

Responsible Party	Board Objective Decision	Community questions, comments, concerns, statements from meeting in Lawrence September 14th 5:30pm	Answer
Admin	No	Will there be an opportunity for school-level staff & teachers to provide impact?	Yes, there will be a public survey in October and two public input sessions in January.
Admin	No	Does this qualify as an open mtg? And if yes, what does that mean?	Anyone may attend, watch, and listen. The public may not participate in Committee meetings. (Technically, these Committee meetings do not qualify as open meetings because board members are not serving and it is not a board committee; however, the district is allowing a public audience regardless.)
Admin	No	What is the long term objective for retaining & recruiting families to enroll in the district?	Providing families with high quality innovative schools with highly effective employees.
Admin	No	How will committee discussions and disagreements be shared vs. the refined, singular presentation to the board?	The membership list is published on the district website as are Committee meeting materials. Anyone may attend, watch, and listen, but may not participate in Committee meetings.
Admin	Yes	What do we want to offer to all students at every building?	This is a good question for the Committee to discuss and make recommendations.
Admin	No	List of Community Partners	The district has numerous community partnerships, such as the city of Lawrence and Lawrence Police Department, KU, Haskell, LMH Health, Bert Nash Community Mental Health Center, Midwest and Plains Equity Assistance Center, Equal Opportunity Schools, AVID, Boys and Girls Club of Lawrence, Junior Achievement, etc. There is no comprehensive list. The Lawrence Schools Foundation manages a Lawrence Education Achievement Partners or LEAP program that matches local businesses and organizations with schools and the district. The LEAP list may be found online at https://lawrenceschoolsfoundation.org/wp-content/uploads/2022/04/LEAP-partners-Schools-3_30_2022.pdf
Admin	No	Individual school needs/future goals from individual buildings	Building goals and needs assessments may be found online at https://www.usd497.org/schoolimprovement .
Admin	No	Objective real data	Data-informed decisions is one of the five themes of the district's strategic plan, including the objective: Facilitate the accurate collection, analysis, use, and reporting of data. The board hired RSP and Associates for data collection and analysis, and to facilitate this community engagement process of using the data to make recommendations to the board.
Admin	No	Transparency	The board and administration are committed to transparency.
Admin	No	Lack of transparency. Where are we going? We don't know what we don't know....	"Where we are going" is part of the community conversation that the Committee will have and make recommendations.
Admin	No	Are we planning for growth? or planning to survive short-term?	RSP & Associates will provide demographic analyses (development, housing, births, etc.) and enrollment projections.
Admin	No	How can we possibly retain staff when not paid sufficiently to live here?	Improving staff salaries is a priority of the board and administration, as evidenced by last year's \$6.4 million in budget reductions, \$1.9 million of which was reallocated to staff raises.
Admin	No	How will the community(s) voice be recognized?	The Committee's membership is 50% community and 50% district. The process will include a public survey in October and two public input sessions in January.
Admin	No	Is 6 months enough time?	This discussion has been an ongoing conversation in the district for many years.
Admin	No	Challenges with hiring & retention of both certified & classified effects 2, 3, 4 of the strategic plan. What is the major issue??	The national labor shortage, fewer candidates exiting teacher education programs, financial constraints, increased workload, effects of pandemic, and public respect for the profession.
Admin	Yes	What is the long term objective for teacher & classified pay? Timeline?	Competitive compensation for all employee groups.
Admin	Yes	Where are we at budget-wise for next year? Do we need to make cuts?	Based on similar enrollment and weightings, and increase BASE aid we hope to be able to cover a "regular raise". We will need to continue to make cuts until we catch up staff to competitive wages.
Admin	No	What are some of the ideas to retain/recruit staff?	See the 9/26/2022 Human Resources Board Reports at http://go.boarddocs.com/ks/usd497/Board.nsf/goto?open&id=CJFUEN7BAE45 .
Admin	Yes	What buildings are being considered for closure?	None, at the present time. The Committee may discuss and/or recommend school closures as part of its deliberations. Ultimately, the board would decide whether to close any buildings.
Admin	Yes	If Schools are going to be closed, are there schools we absolutely can eliminate?	This question is one for the Committee to discuss and make recommendations. Ultimately, for the board will decide the number of school buildings to operate.
Admin	No	The agenda is far too diffuse - too many topics to consider - Need clearer focus on equity with instructional focus	The Committee can provide focus through its discussion and recommendations.

