

Raw Public Feedback - Night 1 (January 17, 2023)	Type	Theme
How long would the 4-day work week be implemented? Long-term? There are schools where kids don't have stable care at home.	Question	4-Day Week
Concern that 4-day school week will cause more to leave. Disaster.	Statement	4-Day Week
4-day school week – how would it work? Would the day be lengthened? If yes, how would MS and HS do this if they are in athletics?	Question	4-Day Week
Consider student attrition/effect on families for a 4-day school week.	Statement	4-Day Week
If many student left USD497 because in-person school closed during COVID (making budget deficit wors), is there a risk of losing more student to district with 5-day per week classes if we move to a 4-day week? Most harmful to working mothers and single parents.	Question	4-Day Week
How does the 4-day schedule affect teacher-in-service days? Thursday and Friday for planning at PT conference times, etc. Not sure I've called them by the correct name.	Question	4-Day Week
When, in 2024, the new law that people can choose district goes into effect, why would people NOT move to Perry-Lecompton, Eudora, or Baldwin if they have 5-day school week? Parents need consistent schedules.	Question	4-Day Week
Does moving to 4-day affect classified staff and pay? Are they going to be paid even less?	Question	4-Day Week
4-day school week elimination of after school meeting and elimination of me "playing staff" extra-duty pay – was that added in the total?	Question	4-Day Week
With a shorter work week what happens with para pay?	Question	4-Day Week
Time for IEPs during school day at middle schools? 4-day week hardship on families.	Question	4-Day Week
4-day week is a hardship on working parents. At least don't implement for grade schools.	Statement	4-Day Week
Would Boys and Girl's Club be able to cover kids on day off? what can Lawrence do to attract families to our community?	Question	4-Day Week
Concerns for safety when closing schools. 4-day student week is a concern for paras who need a 5-day paycheck.	Statement	4-Day Week
Concerns for safety for with 4-day week.	Statement	4-Day Week
Are you going to provide childcare?	Question	4-Day Week
4-day week for high school and maybe middle school but not elementary.	Statement	4-Day Week
What does plan time look like if we are in a four day week?	Question	4-Day Week
What option will be given to working parents to cover childcare?	Question	4-Day Week
If school district cannot provide childcare, they should not go from a 5-day week. Boys and Girls Club is the only childcare to cover and I'm sure they cannot meet the need. Not all families can afford the extra costs.	Statement	4-Day Week

Public Input Feedback

<p>Please look at an objective study or studies on the impact of the workforce and student achievement in school districts with a 4-day school week. These studies show fewer women in the workforce because they need to stay home with kids. Further, 5th grad students re 6-7 weeks behind their peers.</p>	<p><i>Statement</i></p>	<p><i>4-Day Week</i></p>
<p>How will 4-day school week impact students/families after just returning from the pandemic?</p>	<p><i>Question</i></p>	<p><i>4-Day Week</i></p>
<p>4-day work week concerns</p>	<p><i>Statement</i></p>	<p><i>4-Day Week</i></p>
<p>How certain are we that teachers will find more attractive a 4 days of teaching each week? Is this measure meant to add to teacher retention?</p>	<p><i>Question</i></p>	<p><i>4-Day Week</i></p>
<p>When people can choose their state district (per state law in 2024), how to we make Lawrence a popular choice? No flee because of 4-day week.</p>	<p><i>Question</i></p>	<p><i>4-Day Week</i></p>
<p>Plan for childcare?</p>	<p><i>Question</i></p>	<p><i>4-Day Week</i></p>
<p>The 4-day school week is a precursor for the voucher program, which is a sham.</p>	<p><i>Statement</i></p>	<p><i>4-Day Week</i></p>
<p>How is the district planning for the pedagogical needs to enlarge classes from 24 to 30 students?</p>	<p><i>Question</i></p>	<p><i>Class Size Increase</i></p>
<p>Class size and paras</p>	<p><i>Statement</i></p>	<p><i>Class Size Increase</i></p>
<p>We need clarification if increased class size at MS and HS to teacher or total kids to all teachers?</p>	<p><i>Question</i></p>	<p><i>Class Size Increase</i></p>
<p>When coming up with staffing ratios, it must be all staff so classroom size will get how big? And can all the classrooms handle 30+ kids, not just physically?</p>	<p><i>Question</i></p>	<p><i>Class Size Increase</i></p>
<p>Class size concerns at the middle and high school proposal</p>	<p><i>Statement</i></p>	<p><i>Class Size Increase</i></p>
<p>What will the least restrictive environment be forced to be if we increase Gen Ed class size? Will spaces need to be redesigned or reallocated? Is this meeting our equity, inclusion, and diversity goals?</p>	<p><i>Question</i></p>	<p><i>Class Size Increase</i></p>
<p>Will more necessary staff be hired to help with the larger class sizes? Paras etc.</p>	<p><i>Question</i></p>	<p><i>Class Size Increase</i></p>
<p>Is there a threshold to have vice-principles in buildings that increase in size?</p>	<p><i>Question</i></p>	<p><i>Class Size Increase</i></p>
<p>What is the current average classroom in the high school? From what to 28 will we be moving from?</p>	<p><i>Question</i></p>	<p><i>Class Size Increase</i></p>
<p>Person disagrees that increased staffing ratios will mean increased student teacher time. It just means more students in classroom and that cutting electives is going to have a direct impact on the kind of learners the district produces.</p>	<p><i>Statement</i></p>	<p><i>Class Size Increase</i></p>
<p>Renewable energy?</p>	<p><i>Question</i></p>	<p><i>District Finances</i></p>
<p>Are all elementary school equal in terms of cost savings? Ex, redistributing of ELL students would save money in bussing costs, etc.</p>	<p><i>Question</i></p>	<p><i>District Finances</i></p>
<p>Where does the \$700,00 savings come from for 4-days? Won't some staff, bussing, building expenses, still exist for day 5? Especially in elementary, middle school as some/many families still need a place for children to be and eat on Day 5.</p>	<p><i>Question</i></p>	<p><i>District Finances</i></p>

Where does the savings from a small come from? What are the details?	<i>Question</i>	<i>District Finances</i>
Separate out "Admin" & "Support" in expenditures by category. So, transparency is allowed between cutting Admin vs Para/Social Workers etc.	<i>Statement</i>	<i>District Finances</i>
What is reason for budget cuts?	<i>Question</i>	<i>District Finances</i>
Have we looked at research about actual savings? It is 2.7%?	<i>Question</i>	<i>District Finances</i>
How does our district savings this year compares with the estimate last year? Were we accurate?	<i>Question</i>	<i>District Finances</i>
Cutting the 403(b) contribution should be discussed as a cut or elimination and not a reallocation. Nothing is saved if it is not cut, therefore, it should not end up in "Savings" column.	<i>Statement</i>	<i>District Finances</i>
What are cash reserves used for? Where did they go?	<i>Question</i>	<i>District Finances</i>
How many teachers will lose their job in these proposals? Show your work.	<i>Question</i>	<i>District Finances</i>
How many dollars a year are spent on teacher coaches?	<i>Question</i>	<i>District Finances</i>
How many district admin positions are being considered?	<i>Question</i>	<i>District Finances</i>
Does the consultant offer cost savings or only district?	<i>Question</i>	<i>District Finances</i>
Where does admin money go?	<i>Question</i>	<i>District Finances</i>
Does reassigning 6 th grade students to K-6 or K-3/4-6 learning centers save costs?	<i>Question</i>	<i>FPC Consideration</i>
Have you looked at a better health cost (consider negotiating no % raise for X years)? BNSF has a plan where if you go on spouse insurance you get a bonus for not insuring through company. This would save \$ by not insuring yourself but going through your spouse.	<i>Question</i>	<i>FPC Consideration</i>
Have you considered partnering with Every for solar/renewable energy projects or grants?	<i>Question</i>	<i>FPC Consideration</i>
Have you considered partnering with city transit for savings or a localized a stop to have a more efficient route (even if parents have to drive kids to the pickup point)?	<i>Question</i>	<i>FPC Consideration</i>
Have you asked for donation from families and/or businesses in the community?	<i>Question</i>	<i>FPC Consideration</i>
Have you evaluated year-round school choice for savings/learning?	<i>Question</i>	<i>FPC Consideration</i>
Can food program be cut by law so parents pack food or use food stamp budget?	<i>Question</i>	<i>FPC Consideration</i>
Did anyone look at cost of iPad tools, licenses, etc. for electron learning? Can we save money by eliminating electronic iPad learning and go back to paper and pencil?	<i>Question</i>	<i>FPC Consideration</i>
Can you partner with KU child and family service for social/psychology work so less social worker budget is needed because KU becomes a partner for this? FYI KU is more affordable than Bert Nash.	<i>Question</i>	<i>FPC Consideration</i>
There has been a lot of talk about how to fix budget cuts (iPads, 4-day week) although with these pitches there hasn't been any solid plan on how this will benefit the increase to budget. So why not give more info?	<i>Statement</i>	<i>FPC Consideration</i>

