2025	How much are property tax levies permitted to increase per year?	<p><i>According to Washington State law, there are two key factors that determine annual property tax levy increases:</i></p> <ol style="list-style-type: none"> 1. <i>The 1% Annual Limit (Levy Lid)</i>

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			<ul style="list-style-type: none"> ● <i>Property tax levies can increase by a maximum of 1% per year without voter approval</i> ● <i>This limit is calculated on the highest lawful levy since 1985</i> ● <i>This 1% limit does not include new construction, improvements, or state-assessed property</i> <p>2. <i>Levy Rate Limits For schools specifically:</i></p> <ul style="list-style-type: none"> ● <i>EP&O Levies: Maximum of \$2.50 per \$1,000 assessed value OR a per student rate of approximately \$3233, whichever is lesser.</i> ● <i>In Coupeville the per student rate is the maximum allowable.</i>
32	1/15/2025	<p>What are the different types of property tax levies allowed to schools? Voting pass threshold? Maximum levy rate?</p>	<ol style="list-style-type: none"> 1. <i>Educational Programs & Operations (EP&O) Levy</i> <ul style="list-style-type: none"> ● <i>Simple majority (50% + 1)</i> ● <i>Maximum rate: \$2.50 per \$1,000 of assessed value for most districts</i> ● <i>Duration: Up to 4 years</i> 2. <i>Capital/Technology Levy</i> <ul style="list-style-type: none"> ● <i>Simple majority (50% + 1)</i> ● <i>No rate cap</i> ● <i>Duration: Up to 6 years</i> ● <i>Used for technology, facility improvements, equipment</i> 3. <i>Capital Bond</i> <ul style="list-style-type: none"> ● <i>Supermajority (60%)</i> ● <i>No statutory rate cap but total indebtedness limited</i> ● <i>Duration: Typically 20+ years</i> ● <i>Used for major construction, renovation</i>

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			<p>4. <i>Transportation Vehicle Fund Levy</i></p> <ul style="list-style-type: none"> ● <i>Simple majority (50% + 1)</i> ● <i>No statutory rate cap</i> ● <i>Duration: One or more years</i> ● <i>Specifically for school buses/transportation vehicles</i> <p>5. <i>Debt Service Levy</i></p> <ul style="list-style-type: none"> ● <i>Related to bonds</i> ● <i>Used to pay principal and interest on voted bonds</i> ● <i>Part of the bond approval process</i>
33	1/15/2025	What is the difference between equity and equality?	<p>1. <i>Equality means providing the same resources and opportunities to all students regardless of circumstances.</i></p> <p>2. <i>Equity means providing resources based on individual needs to ensure fair outcomes:</i></p> <ul style="list-style-type: none"> ● <i>Recognizes different starting points</i> ● <i>Addresses systemic barriers</i> ● <i>Adjusts support levels based on need</i> ● <i>Focuses on fairness of outcomes, not just access</i> <p><i>Educational Example:</i></p> <ul style="list-style-type: none"> ● <i>Equality: Every student gets a standard laptop</i> ● <i>Equity: Some students get laptops with assistive technology, language support, or other specific accommodations based on their needs</i>

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34	1/15/2025	How much more money was bargained from funds that came in from COVID?	<p><i>The total amount of ESSER I, II, & III funds received = \$2,498,024 from 2020 - 2024.</i></p> <p><i>The following are the bargained increases for the following groups:</i></p> <p><i>CESA:</i></p> <p><i>2024-2025 IPD (3.7%) w/Step 1 freeze from 23/24 - 1 year</i></p> <p><i>2023-2024 IPD (3.7%) 1 year</i></p> <p><i>2022-2023 IPD + 3% (8.5%) year 2 of 2</i></p> <p><i>2021-2022 IPD + 3% (5.0%) year 1 of 2</i></p> <p><i>CEA:</i></p> <p><i>2024-2025 IPD (3.7%) 1 year</i></p> <p><i>2023-2024 IPD + 2% (5.7%) year 3 of 3</i></p> <p><i>2022-2023 IPD + 2% (7.5%) year 2 of 3</i></p> <p><i>2021-2022 IPD + 2% (4.0%) year 1 of 3</i></p> <p><i>Teamsters:</i></p> <p><i>2024-2025 IPD or 3.5% whichever is greater (3.7%) year 3 of 3</i></p> <p><i>2023-2024 IPD or 3.5% whichever is greater (5.5%) year 2 of 3</i></p>