Comments:

Admin	No	How do we grow the district and what options are a possibility? -calendar -school types -etc	The Committee's discussion and recommendations can include options for growing enrollment.
Admin	No	Direction to create A creative and equitable way to reshape FS and LHS enrollment.	The Committee can discuss this and make recommendations.
Admin	No	How did the changes (multi-grade classrooms, etc.) Made last year change our current status? Both pos and neg.	We were able to reduce staff because of the multi-grade classrooms which was part of last years budget cuts.
Admin	No	Can we rank or tier facilities in terms of condition or cost to maintain?	Yes, this process will include an analysis of facilities and utilization.
Admin	No	Why is the student count declining so suddenly when is supposedly has been monitored?	The district's enrollment has been flat over time with small incremental increases or decreases. A sharp enrollment decline occurred the fall after the pandemic began during remote learning. (The state of Kansas saw a decline of 15,000 students in public schools as a result of the pandemic.)
Admin	No	If the KS School Choice Law will positively impact our enrollment, should we build capacity?	This process will include a demographic analysis and enrollment projections.
BOE	Yes	If the goal is "save money" At what cost? How should we balance budget w/ student needs (Outcomes, IEP, Behavior)	The board is interested in hearing the Committee's recommendations about balancing needs and wants with available resources.
BOE	Yes	Is the goal to close a school even if we will build another school in the next year(s)?	The district's strategic plan reflects the community's goals for its public schools. It was developed in 2018 following communitywide Listening and Learning sessions. A balanced budget and sound fiscal management are priorities of the board and administration. The board is interested in how this Committee recommends these goals and priorities be achieved.
BOE	No	Can we get more visibility into actual spend for past five years?	District budgets from 2013-2014 to present are available online at https://www.usd497.org/Page/97 .
BOE	Yes	The objectives aren't clearly defined- if it is too broad to put together a solid recommendation what is the goal? From what I understand, not all the board members understand the charge of the committee. Budget recommendations? Curriculum? School closures? Short term vs. long term?	The board clearly understands the challenges in balancing needs, wants, goals and priorities with limited financial resources. The board wants to engage the community around these topics and in futures planning for our schools.
BOE	Yes	What are the main financial goals of the board? -raises? -mental health team? -increased course offerings? -etc....	Achieve competitive wages to recruit and retain high quality staff, plan for annual increases in operational costs for a balanced budget, and replenish cash balances/contingency fund to support the district's fiscal health.
BOE	Yes	If school closure is on the table, is the district willing to drastically change boundaries to "level out" the impact on all areas fo town?	All ideas may be explored during this process.
BOE	Yes	What are the non-negotiables that must happen? (i.e. reduce school/facilities maintenance)	A balanced budget is a non-negotiable.
BOE	Yes	What is the number for us to be fiscally strong district?	A balanced budget and sound fiscal management, including ample contingency reserves.
BOE	Yes	Top priority for district -small classes? -small schools? -student support? Retentions of leaders?	The strategic plan reflects the community's top priorities for our schools.
BOE	No	I think we need to have back & forth with the parties because the objectives/goals may change as more data is provided. -hope to be fluid	This is a fluid process. The administration will support the needs of the committee.
BOE	Yes	Board- Budgetary priorities for the future -what areas do they want to increase? -what budetary areas are they okay with decreasing?	The board has said nothing is off the table. Review the board's decisions made last spring. Achieve competitive wages to recruit and retain high quality staff, plan for annual increases in operational costs for a balanced budget, and replenish cash balances/contingency fund to support the district's fiscal health.
BOE	No	Need to know which schools were improved w/ bond proceeds and when.	All schools were improved during the 2013 and 2017 bond issues. The 2013 bond emphasized the needs of central and east Lawrence elementary schools due to deferred maintenance while the community open/close debate continued. The 2017 bond issue focused on secondary schools with the largest amount of money dedicated to Lawrence High's renovation.
BOE	Yes	Guidance from Board: Would like to know if there are specific targets.i.e.budget (i.e. have enough for 5% staff raise)	Certified and Classified staff salaries are negotiated with the LEA and PAL-CWA. A 1% increase in all staff salary pools costs an estimated \$750,000. A 15% Contingency Reserve Fund amounts to an average of about two months' of operating expenditures. See the board's top three financial priorities in meeting materials.
BOE	Yes	Any programs/resources, etc. we are not willing to cut or touch? Non-negotiables for admin & board.	The board has not established non-negotiables.
BOE	Yes	Board needs to speak about where they see we're headed.	The board's decisions to date and its strategic plan reflect priorities.