Can we have building by building budgeting – let school decide what works best for their students? Similar to redesign work? Who are budget administrators?	<i>Question</i>	<i>FPC Consideration</i>
Have we talked to other school about how they are growing? Adding workforce training, etc.?	<i>Question</i>	<i>FPC Consideration</i>
What is the math on grade centers (even with one-or-few closures – doesn't have to be or)? For example, what if Pinkney was K-3 and Deerfield was 4-5?	<i>Question</i>	<i>FPC Consideration</i>
What about moving wed. early release to Friday? How does it compare with estimate for 4-day week (or whatever day is max savings)?	<i>Question</i>	<i>FPC Consideration</i>
What about making Central a 6 th grade center? Or Pinkney and Central? I just want to know the math and be certain one option is better.	<i>Question</i>	<i>FPC Consideration</i>
Equity: will NOT allow Woodlawn to be closed	<i>Statement</i>	<i>FPC Consideration</i>
Equity: should NOT allow central middle and Billy Mills to essentially be combined	<i>Statement</i>	<i>FPC Consideration</i>
Cut admin positions by more than 1 position.	<i>Statement</i>	<i>FPC Consideration</i>
Can one principal serve two elementary schools?	<i>Question</i>	<i>FPC Consideration</i>
Move boundary lines before considering closing schools.	<i>Statement</i>	<i>FPC Consideration</i>
Be creative with fundraising.	<i>Statement</i>	<i>FPC Consideration</i>
Reduce district administration – what positions are being consider? Will building principals have a say in what is needed?	<i>Question</i>	<i>FPC Consideration</i>
Need math on more options, such as grade centers (k-3, 4-5, maybe every larger 9 th grade center)	<i>Statement</i>	<i>FPC Consideration</i>
Closing high poverty schools will increase inequity	<i>Statement</i>	<i>FPC Consideration</i>
Fewer elective options- middle school or high school or both? Which electives, how will selection be determined?	<i>Question</i>	<i>FPC Consideration</i>
Equity is questionable when you consider the geographic location of closing the only elementary in a community. For example, Woodlawn, I think data cannot support that closing this school as a feasible option for families in this area. It harms an entire community that is not overflowing with resources.	<i>Statement</i>	<i>FPC Consideration</i>
Has cost to building and operating costs been reviewed such as cutting HVAC use, Cut electronic use i.e. iPads, labs etc.	<i>Question</i>	<i>FPC Consideration</i>
School boundary realignment is critical to protect all neighborhoods.	<i>Statement</i>	<i>FPC Consideration</i>
Reduce pay for higher up administrators, please consider this.	<i>Statement</i>	<i>FPC Consideration</i>
Look for ways to reduce utility costs-fewer light bulbs.	<i>Statement</i>	<i>FPC Consideration</i>
Reduce administrators with lower enrollment numbers.	<i>Statement</i>	<i>FPC Consideration</i>
Have you considered using two of the elementary schools as 6/6 grade hubs?	<i>Question</i>	<i>FPC Consideration</i>
Middle school plan time can go as elementary and high school are shorter.	<i>Statement</i>	<i>FPC Consideration</i>
Reduce electronic device resources.	<i>Statement</i>	<i>FPC Consideration</i>
How do we make each school equitable based on the current boundaries?	<i>Question</i>	<i>FPC Consideration</i>

	<i>Question</i>	<i>FPC Consideration</i>
Can there be another session like this after the February Board end?	<i>Question</i>	<i>FPC Consideration</i>
Neighborhood impact, how is the equity lens being applied to neighborhood impact on closing Woodlawn specifically the closure could lead to decreased attendance and increased transportation issues. If bussing is over a certain time spent on the bus at various elementary ages will impact classroom learning capabilities? Will families have to choose to keep children home to logistics? Will that lead to moving out of the community?	<i>Question</i>	<i>FPC Consideration</i>
Consider bringing six graders back to the elementary for larger attendance in the building.	<i>Statement</i>	<i>FPC Consideration</i>
Realistically - 1% - How do we do enough to save our schools, will it be enough? And for how long?	<i>Question</i>	<i>FPC Consideration</i>
How is it equitable for a Kindergarten student at New York who has fewer kids and 2 teachers VS. a Kindergarten student at Woodlawn in a multi age class w/ 1 st graders and more students per student?	<i>Question</i>	<i>FPC Consideration</i>
Will there be a boundary analysis when schools are closed?	<i>Question</i>	<i>FPC Consideration</i>
Has a cut to operations been looked at? Students utility, labs electronics, etc.	<i>Question</i>	<i>FPC Consideration</i>
More teachers fewer administrators.	<i>Question</i>	<i>FPC Consideration</i>
We need to see potential savings for many more scenarios – such as those in the fall public survey, like grade centers even with closures.	<i>Statement</i>	<i>FPC Consideration</i>
What about sixth grade back to elementary schools? Six grade centers?	<i>Question</i>	<i>FPC Consideration</i>
What about high school grade centers (9-10 and 11-12)?	<i>Question</i>	<i>FPC Consideration</i>
Magnet school at central?	<i>Question</i>	<i>FPC Consideration</i>
Move early release day to Fridays? Savings?	<i>Question</i>	<i>FPC Consideration</i>
Cutting programs is going to result in less competitive district but also a less holistic of a school environment.	<i>Statement</i>	<i>FPC Consideration</i>
Currently a bus driver shortage...create demand? Also in the meantime utilize free city busses especially if we are to consolidate/close schools.	<i>Statement</i>	<i>FPC Consideration</i>
Will there be transition plan shared with families? When ?	<i>Question</i>	<i>FPC Consideration</i>
Where does money come from if negotiated items fail?	<i>Question</i>	<i>FPC Consideration</i>
Is it being considered to close the district office and put these employees in the schools?	<i>Question</i>	<i>FPC Consideration</i>
Reallocating board payment to 403b is an insult to teachers. It's not a pay increase and doubtful this would pass not worth counting as a savings.	<i>Statement</i>	<i>FPC Consideration</i>
I would like teachers to be well informed about the impact of changes and then I'd like teachers opinions to be weighted heavily.	<i>Statement</i>	<i>FPC Consideration</i>
I would like the time for changes to be extended. Don't we need more time than 5 months to make some of these changes? I also think the timeline for making these changes may be too short.	<i>Statement</i>	<i>FPC Consideration</i>
Eliminating the second planning period for middle school teachers makes sense. No other levels have this much planning time. It is a substantial savings.	<i>Statement</i>	<i>FPC Consideration</i>

