

	Date	Question/Request	Responder	Response	Date of Response
	4/16/26	The Strategic Priorities section (under the Executive Summary) identifies investments in instruction, student support, and expanded programming. Can you confirm the major areas of new or increased investment reflected in this budget?	Rosser	The following investments are reflected in the budget: Community Schools; Literacy; Pre-K; Student academic and social emotional supports; Extended Learning; College, Career, and Civic Readiness; the Office of School Culture and Climate (aligned with Mental Health Ad Hoc recommendations); Parent Engagement, Empowerment, and Education; and Embedded Professional Learning Models (Instructional Coaches). These initiatives are supported through a combination of General Fund and Special Aid resources.	April 30, 2026
	4/16/26	How are those investment areas connected to specific district goals or performance indicators within your planning and monitoring systems?	Rosser	All investments are strategically designed to serve as key inputs in advancing the district’s goals and priorities.	April 30, 2026
	4/16/26	Across the school profiles, we see variation in school-level allocations. Can you explain the primary factors in driving increases and decreases at the school level?	Miller/McDow	School-level allocations vary primarily based on changes in student enrollment, programmatic needs, and staffing requirements. Enrollment shifts drive adjustments in core staffing, while specific student needs—such as special education, English language learners, and intervention supports—require targeted resources that can increase or decrease allocations year to year. Additionally, strategic priorities, school improvement needs, and compliance requirements may result in differentiated investments across schools. As staffing changes occur through transfers, vacancies, or program redesign, these also impact the overall allocation at the building level. Overall, the goal is to align resources to student need while ensuring	April 20, 2026
	4/16/26	What methodology or formula is used to determine those allocations, particularly in relation to student need and performance?	McDow	We are using the TAPU allocation method for flexible resources to schools based on student enrollment and need. These allocations all \$160 per student, \$60 per student for SPED and \$60 per student for ELL. Please see pg 11 in the updated Budget Book.	April 30, 2026
	4/16/26	The Position Summary shows a net reduction of approximately 76 FTE, including a reduction of over 80 teacher positions and increases in teaching assistants and paraprofessionals. Can you confirm those changes?	Orden/Miller	The 76 is inclusive of all departments and positions, ie, Food Service, Central Office, and schools. Then, there is an increase in paraprofessionals and teaching assistants for the programming out of students with disabilities as identified in IEPs and with an ICT+TA model at grades K-2.	April 20, 2026

Round Two

4/16/26	How are these staffing changes designed within the district’s instructional model, and how do the roles of teachers, teaching assistants, and paraprofessionals differ in delivering instruction?	Cody	The staffing changes to instructional positions are being made to ensure alignment with negotiated bargaining agreements, state-mandated regulations, the district’s instructional model, the revised Special Education continuum, an assessment of district need, and best practices for supplemental support. Teachers, teaching assistants, and paraprofessionals play complementary—but distinct—roles in delivering instruction. These differences are grounded in certification requirements, legal responsibilities, and instructional expertise. Teachers lead the classroom. They plan lessons, teach new content, check student progress, and are responsible for student learning. Teaching assistants help the teacher. They may work with small groups or individual students to review and practice what the teacher has already taught. They work under the teacher’s direction. Paraprofessionals provide support so students can take part in learning. They may help with behavior, organization, or specific student needs. They do not teach new content. In short, teachers design and lead instruction, while teaching assistants and paraprofessionals support students in accessing that instruction.	April 22, 2026
4/16/26	The budget reflects increases of approximately \$14–15 million each in transportation, health insurance, and charter schools. Can you confirm these as major cost drivers?	McDow	They are 3 of our major cost drivers. Transportation costs are expected to be in the 85-90M range. Both charters and Health insurance are both expected to be in the \$140-150M range. These 3 costs equate to over \$350M of our 965M budget in the general fund.	April 30, 2026
4/16/26	How is the district ensuring that these rising costs do not limit or reduce investments needed to improve core academic outcomes?	Rosser	The district is strategically analyzing the allocation of financial resources to ensure alignment with its core goals and priorities, while making targeted adjustments to funding where needed. In addition, the district is actively pursuing new revenue streams to enhance the student experience and strengthen overall organizational effectiveness.	April 30, 2026
4/16/26	When we break down the staffing changes, there are approximately 150 positions reduced and about 74 added back in different roles. Can you confirm this reallocation?	Orden	Roles were retitled to align with specific job responsibilities and to reduce the use of generic titles. For example, Instructional Coaches at the district level and secondary schools were reduced and retitled to District-Based Content Coach or School-Based Instructional Coach - Math, School-Based Instructional Coach - English, etc.	April 30. 2026

	4/16/26	What criteria or decision-making process guided which positions were reduced and which were added back?	Wright/School Chiefs/Cody/Orden	Position decisions were guided by enrollment trends, student needs, strategic priorities, operational necessity, and fiscal pressures. The district reviewed programs, staffing, and spending to keep resources focused on teaching and learning, and SEL supports while making central office reductions and other efficiency adjustments. In short, positions were reduced or restored based on student impact and responsible cost management.	April 17, 2026
	4/16/26	For families reviewing pages 15–63, what does a budget increase or decrease at a school actually mean for students day-to-day?	Wright	In this report, the district notes that funding is tied to enrollment and student needs, so changes often reflect the number of students served and the level of services required, not simply whether a school is “winning” or “losing” money. A budget increase or decrease may indicate changes in the level of support and opportunities available to students. It can affect staffing, class sizes, academic interventions, after-school programs, supplies, technology, counseling, extracurricular activities, and building services, but most importantly, individual context must be considered.	April 17, 2026
	4/16/26	Across this budget, We want to understand whether our allocation strategy is consistently tied to student needs and outcomes, or if we are applying different approaches without a clear system wide framework. Can you clarify that?	Wright/School Chiefs/Cody/Orden	The allocations follow an equity-based system wide framework tied to student needs, enrollment, accountability status and strategic priorities. This includes per-pupil funding, added resources for students with disabilities and English Language Learners, and staffing adjustments based on need. Some decisions also reflect operational and fiscal realities. Overall, the stated approach is equity-driven, with implementation shaped by changing conditions.	April 17, 2026