BOE	Yes	Does BOE have any pre-determined solutions in mind? Will board get regular input or only on predetermined dates?	The board is interested in community engagement around these challenges.
BOE	Yes	Do we know is there is a dollar of savings already in mind? What/where does BOE feel we are right now?	A 15% Contingency Reserve Fund amounts to an average of about two months' of operating expenditures. A 1% increase in all staff salary pools costs an estimated \$750,000. See the board's top three financial priorities.

RSP	No	Need listing of all real estate, including vacant land, vacant bldg., etc.	The district owns vacant property in SE and SW Lawrence. The only vacant building is at Holcom. The district is using Centennial for storage/batting cages and has rented Wakarusa Valley to Greenbush Educational Service Center. East Heights houses the community transition and other alternative programs, including the secondary therapeutic classroom, First Stop, and the Suspension Alternative Program.
RSP	No	What does RSP see as the impact of the KS Schoool Choice Law in 2024?	RSP will provide an enrollment analysis.
RSP	No	Priority - distance to school - what defines "neighborhood" - are all ideas on the table?	This is for the Committee to discuss and make recommendations. Ultimately, the board will decide how many school buildings to operate.
RSP	No	How do we tackle open enrollment within Lawrence?	The district has for many years allowed transfer requests, welcomed nondistrict students, and this year, opened the Montessori program. All are examples of processes used for open enrollment.
RSP	No	Enrollment numbers currently	The preliminary, unofficial, unaudited 9/20/22 enrollment headcount was 10,974, a decrease of one student from the 9/20/21 headcount. (Keep in mind state funding is based on audited FTE, not headcount.)

Source: Futures Planning Committee - 9/14/22 responses

Responsible Party	Community questions, comments, concerns, statements from meeting in Lawrence September 21st 5:30pm	Answer
Admin	Why is there additional funding goal of \$100,00 for virtual Ed?	The goal of \$100,000 in four of the special funds is to start the year off with a balance so we are not as reliant on state aid those first couple months. We have to request extra state aid in July and August, and if we are not approved for that, our cash will be very tight. We are not supposed to go into the negative in any of our funds except federal funds. Federal funds are on a reimbursement basis.
Admin	Why is Admin increase tied to certified staff?	Typically all staff increases have followed certified staff's. Now that classified staff have their own union, classified increases are separate.
Admin	How can staff retention be addressed in innovative ways in addition to salary increases?	HR Sept 26 Board Report
Admin	Can we please get a copy of the presentation? Yes, please!!	Yes, it is posted on the Futures Committee page at https://www.usd497.org/Domain/9584
Admin	Contingency Fund: What is this generally used for?	The Contingency fund is used for unexpected expenditures that were not budgeted for. The board must approve expenditures to be paid from the Contingency fund. An example is the unusually high heating bill from February 2021.
Admin	How much was the cont. fund declined in past decade? On what?	\$5 million of Contingency fund has been used in the last 10 years for transfers to other funds, technology, excessive heating cost from February 2021, etc.
Admin	Is the ESDC also being evaluated as part of facility review?	ACI's facilities evaluation is of student-attendance centers.
Admin	In the data on facilities would like to know how much outstanding bond debt is tied to that facility & when it was spent?	Will work on this for the facility review.
Admin	Would love to see district explore solar panels on schools. Change cap. Outlay operating cost- community savings would support	Under exploration.
Admin	Finance- Slide 18- Please clarify- is \$9 M cost allocation for both certified & classified or just classified?	The \$9 million est includes all staff and came from requests from both unions last year minus raises the district was able to give.
Admin	What is our spend in the general fund by function? VS - instruction salaries -staff salaries -looking for more than the published budget.	Expenditures by Function
Admin	Is there a pool for admin pay? How is that max amount determined? Is it tied to enrollment #'s?	There is a pool for admin pay. It is just the salaries of administrators plus any savings from staff turnover. It is not directly tied to enrollment, just like certified and classified, but all positions are impacted by necessity or lack thereof for the position.
Admin	What renewable energy sources are being explored to counteract utility increase & instability?	Under study.
Admin	Why would .9 FTE virtual only get .9 x 2800. Who would actually get the full \$2,800?	State legislature created this formula. No one gets the full \$2,800, they would get .1 through .9 of the \$2,800. Full FTE's receive \$5,600.