Public Input Feedback

Has there been consideration for utilizing space in small schools for special education programming?	<i>Question</i>	<i>FPC Consideration</i>
Can we consider K-8 Schools ? If not viable, please explain.	<i>Question</i>	<i>FPC Consideration</i>
Cut programs should get sponsors and fundraise.	<i>Statement</i>	<i>FPC Consideration</i>
Reduce principal pay.	<i>Statement</i>	<i>FPC Consideration</i>
Kindergarten classes lack resources.	<i>Statement</i>	<i>Impact of Items</i>
Concerned about transportation and parent's needs.	<i>Statement</i>	<i>Impact of Items</i>
What can you tell me about what these proposed changes will do to increase resources in classrooms?	<i>Question</i>	<i>Impact of Items</i>
Must provide transportation for low-income families.	<i>Statement</i>	<i>Impact of Items</i>
How are you going to ensure two level of education of kids, and this reduced scheduled?	<i>Question</i>	<i>Impact of Items</i>
If we increase class sizes, will more kids need additional services that may push additional students into SPED services?	<i>Question</i>	<i>Impact of Items</i>
What is the plan for students without reliable transportation who fall within the 2.5-bussing area and have a dangerous route to school? Specifically, the bridge between North Lawrence and Lawrence?	<i>Question</i>	<i>Impact of Items</i>
Parents students and teachers need to see the research performed on how closures, 4-day week, multiage classrooms and large class size and title one students and students of vulnerable populations are effected.	<i>Statement</i>	<i>Impact of Items</i>
We have lost our great librarian to staffing cuts, can we tie administration staffing to student enrollment?	<i>Question</i>	<i>Misc.</i>
How does school size compare with other districts?	<i>Question</i>	<i>Misc.</i>
Has there been any outreach to families who left? Why did they leave?	<i>Question</i>	<i>Misc.</i>
We want a spreadsheet not pdfs. We want the math calculation – the data should be publicly available. This would build trust and if you have the data anyway – make it public.	<i>Statement</i>	<i>Misc.</i>
Need spreadsheets with the calculation so we can see exactly how the numbers are calculation and have transparency (and believe it)	<i>Statement</i>	<i>Misc.</i>
Lawrence needs to have more to attract families with kids such as skating rink and trampoline park.	<i>Statement</i>	<i>Misc.</i>
We need to stop saying two planning periods. Some of us do not have a team plan because of our schedules, 1-personal plan and 1 team plan.	<i>Statement</i>	<i>Misc.</i>
Lawrence is not helping attract families due to high rental cots.	<i>Statement</i>	<i>Misc.</i>
Is there a viable plan in place and if so when do we the public find out about it?	<i>Question</i>	<i>Misc.</i>
We need to see the math calculations for exactly how each "savings" was calculated.	<i>Statement</i>	<i>Misc.</i>
How do you determine the effectiveness of teacher coaches?	<i>Question</i>	<i>Misc.</i>
In the NY Times October article stated that many schools that invested in solar were able to offer up to 30% salary increases and lower school energy costs significantly.	<i>Statement</i>	<i>Misc.</i>
Building access? Does that mean physical access points? Handicapped access points?	<i>Statement</i>	<i>Misc.</i>

Public Input Feedback

Add parents to calendar committee.	<i>Statement</i>	<i>Misc.</i>
How will boundaries be reevaluated?	<i>Question</i>	<i>Misc.</i>
How about marketing LPS? Promotion instead of scarcity mind set is driving students away. Panasonic Bump? Work with Chamber of Commerce?	<i>Question</i>	<i>Misc.</i>
Parents and community on calendar committee.	<i>Statement</i>	<i>Misc.</i>
We will not cut our way out of the problem.	<i>Statement</i>	<i>Misc.</i>
We need an opportunity for true public input, not just small group discussion.	<i>Statement</i>	<i>Misc.</i>
Legitimize public process.	<i>Statement</i>	<i>Misc.</i>
How will the Chamber of Commerce be able to attract any business to Lawrence if we continue to weaken schools?	<i>Question</i>	<i>Misc.</i>
Process does not include ability for full group contact.	<i>Statement</i>	<i>Misc.</i>
Refund on RSP?	<i>Question</i>	<i>Misc.</i>
Can we create an endowment?	<i>Question</i>	<i>Misc.</i>
Are we in a downward spiral?	<i>Question</i>	<i>Misc.</i>
Be aggressive in generating new revenue.	<i>Statement</i>	<i>Misc.</i>
The more we chip away at resources, the more families will choose private school. We need to support more resources.	<i>Statement</i>	<i>Misc.</i>
The data may show the numbers of families who left the district and expect declining number, but without really understanding the reasons why. Budget balancing is not going to make the district more appealing to families.	<i>Statement</i>	<i>Misc.</i>
The enrollment increased this year, why are there projection for loss over the next 5 years? How did you come to that?	<i>Question</i>	<i>Projections / Utilization</i>
How were enrollment forecasts calculated?	<i>Question</i>	<i>Projections / Utilization</i>
What has been done to look at how to grow enrollment? How do we regain the 700?	<i>Question</i>	<i>Projections / Utilization</i>
What will 2024 mean for our district? We should position our district to attract student in 2024.	<i>Question</i>	<i>Projections / Utilization</i>
Have we student studied enrollment data versus demographic census data to see what percentage of children living in Lawrence choose other schools?	<i>Question</i>	<i>Projections / Utilization</i>
Panasonic will increase enrollment.	<i>Statement</i>	<i>Projections / Utilization</i>
What is capacity, we are already full?	<i>Statement</i>	<i>Projections / Utilization</i>
Won't attendance increase when 8,000 jobs come to the area? Projected that these families will not move toward Lawrence community is a big assumption.	<i>Statement</i>	<i>Projections / Utilization</i>
There is no way West below 85% capacity.	<i>Statement</i>	<i>Projections / Utilization</i>
Where are we coming up with these enrollment numbers?	<i>Question</i>	<i>Projections / Utilization</i>
Looking at facility usage was the college and career center included?	<i>Question</i>	<i>Projections / Utilization</i>

Impact of Panasonic?	<i>Question</i>	<i>Projections / Utilization</i>
Will cuts hurt enrollment?	<i>Question</i>	<i>Projections / Utilization</i>
Can we grow enrollment?	<i>Question</i>	<i>Projections / Utilization</i>
Will there be a study to help determine how school closure will affect lower SES families with transportation difficulties?	<i>Question</i>	<i>School Closures</i>
What will happen to unused buildings?	<i>Question</i>	<i>School Closures</i>
How will at-risk middle school and elementary students be moved? Will there be a higher concentration at one middle school?	<i>Question</i>	<i>School Closures</i>
Has there been research on how closing a school affects neighborhood?	<i>Question</i>	<i>School Closures</i>
Will the repurposed schools be repurposed?	<i>Question</i>	<i>School Closures</i>
We need to see a plan regarding with would happen with closed schools.	<i>Statement</i>	<i>School Closures</i>
Assuming any closure will be East elementary and Central Middle School: Promise East Lawrence a new 4-section elementary school – East Heights location? Turn Central Missile into a new performing arts high school. Alternatively, sell the current admin building and move them into Central middle.	<i>Question</i>	<i>School Closures</i>
Look into selling building VS repurposing.	<i>Statement</i>	<i>School Closures</i>
School consolidation will erode support for district, make is less desirable.	<i>Statement</i>	<i>School Closures</i>
If we need to close schools, do it as slower as possible – not on feel swoop.	<i>Statement</i>	<i>School Closures</i>
What are the ideas for repurposing buildings? Have we considered a BGC site? Alternative programming?	<i>Question</i>	<i>School Closures</i>
If we close the middle school where do those kids go?	<i>Question</i>	<i>School Closures</i>
What about transfer families at schools that will be closing? How will they be dealt with?	<i>Question</i>	<i>School Closures</i>
What happens to the teachers/staff at the schools being close? Will they be offered new positions at the newly configured schools?	<i>Question</i>	<i>School Closures</i>
By closing schools, do you plan to use some of that money to give teachers/staff the raises they deserve?	<i>Question</i>	<i>School Closures</i>
Won't be selling closed buildings & properties add to the general fund and contingency fund?	<i>Question</i>	<i>School Closures</i>
What criteria will be used determining which schools will be close? Will you look at specific populations of students? Low income? Students' w/disabilities, students of color, students in single parent household, etc.	<i>Question</i>	<i>School Closures</i>
For lower capacity schools that will continue to decline we need consolidation i.e. closures and repurpose.	<i>Statement</i>	<i>School Closures</i>
With closures, is the district considering reintroducing district-wide bussing?	<i>Question</i>	<i>School Closures</i>
It looks like we have been talking about closing schools in neighborhoods that have the most affordable housing.	<i>Statement</i>	<i>School Closures</i>