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			2022-2023 IPD IPD or 3.5% whichever is greater (3.5%) year 1 of 3
35	1/15/2025	How do you sustain the increased salaries with the revenues we received each year?	<ol style="list-style-type: none"> 1. <i>Long-term Financial Planning</i> <ul style="list-style-type: none"> ● <i>Multi-year budget projections</i> ● <i>Regular fiscal health assessments</i> ● <i>Reserve fund management</i> 2. <i>Revenue Maximization</i> <ul style="list-style-type: none"> ● <i>Seek all available state/federal funding</i> ● <i>Apply for relevant grants</i> ● <i>Maintain strong levy passage rates</i> 3. <i>Cost Management</i> <ul style="list-style-type: none"> ● <i>Staffing efficiency analysis</i> ● <i>Program effectiveness reviews</i> ● <i>Strategic resource allocation</i> ● <i>Explore shared services opportunities</i> 4. <i>Ongoing Monitoring</i> <ul style="list-style-type: none"> ● <i>Monthly budget tracking</i> ● <i>Enrollment projections</i> ● <i>State funding formula updates</i> ● <i>Local property value trends</i>
36	1/15/2025	From this document, “There may be some state matching funds available if the district meets certain criteria,” What criteria pertaining to which voter approved bonds?	<p><i>Based on state regulations, to qualify for school construction matching funds from Washington state, districts must meet these key criteria:</i></p> <ol style="list-style-type: none"> 1. <i>Successfully pass a local bond measure</i> 2. <i>Demonstrate facility needs through:</i> <ul style="list-style-type: none"> ○ <i>Building condition assessment</i> ○ <i>Growth/enrollment projections</i> ○ <i>Age of facilities</i>

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			<ol style="list-style-type: none"> 3. <i>Meet specific square footage requirements and space allocations</i> 4. <i>Have assessed property values below certain thresholds relative to student enrollment</i> 5. <i>Follow OSPI's School Construction Assistance Program (SCAP) requirements</i> <p><i>The exact matching percentage varies based on district wealth factors and project type.</i></p>
37	1/15/2025	Why are we not receiving Medicaid Match if we are eligible to?	<p><i>Costs:</i></p> <ol style="list-style-type: none"> 1. <i>Staff time for documentation</i> <ul style="list-style-type: none"> ● <i>Training on proper documentation</i> ● <i>Daily/weekly recording requirements</i> ● <i>Submission and follow-up</i> ● <i>Estimated staff hours per month</i> 2. <i>Administrative overhead</i> <ul style="list-style-type: none"> ● <i>Program coordinator salary/time</i> ● <i>Quality assurance reviews</i> ● <i>Compliance monitoring</i> ● <i>Software/systems costs</i> 3. <i>Initial setup costs</i> <ul style="list-style-type: none"> ● <i>Training development</i> ● <i>System implementation</i> ● <i>Policy/procedure creation</i> <p><i>Benefits:</i></p> <ol style="list-style-type: none"> 1. <i>Additional revenue stream</i> <ul style="list-style-type: none"> ● <i>Reimbursement for eligible services</i> ● <i>Ongoing funding source</i>