Admin	What will be the top 3-5 factors that could rebuild the General Fund from 2024 onward?	Since the General fund budget is based on student enrollment and weightings, the main factors that would increase it are increased student enrollment and / or increased BASE aid per pupil, increased weightings and / or associated state formulas for those weightings and increased Special Education allocations from the state. Per statute, the state is supposed to pay for 92% of Special Education costs that are covered by federal aid. The state currently funds about 76%, which is a difference of a few million dollars annually. We have to transfer money from General or Local Option Budget to Special Ed to make up that difference.
Admin	Can you provide/show budgets v actuals for past years? How far into the future does the district forecast budgets?	Prior year budgets link to our budgets. We can estimate budgets but we don't know state aid amounts until legislative decisions are made in the spring before the July 1 budget year.
Admin	Why doesn't board adjust mill levies that it can adjust to keep up with CPI annually	The General fund levy is set by the state at 20 mills. In Capital Outlay we are levying the maximum of 8 mills. In Cost of Living we are levying the most the state allows. In Adult Ed and Bond & Interest we are levying what we need. The Bond & Interest fund can only be used to pay for bond principal and interest payments. Both the General fund and LOB budget maximums are set by the state formula, so state aid pays according to Base Aid for Student Excellence (formerly Base State Aid per Pupil) and the rest is mill levy. If we levied a higher mill levy in LOB it would sit in our ending balance and not be able to be spent because of our legal maximum budget.
Admin	Would it help to talk about which weightings 497 doesn't get (growth, etc.)	Low and High Enrollment - we receive the smallest ratio of this weighting because we are over 1,622 students. High At-Risk weighting - we receive the smallest ratio because our district free lunch percentage is under 35%.
Admin	Is there a growth weighing? Districts that are growing get extra funding	Low and High Enrollment - we receive the smallest ratio of this weighting because we are over 1,622 students. If we were growing enrollment we would receive more of this weighting.
Admin	Did the school board start ratcheting down the budget in 21' knowing that in 22' the district would have use much lower student count?	Yes, the district made budget reductions of \$6.4 million last year, most of which was to balance our 2022/23 budget because the decline in enrollment was realized in this year's budget.
Admin	What are the % of funding by source? How much is general fund?	Revenue by funding source is 56 % state aid, 14% federal aid, 30% taxes, donations and other. The General fund budget has been approximately \$80 million for the last few years.
Admin	How are you/district calculating a competitive wage for certified staff? % compared to surrounding districts or something else?	At this time we are working from the 21/22 certified staff request, which is also comparable to surrounding districts' salaries.
Admin	Fin Priority one. Admin receive the same increase as certified in the area. 1% of 45,000 (450) is not the same as 1% of 120,000 (1200)	The board has typically given the same percentage raise to Admin as Certified staff receive, with some exceptions. Total Admin cost is much smaller than the Certified cost because there are fewer employees in the Admin pool.
Admin	Capital outlay mill levy & bond interest mill levy - aren't these for the same thing since most bond issues are for buildings.	The Bond and Interest fund pays the principal and interest payments for bond issues. The Capital Outlay fund pays for capital projects that are not part of a bond issue. Examples include routine HVAC, roofing, parking lot improvements, computer rotations and lease payments.
Admin	What happens to state per student aid/funding that goes to students attending non-USD 497 schools	BASE aid per student goes to the school district they attend. Private schools and home schools do not receive this funding.
Admin	What happens after 9/20 is an at risk student or SPED student transfers in OR changes schools.	The count is based on 9/20 counts so changes after that do not impact our state funding. They would be included in the 9/20 count the following year if they are enrolled and attending. Student transfers between schools within the district does not change our funding.
Admin	How is student FTE determined? Full-time=1.0 Part-time anything under 1.0	Typically elementary students would attend all day but if they attended half days, etc it would be based on the portion of the day they attend. Secondary students is based on their schedule of 7 classes. If they attend 5 classes, etc it would be based on the % of their schedule that they are enrolled and attend.
BOE	What are the specific costs of each school, program, etc?	This is not how the budget is categorized.
BOE	Is the goal to come up with \$6 million to cover shortfall?	We made budget reductions last year to cover the \$6.4 million budget shortfall and salary increases. Now the goal is to increase salaries to competitive amounts and cover annual operational cost increases and begin to replenish cash balances/contingency.
RSP	How are we determining cause of enrollment loss/lack of re-enrollment? How will this be addressed for growth?	RSP RESPONSE: The 2022/23 Enrollment Analysis will review all of this data to extrapolate the impact COVID had on past and future enrollment.