You will shoot the district in the foot if you close schools.	<i>Statement</i>	<i>School Closures</i>
Strongly feel the district must consolidate elementary schools and possibly one middle school. Please make the district more efficient use of buildings-we can share staff more efficiently. We can better moderate class size at elementary level.	<i>Statement</i>	<i>School Closures</i>
The cost savings from closing schools would be much more if there had not been an increase made to class sizes last year, 3 elementaries and 1 middle school should be closed. Let's make the schools we have more vibrant and of higher quality by not spreading our budget across so many buildings.	<i>Statement</i>	<i>School Closures</i>
Consider academic achievement with these decisions especially closures and broken boundaries.	<i>Statement</i>	<i>School Closures</i>
Closing 1 middle school would potentially help balance activities and sports offered at each school. For one middle school is cutting athletes for sports while others cannot field a team. No equity for kids in this situation.	<i>Statement</i>	<i>School Closures</i>
Concern LPS will lose more students due to school closings.	<i>Statement</i>	<i>School Closures</i>
Is there a scenario where central is not the middle school that closes? Will the equity lens have enough weight?	<i>Question</i>	<i>School Closures</i>
What specific dollar amounts will staff see in raise next year?	<i>Question</i>	<i>Staff Wages & Retention</i>
Survey teacher to understand why they are leaving.	<i>Statement</i>	<i>Staff Wages & Retention</i>
Assuming teacher would be paid the same, will this help teacher retention?	<i>Question</i>	<i>Staff Wages & Retention</i>
How much of the \$9 million in new salary dollar will bring classified staff to \$15/hour cost?	<i>Question</i>	<i>Staff Wages & Retention</i>
Does increase a class size pay teach more? They're not paid per student so aren't they setting less?	<i>Question</i>	<i>Staff Wages & Retention</i>
Survey teacher – asks what they get from admin. What most important?	<i>Statement</i>	<i>Staff Wages & Retention</i>
Ask teacher whether salary or class size is more important.	<i>Question</i>	<i>Staff Wages & Retention</i>
Teach would prefer lower class sizes and more plan time instead of a \$500 raise – have teach been asked about this preference?	<i>Question</i>	<i>Staff Wages & Retention</i>
Teacher retention with high class size? Dual grade teachers?	<i>Question</i>	<i>Staff Wages & Retention</i>
When are the new salaries starting? I cannot live comfortably in Lawrence.	<i>Question</i>	<i>Staff Wages & Retention</i>
What are the plans for teacher retention and recruitment? The profession is becoming less and less attractive.	<i>Question</i>	<i>Staff Wages & Retention</i>
Community incentives- What could the Lawrence community offer as incentives to teachers and staff outside of salary? What if the downtown Lawrence business could offer a special discount? What if area businesses in a neighborhood could offer a discount?	<i>Question</i>	<i>Staff Wages & Retention</i>
Does multigrade classes and more kids/teacher improve teacher retention & hiring?	<i>Question</i>	<i>Staff Wages & Retention</i>

Public Input Feedback

<p>Will certified staff be receiving \$15/hour at the beginning of the year if we close buildings and have 9M for wages?</p>	<p><i>Question</i></p>	<p><i>Staff Wages & Retention</i></p>
<p>The long term health of the district is tied to how attractive families find the district. Engaged, well-compensated teachers, pioneering program for students, enrichment activities etc. should factor in this also.</p>	<p><i>Statement</i></p>	<p><i>Staff Wages & Retention</i></p>
<p>Ask teachers how well admin supports.</p>	<p><i>Statement</i></p>	<p><i>Staff Wages & Retention</i></p>

<i>Raw Public Feedback - Night 2 (January 18, 2023)</i>	<i>Type</i>	<i>Theme</i>
How is a 4-section school the most financially sound option?	<i>Question</i>	<i>4-Day Week</i>
Is there going to be all day boy and girls club for 4-day school week?	<i>Question</i>	<i>4-Day Week</i>
Childcare for 4-day weeks? Boys and girls club?	<i>Question</i>	<i>4-Day Week</i>
The 4-day school week does not support students, nor parents.	<i>Statement</i>	<i>4-Day Week</i>
4-day week doesn't support the students or working families.	<i>Statement</i>	<i>4-Day Week</i>
4-day school week puts the burden on families and specifically women, who carry the burden of their families and child care.	<i>Statement</i>	<i>4-Day Week</i>
I think the 4-day week could be really cool. The issue we are going to run into will be parents need for childcare. Have you folks discussed how to address this? Allowing teachers to work from home to open a school for BGC? This will be a huge hurdle to get parents support, which is your largest demographic.	<i>Statement</i>	<i>4-Day Week</i>
Please explain the substitute savings associated with 4-day week and how that is more than a guess associated with "hoping" teachers use the "plan" day for PTO?	<i>Question</i>	<i>4-Day Week</i>
Provide information to parents/public on benefits of 4-day week and suggest/develop option for child care on day off	<i>Statement</i>	<i>4-Day Week</i>
If a 4-day week for student occurs, will there be option for 5 th day care or alternative?	<i>Question</i>	<i>4-Day Week</i>
4-day week will put excessive burden on parents – specifically working parents and single parents. Is there a plan to assist with child care? BGC?	<i>Question</i>	<i>4-Day Week</i>
4-day week makes staff jobs pay less, less desirable. We already face staffing shortages	<i>Statement</i>	<i>4-Day Week</i>
Will a 4-day week lengthen the school year? If yes, by how much?	<i>Question</i>	<i>4-Day Week</i>
4-day week unfair to poorer families – problematic for teachers.	<i>Statement</i>	<i>4-Day Week</i>
It was mentioned that there was a list of options. It would have been helpful to see what all the options are. What conversation have been held with community partners to provide care on 4 school days? Employ paras? High School students?	<i>Question</i>	<i>4-Day Week</i>
For 4-day week, high school student and paras ca provide childcare on Fridays.	<i>Statement</i>	<i>4-Day Week</i>
As a teacher the ideas of 4-day week is attractive to prevent burnout and save on subs.	<i>Statement</i>	<i>4-Day Week</i>
4-day week is causing panic and we don't have enough information. As a teacher I don't like 4-day/5-day schedule	<i>Statement</i>	<i>4-Day Week</i>
4-day school week just passes the buck to working families. How is that equitable?	<i>Question</i>	<i>4-Day Week</i>
Does the savings for a 4-day school week come from cutting house or benefits to classified staff?	<i>Question</i>	<i>4-Day Week</i>
If we move to a 4-day week, what is the financial cost to paras and other classified staff who will be working fewer hours?	<i>Question</i>	<i>4-Day Week</i>

Where is the guarantee that if we do a 4-day week there would be 1) no random extra day off and 2) there would be structures plan in place for BGC or daycares?	<i>Question</i>	<i>4-Day Week</i>
4-day week concern for SPED services minutes being squished into a 4-day week. Less kids served? More time out of class in shorter space?	<i>Question</i>	<i>4-Day Week</i>
A 4-day week will not keep teachers. Asking teachers work more (4 long days with one plan day which will likely be filled with PD) without significant raise will cause a exodus and not attract new teachers.	<i>Statement</i>	<i>4-Day Week</i>
4-day week = inequality: Learning losses for non-white students, learning and food loss for low-income students, possible legal ramifications for not meeting IEP and ADA requirements, misogynistic policy that sees mothers have to stay home an extra “work” day for childcare (when you d this for these inequality while increase even more). Who is this best for: adults or kids?	<i>Statement</i>	<i>4-Day Week</i>
4-day week is very disruptive	<i>Statement</i>	<i>4-Day Week</i>
When you say 4 days a week, are you saying single grade classes or combined class? Combined classes are not working.	<i>Question</i>	<i>4-Day Week</i>
As an education, we have a lot of subs, especially on Fridays. If we can’t find subs a teacher fills in as that teacher. A four-day week would give a break, save subs cost, and provide plan time.	<i>Statement</i>	<i>4-Day Week</i>
Will students be allowed to participate in athletics if no school on Friday?	<i>Question</i>	<i>4-Day Week</i>
Will teachers have same number of PTO days in a 4-day schedule?	<i>Question</i>	<i>4-Day Week</i>
Does Panasonic know Lawrence is considering a 4-day week? Might have made a difference on their decision on where to build.	<i>Statement</i>	<i>4-Day Week</i>
4-day week might work better as a high school only, not great for grade school students.	<i>Statement</i>	<i>4-Day Week</i>
4-day work week; Changing the days would change the length of the day for how long?	<i>Question</i>	<i>4-Day Week</i>
4-day work week. Impact working parents, how do I find childcare for 1 day? how do I pay for it? What about at-risk students? Not a good idea for the community.	<i>Statement</i>	<i>4-Day Week</i>
4-day week leaves high school and middle school students unsupervised one day/week.	<i>Statement</i>	<i>4-Day Week</i>
Studies show school with 4-day week show increase in juvenile crime and pregnancy, learning loss for non-white students, food insecurity for low SES, women at home and not working, and savings are 1-2%.	<i>Statement</i>	<i>4-Day Week</i>
4-day week, less time for after school extra-curricular practice, more school missed for athletic events.	<i>Statement</i>	<i>4-Day Week</i>
What will secretaries, nurses, LMA’s registrars, and more going to do with one less day?	<i>Question</i>	<i>4-Day Week</i>
Para on the off day? Pay? Increase = more pay?	<i>Statement</i>	<i>4-Day Week</i>
I want to ensure class sizes don’t increase even more. Elementary size is at max.	<i>Statement</i>	<i>Class Size Increase</i>
How will a 4-day week or larges class size affect the quality of education?	<i>Question</i>	<i>Class Size Increase</i>