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			<ul style="list-style-type: none"> ● <i>Potentially significant amount based on student population</i> <p>2. <i>Enhanced service documentation</i></p> <ul style="list-style-type: none"> ● <i>Better tracking of provided services</i> ● <i>Improved data for program planning</i> ● <i>Support for IEP documentation</i>
38	1/15/2025	Districts may request up to \$2.50 per 1K of assessed value. What amount are we receiving and have we received 1K of assessed value for most recent levies?	<p><i>For 2025:</i></p> <ul style="list-style-type: none"> ● <i>Voter Approved Levy: \$2,700,000</i> ● <i>Assessed Value: \$4,550,864,643</i> ● <i>Calculation: $(\\$2,700,000 \div \\$4,550,864,643) \times 1000 = \\$0.59 \text{ per } \\$1,000$</i> <p><i>For 2026:</i></p> <ul style="list-style-type: none"> ● <i>Voter Approved Levy: \$2,700,000</i> ● <i>Assessed Value: \$5,011,077,388</i> ● <i>Calculation: $(\\$2,700,000 \div \\$5,011,077,388) \times 1000 = \\$0.54 \text{ per } \\$1,000$</i> <p><i>For 2027:</i></p> <ul style="list-style-type: none"> ● <i>Voter Approved Levy: \$1,279,260</i> ● <i>Assessed Value: \$5,547,085,930</i> ● <i>Calculation: $(\\$1,279,260 \div \\$5,547,085,930) \times 1000 = \\$0.23 \text{ per } \\$1,000$</i> <p><i>This shows that Coupeville is currently receiving:</i></p> <ul style="list-style-type: none"> ● <i>Well below the \$2.50 maximum allowed</i> ● <i>Around \$0.59 per \$1,000 in 2025</i>

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			<ul style="list-style-type: none"> Decreasing to \$0.54 per \$1,000 in 2026
39	1/15/2025	Are we considering ways to maximize CTE funding that are sustainable and meet community priorities? (or what are we doing?)	<p><i>Yes, Coupeville School District actively works to maximize CTE funding by strategically utilizing staff certifications and ensuring programs align with funding requirements while meeting student needs. Our focus is on sustainable program development that optimizes both staffing resources and available state funding opportunities. Here are things we will continue to consider:</i></p> <ol style="list-style-type: none"> <i>Program Alignment</i> <ul style="list-style-type: none"> <i>Match offerings with local workforce needs</i> <i>Partner with local industries</i> <i>Develop pathways to high-demand careers</i> <i>Enrollment Optimization</i> <ul style="list-style-type: none"> <i>Strategic class scheduling</i> <i>Cross-crediting opportunities</i> <i>Dual credit options</i> <i>Resource Efficiency</i> <ul style="list-style-type: none"> <i>Equipment sharing between programs</i> <i>Industry equipment donations</i> <i>Joint programs with neighboring districts</i> <i>Partnership Development</i> <ul style="list-style-type: none"> <i>Advisory committees</i> <i>Work-based learning sites</i> <i>Industry certification alignments</i>
40	1/15/2025	Is there a breakdown of how close we are to the prototypical funding	<p><i>State Prototypical Model:</i></p> <ul style="list-style-type: none"> <i>CIS: 51.39 FTE at \$88,376.17</i>

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		allocated to the district in staffing terms?	<ul style="list-style-type: none"> ● CAS: 4.70 FTE at \$129,919.85 ● CLS: 16.542 FTE at \$62,837.00 <p><i>Total State Funded: 72.633 FTE (\$6,191,688)</i></p> <p><i>Total unfunded salary amount: \$1,845,490</i></p>
41	1/15/2025	What positions that were paid for with ESSER funds and intended to be temporary roles do we still maintain?	<i>The district does not have any positions nor temporary positions associated with ESSER funds.</i>
42	1/15/2025	Is DOD providing extra funds to the district for military students with special needs?	<p><i>The district does receive Federal Impact Aid funds from the Department of Education (DOE). Federal Impact Aid is a program that provides funding to school districts in Washington State (and nationwide) that serve large numbers of children from military families, Native American tribes, or low-income households living on federal land. The goal is to offset the loss of property tax revenue that these districts would otherwise rely on, as federal properties are typically exempt from local taxes.</i></p> <p><i>In Washington, districts that have significant federal land or military presence may receive Impact Aid to support educational programs, staff salaries, and infrastructure. The funding helps ensure that these districts can provide quality education despite the challenges of limited local revenue.</i></p>
43	1/15/2025	Are there any levies that will expire this year?	<i>No. Here is a breakdown of the most recent levies, approximate amounts, and collection years:</i>

