

2020-21 BUDGET INPUT SESSIONS RESULTS SUMMARY

Reynolds School District Board of Directors invited parents, guardians, staff, and community members to attend one or more budget input sessions for the 2020-21 budget. These live and virtual sessions requested input on 2020-21 budget and the Student Success Act/Student Investment Account. This is a summary review of the results that will be presented for discussion at the December 11, 2019 Reynolds School Board Work Session.

SESSIONS: 426 TOTAL PARTICIPATION

- **(LIVE) OCTOBER 17, 2019**
 - **(4:00PM) STAFF = 18**
 - **(6:00PM) COMMUNITY = 3**
- **(LIVE) NOVEMBER 7, 2019**
 - **(4:00PM) STAFF = 65**
 - **(6:00PM) COMMUNITY = 23**
- **(VIRTUAL) OCTOBER 28, 2019 – NOVEMBER 26, 2019**
 - **317 PARTICIPANTS**
 - **283 STAFF MEMBERS**
 - **31 PARENTS AND COMMUNITY MEMBERS**

BUDGET INPUT:

Question 1 – In the event RSD needs to budget for a constraint (current budget with fixed-cost increases not funded), what is non-negotiable or should not be changed?

(Summarized categories in order of response rate)

1. Class Size
2. Art, Music, P.E.
3. Mental Health Supports
4. Retain Current Staff Levels
5. Curriculum
6. Safety
7. Salaries and Wages
8. Library Media

Question 2 – In the event there is no change to the 2020-21 budget, are there new and innovative ways the General Fund should be prioritized?

(Summarized categories in order of response rate)

1. Mental Health Supports
2. Class Size
3. Art, Music, P.E.
4. Curriculum
5. Increase Staff Levels
6. Safety
7. Library Media
8. Salaries and Wages

STUDENT INVESTMENT ACCOUNT INPUT:

Q1. REDUCING ACADEMIC DISPARITIES (GAPS BETWEEN OUTCOMES FOR DIFFERENT STUDENT GROUPS)

(Summarized categories in no order.)

- Curriculum – accessible, reflecting student cultures
- Social Emotional Support
- Bilingual Staff
- Counselors
- Mental Health Support
- Behavior Support
- Family Engagement
- Professional Development
- Educational Assistants
- Lower Class Size
- Equity Training
- Increased Language Support
- Restorative Justice and Practices
- Specialized Rooms (testing, de-escalation, isolation, etc.)
- Alternative Placements or Settings
- Middle School Athletics
- Block Schedules
- Recruit Culturally Diverse Staff
- Inclusive Practices
- Afterschool Programming

Q2. MEETING STUDENTS' MENTAL & BEHAVIORAL NEEDS

(Summarized categories in no order.)

- Professional Development
- Restorative Justice and Practices
- Social Emotional Skills/Training
- Additional Educational Assistants
- Counselors and Therapists
- Alternative Placements or Settings
- Family Supports and Classes
- Family Engagement
- Focused Support Groups
- Electives and Sports
- Start Times
- Mentor Programs
- School Psychologists

Q3. PROVIDING ACCESS TO ACADEMIC COURSES

(Summarized categories in no order.)

- Online Assignments/Classes
- Academic Programs on Weekends/Breaks
- Block Schedules
- Smaller Class Sizes
- Technology
- ELD/GenEd Certified Teachers
- Increased Educational Assistants
- Scaffolding Practices
- Curriculum – engaging, appropriate, culturally representative
- Night School
- Start Times
- Alternate Placements or Settings
- Foreign Language Courses in Middle School
- Increased Class Opportunities (variety)
- In-District Credit for Professional Development
- Updated iPads at Elementary
- Collaboration with Higher Education
- Tutoring Programs

Q4. ALLOWING TEACHERS AND STAFF SUFFICIENT TIME (COLLABORATION, REVIEW DATA, AND DEVELOP STRATEGIES TO SUPPORT STUDENTS TO STAY ON TRACK TO GRADUATE)

(Summarized categories in no order.)

- Data Teams
- Paid Meeting Time
- More Frequent Teacher Workdays or Half Days
- More time for Collaboration Between Teachers and Support Staff
- Less Meetings/More Uninterrupted Planning Time
- Time at the Beginning of the Year for Planning
- Classified Staff Support (lunch/recess)
- Block Schedules
- Subs for Teacher Meetings
- More Teacher-Led Late Starts
- 4 Day Academic Schedule (Day 5 for planning)
- End Late Starts (compress into 1 full day of PD)

(Summarized categories in no order.)

- More Community Events
- Communicate the Needs of the Schools to Community
- Understand and Grow Current Partnerships with Teacher Input
- Partner Outreach
- More Available Space for Partners in Schools/Buildings
- Collaborations Between Community, Families, Students, and Staff
- Family Liaisons
- Increased SMART Readers in All Elementary Schools
- Recruit Volunteers with Different Careers to Speak/Work in Schools
- Partner with STEAM Organizations
- Community Partnership Committees
- Increased Communications with Families
- Increase Career Days
- Internships
- Community Volunteer Training
- Parent/Community Listening Sessions
- International Nights

End of summary.