Public Input Feedback

Do not mix classes. Did not work in 2022/23 year.	<i>Statement</i>	<i>Class Size Increase</i>
So middle school class sizes are already 25... will it be more like 32?	<i>Question</i>	<i>Class Size Increase</i>
Talking about HS class ratio increase – my kids both already have 30 and students in their math classed. Math not okay.	<i>Statement</i>	<i>Class Size Increase</i>
Please don't combine grades.	<i>Statement</i>	<i>Class Size Increase</i>
As we consider large class sizes, which equals to staff cuts, remember the graduate requirements are changing and there will be a great emphasis on CTW, financial literacy, and STEM. If you lose CTE teachers now, you're going to need them in 2 years.	<i>Statement</i>	<i>Class Size Increase</i>
How do these staff/student ratios look practically? Teachers are already overwhelmed and student still dealing with emotional fallout of COVID? How do bigger class sizes are crumbling school solve this?	<i>Question</i>	<i>Class Size Increase</i>
Class sizes less increases can impact students in a negative way socially and academically.	<i>Statement</i>	<i>Class Size Increase</i>
The talk of increase class ratios in HS, we need to reduce teacher to save costs, to be sure. Whatever the current ratios are, my kids both have multiple HS classes with 30+ student in 2022/23. LHS Classroom doesn't have room for more – let alone the learning environment itself.	<i>Statement</i>	<i>Class Size Increase</i>
Already class sizes at middle school are very big	<i>Statement</i>	<i>Class Size Increase</i>
How does increase class size help student learning or encourage greater enrollment/teacher retention?	<i>Question</i>	<i>Class Size Increase</i>
Big classes will NOT benefit children	<i>Statement</i>	<i>Class Size Increase</i>
Lower enrollment should mean smaller classes sizes. Do not increase class size.	<i>Statement</i>	<i>Class Size Increase</i>
Class size is directly related to student and teacher turnover. Do not increase class size.	<i>Statement</i>	<i>Class Size Increase</i>
Increasing class sizes decreases equity.	<i>Statement</i>	<i>Class Size Increase</i>
Remember that we have other SES schools now packed with large class sizes.	<i>Statement</i>	<i>Class Size Increase</i>
30+ students in a classroom is not fair to teachers or students. Teachers cannot do their very best with 30+ students. Students will suffer, teachers will leave.	<i>Statement</i>	<i>Class Size Increase</i>
Do we really need to close school to pad our savings account? Seems illogical maybe to 3%, not 6%.	<i>Question</i>	<i>District Finances</i>
What is the long-term picture for generating money instead of cost savings measures for one year?	<i>Question</i>	<i>District Finances</i>
How is budget 85% people, but our solution are facilities?	<i>Question</i>	<i>District Finances</i>
Cost to retrofit LMCMS?	<i>Question</i>	<i>District Finances</i>
Where did the savings go from last year?	<i>Question</i>	<i>District Finances</i>
What are the cost increase to buildings that have an increase in student size from closed buildings? Is that being calculated?	<i>Question</i>	<i>District Finances</i>
Is there a legal obligation give the bond in 2013 for the buildings to be used as schools? If not a legal liability, is there a breach of trust with Lawrence voters who approved the bond for the renovation of school?	<i>Question</i>	<i>District Finances</i>

Why is there a deficit?	<i>Question</i>	<i>District Finances</i>
What happened to the 3% salary decrease for upper administrative staff that was discussed last year?	<i>Question</i>	<i>District Finances</i>
Why are we trying to hire more admin when we are in a budget crisis?	<i>Question</i>	<i>District Finances</i>
On the proposed budget, elimination of 1 district administration saves \$127,662 – why not eliminate 4 positions? Or no fill the 4 positions that are open?	<i>Question</i>	<i>District Finances</i>
How much money is currently spent on “1-off” Monday and Friday subs that are not consecutive days off?	<i>Question</i>	<i>District Finances</i>
District needs to consider budget when approving 3 rd party expenses and spending. Tighten our spending on contractors!	<i>Statement</i>	<i>District Finances</i>
80% of funds go to staff is misleading – a majority of those funds go to administration. Give specifics.	<i>Statement</i>	<i>District Finances</i>
How was this money lost in the first place? Can we make sure it doesn’t happen again.	<i>Statement</i>	<i>District Finances</i>
Are these numbers including last year’s cuts?	<i>Question</i>	<i>District Finances</i>
Couldn’t the sale of buildings help fill the buckets and decrease budget cuts?	<i>Question</i>	<i>District Finances</i>
Concern with levy monies and how they are used.	<i>Question</i>	<i>District Finances</i>
Why do contingency funds need to be replaced so quickly?	<i>Question</i>	<i>District Finances</i>
If we have to lose teachers, what about fewer categories of electives in high school? What purpose do they serve?	<i>Question</i>	<i>FPC Consideration</i>
Why aren’t admin position stated for cuts in any of the initial proposal from USD 497? The community continue to provide feedback to cuts to administration. Why aren’t you listening? Sacrifice for the greater good. Students and teachers should be priority.	<i>Question</i>	<i>FPC Consideration</i>
Please remember that graduation requirement are changing with class of 2028. You’re going to need CTE teachers.	<i>Statement</i>	<i>FPC Consideration</i>
What are doing to retain students?	<i>Question</i>	<i>FPC Consideration</i>
Did you analyze building efficiency of admin buildings? Could you put admin in the schools? How much would it save to close those buildings?	<i>Question</i>	<i>FPC Consideration</i>
How many students are we going to lose due to this?	<i>Question</i>	<i>FPC Consideration</i>
Consider grouping grades in buildings – K-2, 3-5, to consolidate.	<i>Statement</i>	<i>FPC Consideration</i>
Decrease learning coaches to save staff money.	<i>Statement</i>	<i>FPC Consideration</i>
Reduce middle school plan 2 nd time.	<i>Statement</i>	<i>FPC Consideration</i>
Consider building a new, larger school on the east side to consolidate smaller school that can then be closed.	<i>Statement</i>	<i>FPC Consideration</i>
Grade level buildings would be more beneficial than combined grades. I have experience in both from other districts. Grade level buildings allow more adjustment in class size in a building.	<i>Statement</i>	<i>FPC Consideration</i>
How do these proposal increase equity?	<i>Question</i>	<i>FPC Consideration</i>
We are talking about cutting C-team coaches/sports in HS? How about reducing number of PE classes offered and reducing that number of teachers? 3-4 PE choice is plenty.	<i>Question</i>	<i>FPC Consideration</i>

Reduce Admin at district office not at the building level. They are vital and already swamped.	<i>Statement</i>	<i>FPC Consideration</i>
Repurpose Central as a STEM school	<i>Statement</i>	<i>FPC Consideration</i>
Have you consider a tiered pay cut like KU did for admin?	<i>Question</i>	<i>FPC Consideration</i>
Given increases in school violence, is it wise to make middle schools bigger and more populated?	<i>Question</i>	<i>FPC Consideration</i>
Central as magnet/STEM/performing arts school.	<i>Statement</i>	<i>FPC Consideration</i>
How is equity driving the discussion on school closures?	<i>Question</i>	<i>FPC Consideration</i>
Be careful not to reduce the staff at the district level to the point where they can no longer support teachers and building administrators	<i>Statement</i>	<i>FPC Consideration</i>
What other data besides capacity will dive closing schools?	<i>Question</i>	<i>FPC Consideration</i>
As you consider facility utilization don't forget the college and career center. The district should it at 80-95% capacity too.	<i>Statement</i>	<i>FPC Consideration</i>
If KS law allows transfer to 497, lets create magnets in under-utilized building to attract students	<i>Statement</i>	<i>FPC Consideration</i>
Balancing budget on the back of east side families is NOT equity	<i>Statement</i>	<i>FPC Consideration</i>
Have administration consider taking pay cuts?	<i>Question</i>	<i>FPC Consideration</i>
Do not reduce ESC staff to the point that can no longer support the teacher and building administration Reduce central admin! We are losing 100 teacher and will have lower enrollment. Reduce ESC.	<i>Statement</i>	<i>FPC Consideration</i>
What are the available classes in high school that can help my child graduate with an associate's degree?	<i>Question</i>	<i>FPC Consideration</i>
Agree, without significant cuts at the ESC, public and staff will not buy into these cuts. Teachers have NO reason to trust any info/data from ESC. Teachers will leave.	<i>Statement</i>	<i>FPC Consideration</i>
ESC admin is bloated and overpaid. If cuts are made to teachers, they need to be made to admin too.	<i>Statement</i>	<i>FPC Consideration</i>
Seriously consider a k-8 model for school shift. If not k-8, move away from neighborhoods elementary school, they are draining resources.	<i>Statement</i>	<i>FPC Consideration</i>
No more cuts to administration staff, this approach hurts the school district as a whole	<i>Statement</i>	<i>FPC Consideration</i>
Make support to staff and students a priority to keep funded	<i>Statement</i>	<i>FPC Consideration</i>
If enrollment is down, then we don't need as many admin at ESC. Shuffling people around doesn't count.	<i>Statement</i>	<i>FPC Consideration</i>
There needs to be significant cuts at ESC. If you're asking teachers and students to suffer in 30+ student classrooms, ESC needs to be cut too.	<i>Statement</i>	<i>FPC Consideration</i>
Why is only one administration salary include in the calculation – three of those salaries could balance savings of an entire elementary?	<i>Question</i>	<i>FPC Consideration</i>
Administrator salaries should be cut and more district-level administration should be let go. Teachers and student need much more support.	<i>Statement</i>	<i>FPC Consideration</i>
Phase in some of the items so can not overload so much especially at middle school level	<i>Statement</i>	<i>FPC Consideration</i>
Consider proximity to other districts and risk of losing students when choosing buildings to close.	<i>Statement</i>	<i>FPC Consideration</i>