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			<p data-bbox="1178 277 1310 305"><i>M&O Levy</i></p> <table border="1" data-bbox="1192 354 1871 574"> <thead> <tr> <th data-bbox="1199 386 1415 440">Collection Years</th> <th data-bbox="1415 354 1640 440">Estimated Levy Rate/\$1,000 Assessed Value</th> <th data-bbox="1640 386 1864 440">Levy Amount</th> </tr> </thead> <tbody> <tr> <td data-bbox="1199 456 1415 483">2023</td> <td data-bbox="1415 456 1640 483">\$0.876</td> <td data-bbox="1640 456 1864 483">\$2,500,000</td> </tr> <tr> <td data-bbox="1199 483 1415 511">2024</td> <td data-bbox="1415 483 1640 511">\$0.928</td> <td data-bbox="1640 483 1864 511">\$2,700,000</td> </tr> <tr> <td data-bbox="1199 511 1415 539">2025</td> <td data-bbox="1415 511 1640 539">\$0.910</td> <td data-bbox="1640 511 1864 539">\$2,700,000</td> </tr> <tr> <td data-bbox="1199 539 1415 566">2026</td> <td data-bbox="1415 539 1640 566">\$0.892</td> <td data-bbox="1640 539 1864 566">\$2,700,000</td> </tr> </tbody> </table> <p data-bbox="1178 610 1493 638"><i>Capital Projects Tech Levy</i></p> <table border="1" data-bbox="1192 686 1871 907"> <thead> <tr> <th data-bbox="1199 719 1415 773">Collection Years</th> <th data-bbox="1415 686 1640 773">Approximate Levy Rate/\$1,000 Assessed Value</th> <th data-bbox="1640 719 1864 773">Levy Amount</th> </tr> </thead> <tbody> <tr> <td data-bbox="1199 789 1415 816">2023</td> <td data-bbox="1415 789 1640 816">\$0.158</td> <td data-bbox="1640 789 1864 816">\$450,000</td> </tr> <tr> <td data-bbox="1199 816 1415 844">2024</td> <td data-bbox="1415 816 1640 844">\$0.172</td> <td data-bbox="1640 816 1864 844">\$500,000</td> </tr> <tr> <td data-bbox="1199 844 1415 872">2025</td> <td data-bbox="1415 844 1640 872">\$0.168</td> <td data-bbox="1640 844 1864 872">\$500,000</td> </tr> <tr> <td data-bbox="1199 872 1415 899">2026</td> <td data-bbox="1415 872 1640 899">\$0.165</td> <td data-bbox="1640 872 1864 899">\$500,000</td> </tr> </tbody> </table> <p data-bbox="1178 1112 1430 1140"><i>Capital Projects Levy</i></p> <table border="1" data-bbox="1192 1188 1871 1349"> <thead> <tr> <th data-bbox="1199 1221 1415 1274">Collection Years</th> <th data-bbox="1415 1188 1640 1274">Approximate Levy Rate/\$1,000 Assessed Value</th> <th data-bbox="1640 1221 1864 1274">Levy Amount</th> </tr> </thead> <tbody> <tr> <td data-bbox="1199 1291 1415 1318">2023</td> <td data-bbox="1415 1291 1640 1318">\$1.051</td> <td data-bbox="1640 1291 1864 1318">\$3,000,000</td> </tr> <tr> <td data-bbox="1199 1318 1415 1346">2024</td> <td data-bbox="1415 1318 1640 1346">\$1.031</td> <td data-bbox="1640 1318 1864 1346">\$3,000,000</td> </tr> </tbody> </table>	Collection Years	Estimated Levy Rate/\$1,000 Assessed Value	Levy Amount	2023	\$0.876	\$2,500,000	2024	\$0.928	\$2,700,000	2025	\$0.910	\$2,700,000	2026	\$0.892	\$2,700,000	Collection Years	Approximate Levy Rate/\$1,000 Assessed Value	Levy Amount	2023	\$0.158	\$450,000	2024	\$0.172	\$500,000	2025	\$0.168	\$500,000	2026	\$0.165	\$500,000	Collection Years	Approximate Levy Rate/\$1,000 Assessed Value	Levy Amount	2023	\$1.051	\$3,000,000	2024	\$1.031	\$3,000,000
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44	1/15/2025	Does the prototypical dictate a minimum staffing level for schools based on enrollment? Do schools have the choice of which positions to fund?	<p><i>The prototypical funding model:</i></p> <ol style="list-style-type: none"> 1. <i>Sets funding levels based on enrollment but does not mandate minimum staffing</i> 2. <i>Provides districts flexibility in staffing decisions within legal requirements and collective bargaining agreements</i> <p><i>Districts have discretion to:</i></p> <ul style="list-style-type: none"> ● <i>Allocate staff based on local needs</i> ● <i>Combine funding sources</i> ● <i>Adjust staffing above/below funded levels</i> ● <i>Make decisions between different position types</i> <p><i>Key constraint is maintaining basic education requirements while working within available resources.</i></p>
45	1/15/2025	Would decreasing food service access to 4 days a week for 140 days impact food service costs?	<p><i>Food service changes would need to align with:</i></p> <ul style="list-style-type: none"> ● <i>Federal meal program requirements</i> ● <i>District nutritional goals</i> ● <i>Student access to meals</i> ● <i>Existing agreements and processes</i>
46	1/15/2025	Are more interactive electives/classes a possibility (teacher attention/ "funnet")	<p><i>This type of question touches on instructional program decisions that should be considered through appropriate district processes. Our committee will be determining priorities later in the process.</i></p>