District	Why are engagement opportunities limited to brief interactions? Why not given time for well-considered answers for belief statements for example?	Agenda is structured to accomplish tasks within two hours.
RSP	Can we do 5-7?	RSP Response: Future meetings are 5:30 to 7:30.
District	Why is there not a virtual participation option? It is an unnecessary barrier that presents sustained and meaningful engagement.	Advisory committee meetings are not livestreamed. Small group discussion does not lend itself to livestreaming.
District	Why is enrollment down for the district - aging population, families moving away, families choosing private/parochial schools?	Enrollment dropped 640 students over the COVID years and has not rebounded fully since then.
District	In the video from the last board meeting, the board president tried to verbally craft an objective for our committee. I saw Dr Lewis taking notes trying to capture what she was relaying. Did that get incorporated/updated into our vision/objective?	Yes
RSP	I would like to make a plea to better time manage /plan for discussion activities like the one at the close of the meeting. It was an important discussion point and I feel we were short changed trying to fit it into the last 5 mins. Really, we probably needed a good 20-30 mins to craft a SMART statement, especially for first time users of that model. Unfortunately at our table, four of the five people needed to leave at the original end time so our voices weren't incorporated into the response.	RSP Response: Future meetings are from 5:30 to 7:30 to better manage time. Activities at the ends of meetings are often preliminary drafts and build into a large discussion at the following meeting.

Source: Futures Planning Committee - 9/21/22 responses

Finalized Finance Belief Statements	Votes
The District Must provide equitable education, with proactive fiscal management including offering competitive wages and building cash reserves, over the next decade.	2
The district will be proactive in prioritizing a budget that is aimed at retaining and recruiting staff in a way that ensures all students receive the highest quality education that is equitable to all that makes sure in a decade the budget is secure.	15
The district is responsible for its financial vitality for the benefit of students, staff and facilities and the stewardship of equitable education.	3
The district is responsible for managing a fiscally proactive & secure budget that establishes competitive salary, work conditions & supports equitable student outcomes for all students for the next ten years.	11
Lawrence Public Schools, must prioritize rigorous, high quality academic programs by providing competitive compensation to all staff within 5 years and starting with a comprehensive plan this year and beginning with incremental changes no later than next year.	8
The district is responsible for creating a sustainable budget that allocates funds in a disciplined way to ensure core educational services and competitive staff pay.	6
In order to ensure educational equity and excellence through the recruitment and retention of high-qualified staff, USD 497 will develop a sustainable and balanced budget w/ an emphasis on increasing salaries 5% within 1-2 years.	25
Community questions, comments, concerns, statements from meeting in Lawrence October 5th 5:30pm	
Answer	
We have reached the breaking point in some school in how these belief statements are implemented	
These belief statements are good on paper but that isn't how it works in schools	
I'm listening to a lot of talking but we're not really doing anything in these meetings. Why are we here?	Refer to Committee's objective.
Restorative practices are not happening.	Restorative practices are being used at the HS/MS levels and some elementary schools.
I agree with the statements but I don't see many of the details happening. 1B- Not happening 2A- Not Happening 3C Not happening	
From parking lot #1 - What is purpose of district retaining vacant land east of town by jail & across bypass in west Lawrence? Can these be sold for reserves?	These properties were purchased many years ago for potential future school sites, if needed. Yes, the board could sell land. Funds from any sale of property must be returned to Capital Outlay. The district's General Fund, which supports staff salaries and educational programs, is the current pinch point. By law, capital outlay funds may not be used for general education/operations purposes.
When will we begin looking at cuts? The goal, for all intents & purposes is widely agreed upon, but we likely disagree on how to get there. CAN WE START MOVING FORWARD?	
Poll everywhere questions are not productive. Very leading questions. Don't use these #'s w/out that context	
We know the direction we want to go, until we start planning of how to get there it is pointless. How do we come up w/ the money?	
How do you meet student's unique needs when class size keeps increasing and para/other support systems keep getting reduced?	Reductions in staffing and the inability to fill vacancies make meeting the individual needs of students more challenging.
How does the total number of administrative jobs in USD 497 compare to similar-sized districts?	KSDE.org has a Data Central option for generating a variety of reports at https://datacentral.ksde.org/school_finance_reports.aspx . For example, you may query Personnel Reports (Licensed/Non-Licensed) or Current Operating Expenditures. The most recent year available is 2021-2022. Note: USD 497 made administrative cuts in 2021-2022.