Public Input Feedback

Can you offer a survey that asks people which school they would enroll their kids in if they weren't limited to boundaries? Then redraw boundaries based off that survey. You need to gather current address and school and preferred school.	<i>Question</i>	<i>FPC Consideration</i>
Cuts at the ESC. One position is not enough. Do not ask students and teachers to suffer smashed into 30+ classrooms and not make significant cuts at ESC.	<i>Statement</i>	<i>FPC Consideration</i>
These graphs only reflect total number of children, not needs. Here are our areas of high-risk students and families?	<i>Question</i>	<i>FPC Consideration</i>
Make Central a magnet school (STEM or fine arts)	<i>Statement</i>	<i>FPC Consideration</i>
LMCMS could be a fine arts magnet	<i>Statement</i>	<i>FPC Consideration</i>
Remember that CTE courses help our high school students graduate college and career ready	<i>Statement</i>	<i>FPC Consideration</i>
We're going to have to cut MS/HS teachers, I get it. How about we begin a reduction in non-arts electives? There are a ton in HS, and mostly freshmen take the Intros as a one-off. Lets do the core classes and fine arts really well and just have a fewer breadth of options. Its cool, but it does little to advance equity and learning goals.	<i>Question</i>	<i>FPC Consideration</i>
We, the community, have asked for cuts outside the school first. Why aren't you listening? Sacrifice admin for the greater good.	<i>Statement</i>	<i>FPC Consideration</i>
As an education, reduction of plan time: How will reduce plan time increase student-teacher contact?	<i>Question</i>	<i>FPC Consideration</i>
How many administrative positions are they proposing to reduce?	<i>Question</i>	<i>FPC Consideration</i>
Why aren't cuts being made out of the school first?	<i>Question</i>	<i>FPC Consideration</i>
Quality is more important than capacity	<i>Statement</i>	<i>FPC Consideration</i>
What does a district administrator do to earn \$127,662 per position and why aren't those cuts being prioritized over district service staff cuts?	<i>Question</i>	<i>FPC Consideration</i>
Why are we still talking about closing school? Cut from the top please.	<i>Question</i>	<i>FPC Consideration</i>
What about a tiered salary reduction for Admin outside of the school buildings?	<i>Question</i>	<i>FPC Consideration</i>
Lets actually think outside the box and use the schools that aren't at "capacity" differently – consider learning pods – focused learning. Example: Woodlawn K-3 and Pinkney 4-6	<i>Statement</i>	<i>FPC Consideration</i>
What is the current student-teacher ratios?	<i>Question</i>	<i>FPC Consideration</i>
What revenue generation proposal have been discuss?	<i>Question</i>	<i>FPC Consideration</i>
What if we look at athletics and the arts and fundraise to sustain all or part of a program?	<i>Question</i>	<i>FPC Consideration</i>
Consider also incorporating minimums to staffing ratios.	<i>Statement</i>	<i>FPC Consideration</i>
Could employ high school students to care for elementary and middle school kids, it would be more cost effective, and we could repurpose school building.	<i>Statement</i>	<i>FPC Consideration</i>
CTE course help High school students succeed. Keep CTE pathways.	<i>Statement</i>	<i>FPC Consideration</i>
Elective programs need consistency to grow and flourish.	<i>Statement</i>	<i>FPC Consideration</i>
Eliminate middle school second planning time. Elementary and High school have 1 period.	<i>Statement</i>	<i>FPC Consideration</i>

Reduce district. Administration, do we need as many staff as we do?	<i>Statement</i>	<i>FPC Consideration</i>
Cut staff close buildings; why not cut more admin/central staff?	<i>Question</i>	<i>FPC Consideration</i>
Cut technology costs- How much would that save?	<i>Question</i>	<i>FPC Consideration</i>
Cut at ESC, one position is not enough. If enrollment is down, then we don't need a bloated staff at ESC. Public and staff will not accept no cuts at ESC.	<i>Statement</i>	<i>FPC Consideration</i>
Remember how important CTE is for kids.	<i>Statement</i>	<i>FPC Consideration</i>
Equity needs to be looked at when closing schools, redo boundaries based on equity.	<i>Statement</i>	<i>FPC Consideration</i>
Central as a magnet/ fine arts or stem school.	<i>Statement</i>	<i>FPC Consideration</i>
One position is not enough at the ESC. You cannot ask students and teachers to suffer while the ESC is bloated.	<i>Statement</i>	<i>FPC Consideration</i>
The info and data and proposals are coming from the ESC. They are proposing 1 position cut and that's crazy. The school board needs to get from other places.	<i>Statement</i>	<i>FPC Consideration</i>
Has district considered moving sixth grade back to elementaries back to elementary schools a part of the solution?	<i>Question</i>	<i>FPC Consideration</i>
West side students need to be moved to the east side.	<i>Statement</i>	<i>FPC Consideration</i>
Re do the boundaries and balance the capacity then make decisions to cut schools. Teachers will stay and come to USD 497 if the pay is good. No other incentives will help.	<i>Statement</i>	<i>FPC Consideration</i>
How do these proposal increase education outcomes?	<i>Question</i>	<i>Impact of Items</i>
How do these proposal make us more competitive to surrounding school district?	<i>Question</i>	<i>Impact of Items</i>
Individual school endowments – such as Salina	<i>Statement</i>	<i>Impact of Items</i>
If a middle school must be closed, please consider a 6 th grade center. These kids have lost so much emotionally development time to being away from school, and through these under-served kids into a tumultuous newly shuffled middle school situation is a recipe for disaster.	<i>Question</i>	<i>Impact of Items</i>
Kids at LUCMS are already struggling and this make it worse for them	<i>Statement</i>	<i>Impact of Items</i>
Kids are not considered much in any of the proposal shared tonight.	<i>Statement</i>	<i>Impact of Items</i>
Everything asked or proposed effects the classroom and it is very easy to make these cuts/proposal if you are not in a classroom day in and day out.	<i>Statement</i>	<i>Impact of Items</i>
How will student-teacher contact time increase if a plan period is eliminated at the middle school level?	<i>Question</i>	<i>Impact of Items</i>
How are we ensuring these changes aren't going to drive students away to private schools or other districts?	<i>Question</i>	<i>Impact of Items</i>
Why do the kids have to pay the price that district created?	<i>Question</i>	<i>Impact of Items</i>
If a student falls w/in the 2.5-mile radius and does not have reliable transportation to school and faces dangerous walking commute, how is that providing equal and equitable and accessible education? Woodlawn students would face walking across the ¼ mile long bridge at all hours of daylight, weather conditions, and fast traffic, and folks experiencing homelessness.	<i>Question</i>	<i>Impact of Items</i>