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47	1/15/2025	Did most districts increase teacher salaries due to McCleary even if not in alignment with the prototypical model?	<p><i>We can note that McCleary funding impacted state allocations to districts, but implementation decisions occurred through appropriate local processes. To say “most” is not something we can say with accuracy. Looking at historical data of each might show a pattern but also may not.</i></p>
48	1/15/2025	If it benefits students, would the district consider modest pay cuts to staff?	<p><i>We cannot and should not comment on potential pay cuts, as this directly relates to collective bargaining and employee compensation. These matters must be addressed through proper labor relations channels and negotiations processes. We will be negotiating this summer with all three of our collective bargaining groups.</i></p>
49	1/15/2025	OSPIs Economy and Efficiency Waiver: Is this possible?	<p><i>An Economy and Efficiency (E&E) Waiver from the Office of the Superintendent of Public Instruction (OSPI) is possible in Washington state. These waivers allow school districts flexibility in meeting certain state requirements related to instructional hours or days when experiencing economic or efficiency challenges.</i></p> <p><i>Key points:</i></p> <ul style="list-style-type: none"> ● <i>Must demonstrate genuine economic or efficiency constraints</i> ● <i>Requires detailed application to OSPI</i> ● <i>Typically used when districts face budget limitations or operational challenges</i> ● <i>Application must clearly show how waiver supports educational goals</i>

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			<p><i>To pursue an E&E Waiver, districts should:</i></p> <ol style="list-style-type: none"> <i>1. Document specific economic/efficiency challenges</i> <i>2. Develop a comprehensive waiver request</i> <i>3. Submit formal application to OSPI</i> <i>4. Provide evidence of impact on educational program</i> <p><i>This is a waiver that we would have to have input from our community because it could potentially impact student learning, accessibility and impact on families.</i></p>
50	1/15/2025	What current actions are in place to safeguard spending?	<ol style="list-style-type: none"> <i>1. External Oversight</i> <ul style="list-style-type: none"> <i>● OSPI financial watch status</i> <i>● ESD 189 spending monitoring</i> <i>● Consultant fiscal oversight</i> <i>2. Internal Cost Controls</i> <ul style="list-style-type: none"> <i>● Paused committee pay</i> <i>● Pre-approved extra time sheets</i> <i>● Curriculum adoption halted</i> <i>● Limited professional development (grant-specific only)</i> <i>● Internal fiscal oversight mechanisms</i> <i>3. Spending Restriction Strategies</i> <ul style="list-style-type: none"> <i>● Strict pre-approval processes</i> <i>● Reduced discretionary spending</i> <i>● Focused resource allocation</i> <i>● Continuous financial review</i>
51	1/15/2025	What is Coupeville's ideal enrollment?	<p><i>There's no universal "ideal" enrollment. The focus is on:</i></p> <ol style="list-style-type: none"> <i>1. Strategic resource alignment</i>