Why do we have to rush through this process to meet an artificially short time frame? Wouldn't it be better to take the appropriate amount of time?	There are statutory deadlines associated with staffing contracts and budget hearings and approval. In addition, if the board approves changes, ample notice will need to be given to staff and families affected by changes.
Under Safe & Supportive Schools, how is district fostering adult connections for every student?	Relationship-building is at the heart of the work of our staff. Some examples from the SEARCH Institute of ways staff build trusting relationships are: by expressing care, challenging growth, providing support, sharing power, and expanding possibilities through connections. Read more at: https://www.search-institute.org/developmental-relationships/developmental-relationships-framework/
Why is the district hesitant of partnering with community orgs. Such as Headquarters (KSPHQ) to help with mental health & suicide prevention awareness?	The district has many strong community partnerships and continues to seek additional relationships to support the needs of students, staff, and families. The district partnered with KSPHQ to provide resources during our series of six Community Safety Forums in August.
The cohesive curriculum is not always working due to lack of resources, particularly for multi grade classes and serving all levels of students.	
Sending resources to parents must be written in basic language, comprehensible and easy to navigate (websites, etc).	
Why does the district not have resources to meet all students where they are in their learning?	Refer to budget presentations shared with the Committee about the district's limited financial resources, including the significant loss of district enrollment in 2020-2021 and corresponding losses in state aid and enrollment weightings. Discuss data shared/to be shared with the Committee about current operational costs, goals and priorities, needs and wants. The work of the Committee is to make recommendations of how to balance these community values with available resources.
It feels that the funding of special education is a major need - how can we shift funds to support full spending and filling positions in special education?	Among the board's 2023 Legislative Priorities is the urging of the Kansas Legislature to fully fund Special Education services at the required 92% of excess costs. The KS Association of School Boards and National Association of School Boards also are advocating for this priority.
Can we look at the enrollment numbers of all the elective courses at each high school?	Low-enrollment classes at the high schools were among staffing cuts made in 2021-2022 and continue to be evaluated.
Shouldn't the statements regarding finance actually tie back to finance's priorities? A 5% raise does not make pay competitive.	Achieving financial priorities may require multiple years.
What is the process to deal w/ students who display disruptive or violent behaviors?	Staff use the Ci3T multi-tiered system of supports to provide ALL students academic, social-emotional, and behavioral instruction and support (Tier 1). Students lacking or needing more practice with specific skills receive additional support in those areas (Tier 2). Students in need of intensive support, such as with violent behaviors, receive additional individualized support from school mental health professionals or through referrals to community resource providers (Tier 3).
How does the district foster authentic & caring adult connections for every student?	Relationship-building is at the heart of the work of our staff. Some examples from the SEARCH Institute of ways staff build trusting relationships are: by expressing care, challenging growth, providing support, sharing power, and expanding possibilities through connections. Read more at: https://www.search-institute.org/developmental-relationships/developmental-relationships-framework/ .
How does ci3T work?	It's a multi-tiered (pyramid) system of support for students. For example, at the bottom of the pyramid, ALL students receive academic instruction and social and emotional learning in the classroom (Tier 1). At the middle of the pyramid, some students may need additional support on a specific skill, such as in a smaller group setting (Tier 2). At the top of the pyramid, a smaller number of students may need intensive, individualized support with a specific skill, such as by meeting individually with a mental health professional (Tier 3).
What training does the T&L department have to support & implement curriculum in buildings?	The Teaching and Learning Department supports the implementation of curriculum and instruction through a number of different resources. Professional development is provided on specified days. Additionally, professional development through Professional Learning Communities is supported across the district. District learning coaches also provide supports for practicing high-quality instruction and the use of district curriculum resources.
Why is district not supportive of SRO in conjunction with T&L Stmt#3? Community partnerships are critical.	USD 497 currently has 6 School Resource Officers each assigned to a secondary building. Elementary principals can reach out to School Resource Officers for support.
Great job adding workforce as a defunction of success and not just college - huge move towards equity.	
Can you put a dollar amount to the 3 teaching & learning statements? Mandated vs. non-mandated as well.	
Implementation of the strategic plan.... is it happening in the schools or district? or district office.	Advancing the work of the strategic plan is a shared responsibility involving individual staff members, schools, district staff, building and district administration, and the board, as well as students, families, and the community.