Organize with other district to sue the state for funding changes or push state senators to make changes with lobbyists.	<i>Statement</i>	<i>Misc.</i>
So the future of our student are determined by 20 hours of committee work? (grateful for your time, still seems rushed)	<i>Question</i>	<i>Misc.</i>
Facilities are not only schools.	<i>Statement</i>	<i>Misc.</i>
Can we get a template to reach to congressman for funding schools?	<i>Question</i>	<i>Misc.</i>
Make changes sooner rather than later for families to plan.	<i>Statement</i>	<i>Misc.</i>
What percentage of families completed the survey?	<i>Question</i>	<i>Misc.</i>
What are we doing to help LGBTQ kids?	<i>Question</i>	<i>Misc.</i>
iPads: they hamper high education efficiency and negatively impact extra-curriculars. Why are they “better” than the status quo?	<i>Question</i>	<i>Misc.</i>
Bussing leaves students unable to participate in after-school activities.	<i>Statement</i>	<i>Misc.</i>
Why were no option presented tonight? We were told we could suggest taking an option away but needed to replace that option, no were given to us.	<i>Question</i>	<i>Misc.</i>
Premise of budget shortfall should be handed back to the state. The state can easily correct problem. Also, using enrollment for budget allocation is a flawed approach.	<i>Statement</i>	<i>Misc.</i>
Hate to say it, but its time to get rid of football. Kinds get permanent rain injuries.	<i>Statement</i>	<i>Misc.</i>
When will we have an answer, a final answer?	<i>Question</i>	<i>Misc.</i>
Some kids need to make up lost ground. Have summer session with fees that cover teacher pay plus some? Maybe federal grants for this?	<i>Question</i>	<i>Misc.</i>
How is our district working with community partners to solve enrollment issues? How can the chamber bring working families here? How can landlords make better families housing?	<i>Question</i>	<i>Misc.</i>
Are these question going to be made public?	<i>Question</i>	<i>Misc.</i>
Go to state.... Allocate us more money and fund special program and the arts	<i>Statement</i>	<i>Misc.</i>
Panasonic will be happy if Lawrence goes to a 4-day week – one of the reasons they came here was because our quality education and top university town	<i>Statement</i>	<i>Misc.</i>
Could the BOE draft a letter or template for community member who want to reach out to congress to request increased funding for schools?	<i>Question</i>	<i>Misc.</i>
Why aren't we working with KU to incentivize teachers to stay here at USD497?	<i>Question</i>	<i>Misc.</i>
How do we get our state to fund public education the way it deserves to be?	<i>Question</i>	<i>Misc.</i>
We should not tiptoe around the fact that there is a political dimension to this. The state needs to fund education adequately anything is foolish and cruel. I'm just saying what were all thinking.	<i>Statement</i>	<i>Misc.</i>
Where is the advocacy with the legislature – this is the rainy-day situation.	<i>Statement</i>	<i>Misc.</i>
Are there exit surveys for families? Why are people not in LPS? More data please.	<i>Question</i>	<i>Misc.</i>

How will child hunger/insecurity be addressed?	<i>Question</i>	<i>Misc.</i>
Need more work with Topeka (our legislature to obtain more funding is if we keep the school week at 5-days for students)	<i>Statement</i>	<i>Misc.</i>
Concern with multi grade classes when some kids are COVID kids that are behind: KDG and first grade is the hardest.	<i>Statement</i>	<i>Misc.</i>
Claim: birthrates declining for five years. Yet data sheets show an increase in 2021 and national data shows continued increase in 2022.	<i>Statement</i>	<i>Misc.</i>
Contact state legislature to use some of rainy-day funds.	<i>Statement</i>	<i>Misc.</i>
How do you plan to address child hunger/food insecurity? Domestic violence? Student homelessness? (All things we observed increase during COVID due to school being out of session?)	<i>Question</i>	<i>Misc.</i>
How are students with handicaps factored into “seats? Will they still have time to maneuver?	<i>Question</i>	<i>Misc.</i>
Please consider impact to community/ community resources – Liberty students walking to library.	<i>Statement</i>	<i>Misc.</i>
Devote more money to transportation for bussing more kids.	<i>Statement</i>	<i>Misc.</i>
Boundary and looking at feeder schools-making them more consistent.	<i>Statement</i>	<i>Misc.</i>
I feel like we are right where we were last yar, why?	<i>Statement</i>	<i>Misc.</i>
What does enrollment look like at college and career center?	<i>Question</i>	<i>Misc.</i>
I think you should allow parents to enroll in the school of their choice and then allocate resources.	<i>Statement</i>	<i>Misc.</i>
Re-draw boundary maps then make cuts to ensure racial, class, and support services are split evenly it is inequitable without doing this first.	<i>Statement</i>	<i>Misc.</i>
How will district provide equitable student experiences when combining title-1 schools into a large title-1 building? Will additional resources be provided by the district to ensure students receive small group learning time proven to benefit students in title-1 math and reading. Does closing title-1 building equate to better student outcomes?	<i>Question</i>	<i>Misc.</i>
What happens to the donation accounts of the schools that close or are repurposed? Every school has a donation account in the business office. If the school is closed or repurposed and 75% of that school is absorbed by another school, does the new school also get 75% of the repurposed school’s donation account along with 75% of the student body?	<i>Question</i>	<i>Misc.</i>
Concern for when children walk from north Lawrence across the bridge in the dark and the homeless camp	<i>Statement</i>	<i>Misc.</i>
Science class without science set up.	<i>Statement</i>	<i>Misc.</i>
If we fill everything to capacity, are you thinking about enrollment growth?	<i>Question</i>	<i>Projections / Utilization</i>
How can we reliably speculate about enrollment decline given the unusual effects of COVID (such as increase in homeschooling)?	<i>Question</i>	<i>Projections / Utilization</i>
Has the board or a consultant done any studies as to why so many students are leaving Lawrence Public Schools?	<i>Question</i>	<i>Projections / Utilization</i>

Public Input Feedback

85% capacity per building is this a line in the sand? What percent of variance is considered allowable?	<i>Question</i>	<i>Projections / Utilization</i>
Square foot utilization – adjust for auditorium that is not used that much and adjust utilization	<i>Statement</i>	<i>Projections / Utilization</i>
Why are we willing to focus on “capacity” instead of quality education?	<i>Question</i>	<i>Projections / Utilization</i>
Does the “estimated” enrollment reduction have to do with tax credits going to homeschool and private schools?	<i>Question</i>	<i>Projections / Utilization</i>
Why is enrollment going down?	<i>Question</i>	<i>Projections / Utilization</i>
What are the enrollment projections based on?	<i>Question</i>	<i>Projections / Utilization</i>
What about the new “open enrollment” law passed by the KS state legislature? Won't potentially more students in the county and surrounding areas choose to go to school in Lawrence?	<i>Question</i>	<i>Projections / Utilization</i>
Given the abnormality of the last three years, how much should you rely on data to make decisions? (who attends Public school, birthrates, etc.)	<i>Statement</i>	<i>Projections / Utilization</i>
Elevators can fit 80 people but doesn't mean they should, pushing building capacity is rising and needs a thoughtful plan.	<i>Statement</i>	<i>Projections / Utilization</i>
ESL, Title, and Special education rooms cannot be filled to capacity, is this just a adjustment being made when you consider capacity of a classroom?	<i>Question</i>	<i>Projections / Utilization</i>
Not all classrooms are designed to be at full capacity or shouldn't be counted that way. Emotionally and behavioral disorders are examples.	<i>Statement</i>	<i>Projections / Utilization</i>
Which school?	<i>Question</i>	<i>School Closures</i>
When will specifics on which middle school closure and how it will be executed be given to public?	<i>Question</i>	<i>School Closures</i>
Before any decision is made to close a middle school. All committee members and district admin. should spend a day in those school and attempt to teach.	<i>Statement</i>	<i>School Closures</i>
Close the school for better facilities and staffing?	<i>Question</i>	<i>School Closures</i>
Closing school is a necessary option.	<i>Statement</i>	<i>School Closures</i>
Closing a middle school will be a disaster. They already struggle.	<i>Statement</i>	<i>School Closures</i>
Very concerned about possibility of closing central – losing students who already need more.	<i>Statement</i>	<i>School Closures</i>
If close/purpose an elementary school is done, it should be one with declining enrollment and that is under-utilized	<i>Statement</i>	<i>School Closures</i>
If you close a middle school – please re-draw boundaries in an equitable way. We have too much of an east/west divide.	<i>Statement</i>	<i>School Closures</i>
If there are three middle schools, how will they ever use the lockers?	<i>Question</i>	<i>School Closures</i>
Sending all Central kids to Billy Mills is unacceptable.	<i>Statement</i>	<i>School Closures</i>
If we are just focusing on capacity of buildings, we are losing the human factor. What are the other driving factors for closures?	<i>Question</i>	<i>School Closures</i>