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			<ol style="list-style-type: none"> 2. <i>Maximizing educational value per dollar</i> 3. <i>Matching staffing to actual student needs</i> 4. <i>Critically evaluating each position's impact</i> 5. <i>Optimizing revenue-to-expenditure ratio</i>
52	1/15/2025	Would changing to a 1 bus run AM & PM w/elementary, middle and high on same busses reduce fuel usage?	<ol style="list-style-type: none"> 1. <i>Fuel Cost Reduction</i> <ul style="list-style-type: none"> ● <i>Single route vs. multiple routes</i> ● <i>Lower total miles driven</i> ● <i>Decreased fuel consumption</i> 2. <i>Operational Efficiencies</i> <ul style="list-style-type: none"> ● <i>Reduced driver hours</i> ● <i>Simplified route planning</i> ● <i>Lower maintenance costs</i> 3. <i>Considerations</i> <ul style="list-style-type: none"> ● <i>Longer ride times for students</i> ● <i>Age group management on shared buses</i> ● <i>Route complexity</i> ● <i>Labor related impacts</i>
53	1/15/2025	Would decreasing sub costs by 20% save funding? Can we negotiate when bills are due? Apr, Aug?	<p><i>Yes, you could reduce sub costs. To be competitive, we will need to look at surrounding districts. If we reduce, will we retain or lose subs? Currently 75% of step 1. Careful about minimum wage?</i></p> <p><i>You could try to negotiate. Most companies have legal requirements in their billing system and would not accommodate our needs.</i></p>
54	1/15/2025	How can we use the grants to assist with our budget?	<i>Fundamental Constraint:</i>

#	Date:	Question:	Answer:
			<ul style="list-style-type: none"> ● <i>Grants are non-recurring and unsustainable</i> ● <i>Cannot be relied upon for ongoing budget stability</i> <p><i>In-Kind Cost Considerations:</i></p> <ol style="list-style-type: none"> 1. <i>Administrative Burden</i> <ul style="list-style-type: none"> ● <i>Implementation expenses</i> ● <i>Compliance requirements</i> ● <i>Indirect operational costs</i> 2. <i>Strategic Grant Selection</i> <ul style="list-style-type: none"> ● <i>Evaluate total implementation cost</i> ● <i>Compare administrative burden vs. financial benefit</i> ● <i>Prioritize grants aligned with core educational needs</i> 3. <i>Budget Integration Approach</i> <ul style="list-style-type: none"> ● <i>Use grants to supplement, not replace, core funding</i> ● <i>Minimize peripheral expenses</i> ● <i>Target grants supporting existing infrastructure</i> <p><i>If considering, treat grants as temporary financial supplements, not foundational budget solutions.</i></p>
55	1/15/2025	I do not see representation for Open Doors in the room. Traditionally these students and parents may find it harder to engage in traditional manners. How will we capture these voices?	<p><i>As the Principal of Open Doors, Shannon Leatherwood has a direct representative of this program. We have regular staff meetings and everyone was offered to be in participation. We will ensure our outreach will capture Open Doors voices comprehensively along with the rest of the district.</i></p>