When will we start talking about next steps financially..... equitable schools	
Can we create a plan to close schools to make & meet budget goals?	yes
I support learning statement #2 but the district's implementable is lacking,	

It is critical that there is a shared understanding that teaching & learning statements are dependent on staff AVAILABILITY. - retention is key - well staffed schools -class sizes that enable addressing unique needs	
How is the district determining the inequitable practices and systems?	Through the collection, evaluation, and use of data.
Can East Ht services be moved into another building? Once again could be sold.	Sevices currently housed at East Heights have been moved several times. Yes, they could be moved again. Yes, the board can close and sell buildings. Funds from the sale of buildings must be returned to Capital Outlay. It is the district's General Fund, which supports staff salaries and educational programming, that is the pinch point. By law, capital outlay funds may not be used for general education/operations purposes.
An area that consistently gets overlooked is the gifted students; data is nevr pulled to see if they're actually making growth since they always score so high. Something to keep in mind is that we need to pull up and push up to meet the needs of both ends of the spectrum.	Staff collect, evaluate, and use data associated with the academic and social-emotional growth of all students.
Is the budgeting process taking into account the end of ESSR money? [Is the budget going to absorb the cost of the staff positions funded through ESSR?]	The district is well aware that when ESSER funds are spent, they are gone, and has considered this restriction in determining what one-time purchases and supports to fund using ESSER money. No, the General Fund will not absorb the costs of staff positions funded by ESSER unless other cuts are made and funds reallocated.
Cohesive curriculum why are teachers given new curriculum without all of the resources to implement	We would need more details to address this question specifically.
Has Lawrence thought about combining resources for sped to pull high needs students out of learning enviroments that don'ts work for them?	The district has specialized special education classrooms in several schools.
How do marginalized students in non-title schools recieve the extra support they need?	The Lawrence Public Schools use a Comprehensive, Integrated, Three-Tiered (CI3T) model of support to address the needs of each student. Each school sets academic, behavioral and social expectations and articulates how those expectations are taught and reinforced. Specific assessment tools are identified to monitor student progress. Additionally, schools identify the interventions that will take place based on student assessments. These interventions are organized through a multi-tier model with all student receiving Tier 1 instruction and support and specific interventions at Tier 2 and Tier 3.
The task is heavy but what is the task??	Balancing needs and wants with available financial resources is the discussion in which the district and community are engaged.
Statement #1 not reality of what is happening	
how can we reach these (academic) outcomes when classes & supports are taken away	Balancing needs and wants with available financial resources is the discussion in which the district and community are engaged.
equitable access to curriculum can not happen w/o staff	
Statement #2 Great ideas but can not be implemented w/o staff	
Taking away lower level classes does not meet strategic plan steps 1, 2, 3, 4, ComSkills 1/11 Fundamentals of Math Comskills 111/1V Science It does not help increase test scores for marginalized groups.	
Will there be discussion of technology needs? Many tech resources staff use to teach & provide student-centered learning (seesaw, Pear Deck) have been cut, making it harder to meet student needsdd.	Balancing needs and wants with available financial resources is the discussion in which the district and community are engaged.

Source: Futures Planning Committee - 10/05/22 responses

Video Response Activity	
Do's	Dont's
Data needs to be provided in a neutral way, not to prove a point provided in advance so people can examine real solutions	Leaving the public in the dark
Treat parents as partners to help flush out pros and cons of options – some will be purely emotion and sane with really good points	Make assumptions
Make a thoughtful, data-based non-rushed decisions	Have a plan ahead of time and manipulate your community process to achieve that plan
Involve the community; be transparent	Just listen to most publicized people
Communication and a proper timeline	Try to cover up information
Involve stakeholder in development of options	Rush
Keep the community in the know	Have a plan that is rushed and doesn't give the district or community time to accept change
Data should be bi partisan/lack bias	Surprise people – bring open conversation early
Understand the community connections vs the need of the district	Not consider all stakeholders in decisions
A full inventory of all options	Let the Board have the final say
Be transparent and have community involvement	Assume the school district knows what the public wants
Think about closures in light projected population trends	Leave out hard looks at deep cuts to central admin and staff
Include projected student loss from school closures (to home/private/other districts) in calculations	Be inconsiderate toward families about the change that will happened – they value their school
Be transparent	Waste time
Communication the financial necessities	Wait to give info to stakeholders
Have a reasonable timeline – be considerate to stakeholders	Avoid making hard decisions because they will upset stakeholders
Give ample time to the community to have input	Ignore the public
Be conscientious about the options and alternative for school closures	Have an agenda