Public Input Feedback

<p>If you're going to close a school, put a plan in place to bus them between 1 mile and 2.5 miles. Less than 1 mile is too much. Ease the blow.</p>	<p><i>Statement</i></p>	<p><i>School Closures</i></p>
<p>School closing cause teachers to leave the district and even leave public education altogether, further exacerbating the shortage of qualified teachers</p>	<p><i>Statement</i></p>	<p><i>School Closures</i></p>
<p>School closes harm student and parents. Student show then when student have to travel farther to school, even by a half mile, it can lower participation in enrichment programs and make it harder for parents to get involved.</p>	<p><i>Statement</i></p>	<p><i>School Closures</i></p>
<p>Closures negatively affect students academic performance unless they were lucky enough to move to a higher-performing school (studies show worse results occur when large number of displaced students arrive at new school together)</p>	<p><i>Statement</i></p>	<p><i>School Closures</i></p>
<p>Why are they only proposed building closures? Are there any other options?</p>	<p><i>Question</i></p>	<p><i>School Closures</i></p>
<p>Closing schools exacerbates inequalities and research shows that African American students and students in families with lower socio-economic status are often hit hardest by school closings. That is especially true if propose closes are Title I schools.</p>	<p><i>Statement</i></p>	<p><i>School Closures</i></p>
<p>Student have shown shows closes destabilize neighborhoods, including hurting property values and tax revenues.</p>	<p><i>Statement</i></p>	<p><i>School Closures</i></p>
<p>Rather than shutting down a school, look for solutions that reinvest in our school in order to draw greater enrollment, such as creating magnet school</p>	<p><i>Statement</i></p>	<p><i>School Closures</i></p>
<p>A 2013, PEW charitable trust student shows that is can hard to sell or lease empty schools, creating "costly eyesore" and "breeding crime and hemorrhaging resources." Thus, the disinvestment in neighborhoods school can lead to increase crime and negative activity causing future harm to disenfranchised communities.</p>	<p><i>Statement</i></p>	<p><i>School Closures</i></p>
<p>Could the community vote on a bond to save school buildings?</p>	<p><i>Question</i></p>	<p><i>School Closures</i></p>
<p>I think the board should be ashamed of themselves for the putting the emotional interests of a small vocal minority, over the educational interest of all students. Close failing schools.</p>	<p><i>Statement</i></p>	<p><i>School Closures</i></p>
<p>If you close Central, the district between looks large. What does it do to the Middle School capacity?</p>	<p><i>Question</i></p>	<p><i>School Closures</i></p>
<p>Combining or growing middle school is a recipe of losing control of equity goals – more students in a building of this age group guaranteed will create more gaps and more discipline/safety issues</p>	<p><i>Statement</i></p>	<p><i>School Closures</i></p>
<p>No mega middle schools</p>	<p><i>Statement</i></p>	<p><i>School Closures</i></p>
<p>After cutting curriculum and some staff last year, we need to face the reality this year that some schools will need to be repurposed and closed for classroom instruction.</p>	<p><i>Statement</i></p>	<p><i>School Closures</i></p>
<p>What is the cost of repurposing buildings?</p>	<p><i>Question</i></p>	<p><i>School Closures</i></p>
<p>If we close or consolidate schools then can we pool resources (SPED, speech, therapists, etc.) spending less time traveling and more servicing students.</p>	<p><i>Statement</i></p>	<p><i>School Closures</i></p>

With more schools' teachers will have more students and less plan time, right? Concerned about teachers needing to work outside class time unless 4-day week is also adopted.	<i>Statement</i>	<i>School Closures</i>
Underserved, high-needs neighborhoods need community and closeness that nearby school provides.	<i>Statement</i>	<i>School Closures</i>
What are repurpose plans? We have empty buildings already.	<i>Question</i>	<i>School Closures</i>
How will the schools you choose affect black and brown students? Why are only East side schools being considered?	<i>Question</i>	<i>School Closures</i>
Need to recognize lower class size needs for challenging students/SES students like at Central.	<i>Statement</i>	<i>School Closures</i>
Demographic forecasts can be wrong, also, efficiency is not the best criterion for keeping schools open.	<i>Statement</i>	<i>School Closures</i>
How will district prepare to close schools and move to new buildings? I don't trust we have adequate time to make it happen equitably. Most of LMCMA to BMMS is not equitable.	<i>Statement</i>	<i>School Closures</i>
Close three schools, this will allow teachers/staff to provide better instruction/resources.	<i>Statement</i>	<i>School Closures</i>
I moved to Lawrence 24 years ago. The topic of right sizing the number of schools has been an ongoing topic for all those years plus 10-20 prior years. Unfortunately, it is time. Close three elementary schools and a middle school. We owe the community this. It's hard, it's needed. Let the healing begin.	<i>Statement</i>	<i>School Closures</i>
If Woodlawn closes & building & grounds are not sold, what plans will be in place to ensure the neighborhood that the property will be properly maintained? Please keep in mind North Lawrence circumstances and that Woodlawn in 3 blocks away from the camp for 60+ homeless people.	<i>Question</i>	<i>School Closures</i>
Reducing the number of schools is increasing distance to get to school. Health and safety? Too far to walk? More care on the roads.	<i>Question</i>	<i>School Closures</i>
I will pull my kid from the district if forced to attend a mega middle school and I do not want to do that.	<i>Statement</i>	<i>School Closures</i>
When would teach salary increase begin? Fall '23? Fall '24? Fall '25?	<i>Question</i>	<i>Staff Wages & Retention</i>
4-day week with 30+ kids in a class, is not an incentive. Pay is the only that will keep and attract teachers. 4-day school week -- COVID lessons about what and who is most affects by lack of supervision -- not being in school ignored. Equity problem.	<i>Statement</i>	<i>Staff Wages & Retention</i>
As a teacher, I would rather forego a raise in exchange for smaller class sizes, class sizes of 30 are not good for teachers or student education outcomes. Families will pull their kids and teachers will quit.	<i>Statement</i>	<i>Staff Wages & Retention</i>
As a teacher, the only way you will keep teachers is raise salary. A 4-day week with teachers working the 5 th day will not keep teachers (more work for the same pay).	<i>Statement</i>	<i>Staff Wages & Retention</i>
Survey teachers to see what they want, Salary may be secondary to work/life balance, small class sizes, more plan time, etc.	<i>Statement</i>	<i>Staff Wages & Retention</i>

Public Input Feedback

What is the financial cost of a \$14.5/hour classified base pay with more aggressive yearly raises? Will these staff be able to work on the Mondays off to earn extra?	<i>Question</i>	<i>Staff Wages & Retention</i>
Teachers and parents are un-happy with administration. Other district with comparable populations and tax bases do not have these problems.	<i>Statement</i>	<i>Staff Wages & Retention</i>
New teachers look at pay first. They are not looking at a 4-day week. Don't cut teachers and not give them a raise.	<i>Statement</i>	<i>Staff Wages & Retention</i>
How does reallocation 403b work? Incentive for teachers to stay?	<i>Question</i>	<i>Staff Wages & Retention</i>
How are we preparing for teacher loss? How will cramming more kids in buildings help our already exhausted teachers?	<i>Question</i>	<i>Staff Wages & Retention</i>
You realize more teachers are bailing now? They aren't willing to stick around and see how much more they will be expected to do	<i>Statement</i>	<i>Staff Wages & Retention</i>
Are we asking teachers what their ideas are for budget cuts? They see what going on: costs to students, their work environment, and layers of unnecessary admin?	<i>Question</i>	<i>Staff Wages & Retention</i>
Getting input from teacher – including those who have left – should be a top priority. They know wait is needed Talk with students too – another top priority. Give them a space to contribute to this.	<i>Statement</i>	<i>Staff Wages & Retention</i>
Raises should not include administration, yet, we should focus on getting staff out of poverty	<i>Statement</i>	<i>Staff Wages & Retention</i>
Too many cuts and not enough concern for teachers and students. Raise money instead of making irreversible cuts that will drive the community to move elsewhere.	<i>Statement</i>	<i>Staff Wages & Retention</i>
Risk losing classified staff if we do not pay better.	<i>Statement</i>	<i>Staff Wages & Retention</i>
Staff salaries- you will have to pay hourly staff more for 4-day weeks, bus renegotiation.	<i>Statement</i>	<i>Staff Wages & Retention</i>
Paras need to be paid what they deserve.	<i>Statement</i>	<i>Staff Wages & Retention</i>
Better raises and larger class sizes don't jive.	<i>Statement</i>	<i>Staff Wages & Retention</i>
Staff need to be paid a living wage, please do what is needed to work towards this need. This includes classified, certified and administrative. We need the best employed in our district; students deserve it.	<i>Statement</i>	<i>Staff Wages & Retention</i>
Is \$15/hour enough when it is already below what it should be already (\$26/hour) and with consideration of Lawrence rent process?	<i>Question</i>	<i>Staff Wages & Retention</i>