#	Date:	Question:	Answer:
56	1/15/2025	<p>Are we maximizing the available impact of Open Academy to increase graduates & potential funding?</p>	<p><i>I am not sure what “maximizing” is referring to but here is the impact of an Open Doors program for graduates and funding:</i></p> <p><i>Open Academy Impact Assessment:</i></p> <ol style="list-style-type: none"> 1. <i>Graduation Enhancement</i> <ul style="list-style-type: none"> ● <i>Alternative pathway for at-risk students</i> ● <i>Personalized learning approach</i> ● <i>Targeted support for students struggling in traditional settings</i> 2. <i>Potential Funding Considerations</i> <ul style="list-style-type: none"> ● <i>Per-pupil funding opportunities</i> ● <i>State alternative education funding streams</i>
57	1/15/25	<p>I have been exploring the 180-day school year waiver for Economy and efficiency. I started making a model of what we could have with maintaining the 1027 hour requirement.</p> <p>My model consists of 4 day school weeks with either a Friday or Monday with the facilities in a reduced capacity. I also went to a ES-MS-HS combined transportation model. I reduced the number of school days from 180 to 144 which is a 20% decrease, and I increased the hours per school day from 7.5 hours to 9 hours for staff. At the secondary level I increased period lengths to 55</p>	<p><i>These are not related to the slides we have presented so far. Progression of this process would not allow this to be done this year but possibly a long-term recommendation</i></p>

#	Date:	Question:	Answer:
		<p>minutes, brought back 5 minute passing periods, and maintained tutorial during the seven period day.</p> <p>I was wondering if these questions could be answered for our next meeting: What would 20% less spending on substitutes amount to? What would the cost be for reducing fuel to one route (maybe running more busses) What would the cost to food services be to reduce offerings 20% How would utility costs be impacted by a 20% decrease? Where would salaries and benefits be impacted by reducing our school year by 20% but increasing our school day</p>	
58	1/15/25	<p>Staff union contracts get mentioned. And we hear “because of those contracts” we can’t do that. What financial obligations are tied to these contracts? Where can we see these?</p>	<p><i>Contracts can be found https://www.coupeville.k12.wa.us/staff</i></p>
59	1/15/25	<p>Why have the salaries not fluctuated greatly within the last four years compared to the previous four? When an employee is fired, let-go, or quits, what happens to the money that used to be provided for their salary? What are</p>	<p><i>We have prepared the answer in the 1/29/25 slideshow. Salaries have gone up but we have cut the number of staff so it looks like we have maintained.</i></p>

#	Date:	Question:	Answer:
		<p>the salary rates at Coupeville compared to other schools around the state?</p>	<p><i>The money is still provided according to the funding model. When an employee leaves, the money is still there. Remember it is not a staffing model, it is a funding model.</i></p> <p><i>See Salary Schedules in the CBAs. Contracts can be found https://www.coupeville.k12.wa.us/staff</i></p>
60	1/15/25	<p>Here are a number of questions - about half are from district parents and students:</p> <p>1) Does the District participate in any of the energy savings programs to reduce energy costs -Energy Savings Performance Contracting (ESPC), the Community Energy Efficiency Program (CEEP), and/or the Renew America's Schools Program.</p> <p>2) Does the district have multi year contracts with their unions/associations that will allow for budgeting over a longer period of time (e.i. a two year contract with classified or 3 year agreement with certified staff?</p> <p>3) Do home schooled students pay any fees to participate in Coupeville sports programs? 4) Has the District discussed a purchasing consortium to partner with other agencies (county, city, hospital) to purchase goods at reduced or bulk prices?</p>	

#	Date:	Question:	Answer:
		<p>5) Does the district currently go to bid for the cost of fuel for local fuel vendors? This would allow a fixed price for fuel over a period of 12-18 months which is useful for budgeting purposes.</p> <p>6) Why does the sports program travel over such long distances (sometime over 4 hours) in buses using so much fuel and bus driver time when the funds might be allocated somewhere else?</p> <p>7) When projecting students enrollment does the district take into consider the following a) Navy PSC (Each year more than 400,000 service members make a PCS) taking into consideration moves in and moves out of the District b) the number of building permits issued c) Navy and Whidbey Health birth rates d) and local private school enrollments that would give a better reflection of enrollment forecasting?</p> <p>8) Sports "gate receipts" are talked about often. Would the district consider a family pass for families rather than pay for each person (example - elementary students who cannot be left at home and have to accompany their parents to games have to pay full price. A family pass could be \$170-200 per year for 2 adults and up to 2 children 12 and under.</p> <p>9) Is the district aware that many sports spectators get in without paying because cash is only accepted not</p>	