Get more direction the Board – make a decision to help up – what do they want?	Rush to cut programs like gymnastics
Get families involved in the decisions	Make decisions based on emotion
Use best practices and adapt official procedures	Assume why enrollment has declines, survey and get data on why they left and what might bring them back
Move faster; we don't have time	Hide numbers to artificially inflate savings (like the 158 positions last year)
Be transparent about the process and the data	Pass the torch, yet again, because the decision are hard
Listen to all parties. Try and take emotion/personal feelings out of it. Be transparent	Keep decision making in the dark
Have transparency among families and community and make sure there is awareness of school losing long before the school closes	Continue communication with the public
Consider who we ask to relocation and to where	Leave out additional costs that effect savings such as bussing
Look at what no closing schools has done. Nothing has been saved except bricks	Announce school closure at Feb Board Meeting
Harm thousand of student and dozens of staff because we or the board avoids making hard decisions	Take away a school and not teel staff and families
Be intentional with decision making	Don't close a school without calculation and presenting a plan with increased costs die to transportation
Look at data without school name; use numbers to come to a decision without emotion	Make decision on emotions
Make sure these is rock-solid, vetted, rationale for the decision	Lose public trust through lack of transparency or public investment
Be objective	Add Montessori classrooms at \$100,000 without data if this is brining in new kids or just spending from other schools
Offer more opportunities for public participation other than just public hearing or thought exchange	
Information be given out early, meetings be open and recorded, and financial and other reasons presented clearly in easy to digest ways for the public	
Follow best practice and leave transition time	
Look at capacity and cost of all buildings including admin and previously closed schools	
Explore other options; plan closures 1-2 years in advance	
Community questions, comments, concerns, statements from meeting in Lawrence November 2nd, 5:30pm	
· How would using part of Kennedy as a community help some budget crisis? We do not understand the question.	
· Where did the extra students in the Montessori program come from? Did the come from surrounding districts or from other parts of Lawrence? Both.	
· Why has the school district not We do not understand this question/statement.	
· Has the district looked to leverage special funding available for historic buildings – 50 years – to reduce spending? State and federal funds available	
· Building and Facilities: Want to look at energy efficiency/solar power with school as a way to move from capital outlay to general budget. Yes, we can look at renewable energy, but not in time to reap savings to address competitive wages needed now.	
· Why was LVS moved out of Wakarusa and back to ESC? Kennedy had space that LVS could have used to host in person events? The board approved the use of Kennedy as an Early Childhood Community Center. LVS office staff were moved to ESC for additional support, collaboration, and combining of like job duties. The administration has provided space for LVS teachers, who work remotely, to meet and make copies as needed.	
· How are changes in calendar to increase enrollment and calculate savings when looking at facilities? The calendar changes are being considered as a cost savings and as a way to support the recruitment and retention of staff and maximize staff planning, collaboration, and professional development time so staff can better serve student needs.	

· We see more student with behavior challenges that need contained space safety. How do we get more contained spaces? There is a process for a building administrator if more space is needed.
· I have only one outlet in my room placed in the middle of a walkway. I have to use a grounded power strip to reach my desk and phone, why only one outlet? Please reach out to your building principal.
· The belief statements are not helpful
· From video: Important for our committee to make clear before survey that school closures are on the table – not current awareness in the community
· Why can't C-Tran be moved to Kennedy and close Heights? There are some Early Childhood guidance and regulations regarding levels and ages at a location. Additionally, there are some IDEA guidance regarding age appropriate setting and placement.
· How is calculated capacity determined? And does the take into consideration student with mobility issues? RSP/ACI Boland question.
· Could we please get some data on solid spaced and specialized classrooms?
· Data questions – how many buildings (or how many classrooms) were added with title money? Some Title schools choose to use those funds to add staffing to lower class sizes. We have five Title 1 classes in the district.
· We were not provided information on which school had the lowest condition scores by I imagine school with lower enrollment may be the same with lower condition range. Are these school being incorporated with the renovation plan or are they being disregarded because of the change that they may get shut down? ACI Boland question.
· Please give us more homework ([presentation and videos) so we can more time discussion as a whole group
· The video should be homes – 30 minutes of meeting time wasted
· In you breakdown of classroom/multigrade. Please denotes the school that use the funds to keep from multigrade. It does skew the data.
· Instead of having people present PowerPoints that can be homes and people come with question for those people – a total waste of time
· Can we get survey data before the next so we can absorb the information we work with it? Yes

Source: Futures Planning Committee - 11/02/22 responses