#	Date:	Question:	Answer:
		<p>credit cards and there are no pre-purchased sports passes? It's a loss of money. It's well known that if someone says they don't have cash that the person taking the money lets them in the game for free, while other are paying up to \$30 cash each game for their family to attend.</p> <p>10) Is there any possibility that the band program that was eliminated could be reinstated?</p>	
61	1/15/25	<p>At the start of this process, there appears to be a strong emphasis on identifying ways to increase revenue to meet the budget committee's goals. My question is whether there will also be a future focus on analyzing our current spending patterns. For instance, if 84% of the budget is allocated to "salaries & benefits," what does that look like in detail? If the state funds a certain number of teachers to meet its requirements, how is that number determined, and how is it distributed across positions? How do those figures compare at the state and national</p>	<p><i>We will be going into more details as we continue the process. It's important we go into details as we build understanding.</i></p>

#	Date:	Question:	Answer:
		<p>levels? Additionally, what is the actual cost Coupeville School District is paying for these positions? For example, if the state funds \$75,000 for a math teacher, the state average is \$80,000, and CSD pays \$100,000, how does that impact the budget?</p>	
62	1/15/25	<p>Trend of actual dollars allocated to schools by State over last 10 years, not just as a percentage of budget but total dollars.</p> <p>Also, would like a spreadsheet with revenue/expenditure/balance sheet account level data for last 10 years so I can analyze along with other metrics like enrollment data.</p>	<p><i>The state has all of this open to the public on OSPI. We will also look at providing this in a more manageable way.</i></p>
63	1/15/25	<p>Where does safety net fall into the budget?</p>	<p><i>Safety Net is a special education funding mechanism in Washington State that provides additional financial support when a district's special education costs exceed available funding. Here's a breakdown:</i></p> <p><i>Safety Net funding:</i></p>

#	Date:	Question:	Answer:
			<ul style="list-style-type: none"> ● <i>Not planned in regular budgets because it's supplemental/contingency funding</i> ● <i>Applications are submitted after demonstrating need</i> ● <i>Used when costs exceed:</i> <ul style="list-style-type: none"> ○ <i>State special education funding</i> ○ <i>Federal IDEA funding</i> ○ <i>Local revenues designated for special education</i> <p><i>Key points about Safety Net:</i></p> <ol style="list-style-type: none"> 1. <i>Application Process:</i> <ul style="list-style-type: none"> ● <i>Districts must prove "reasonable" effort to provide services within funded program</i> ● <i>Must demonstrate high-cost individual students or high-cost programs</i> ● <i>Requires detailed fiscal documentation</i> 2. <i>Funding Criteria:</i> <ul style="list-style-type: none"> ● <i>Individual student costs must exceed state threshold (approximately 2.3× the average per-student amount)</i> ● <i>District must show proper IEP implementation</i> ● <i>Must demonstrate capacity to provide services</i> 3. <i>Timeline:</i> <ul style="list-style-type: none"> ● <i>Applications typically reviewed in spring/summer</i> ● <i>Funding distributed after approval</i> ● <i>Not guaranteed - depends on state review and available funds</i>

#	Date:	Question:	Answer:
			<p><i>Safety Net is not included in regular budget planning because:</i></p> <ul style="list-style-type: none"> ● <i>It's meant as a backup/safety mechanism</i> ● <i>Funding isn't guaranteed</i> ● <i>Amount varies based on demonstrated need</i>
64	1/15/25	<p>Shannon mentioned wanting to compare pre-COVID staffing levels with post-COVID salary levels to see the relative change in salary expense.</p> <p>Wilbur mentioned wanting to compare yearly change in salary expense on an inflation-adjusted scale.</p>	<p><i>We took a look and include in our slides for 1/29/25</i></p> <p><i>The salaries are listed on our website under staff.</i></p>