

Balancing Act Analytics

FY27 KPBSD Budget

Total Respondents: 66

REVENUE

Local Revenue

KPB Appropriation

Comment Summary:

- The budget can be balanced by increasing the borough's financial contribution and shifting school funding from property taxes to a sales tax.

Your Suggestions

Comments Summary:

- **Increase funding:** Seek additional borough (KPB) funding to the maximum allowed, lobby the state to increase education funding and the BSA, pursue federal CDS funds, and consider new or higher taxes (sales, property, income, seasonal/tourism taxes, oil taxes, lottery revenue).
- **Grants and partnerships:** Apply for grants, encourage principals to seek school-specific funding, and build partnerships with corporations for donations, internships, and in-kind support (e.g., bandwidth donations, reduced utility/telecom costs).
- **Cost reductions and restructuring:** Consolidate or close certain schools, reconfigure grade levels to address enrollment imbalances, shift remote schools to correspondence programs, negotiate fixed service rates, and explore lower-cost technology options.
- **Advocacy and public engagement:** Launch PR campaigns, encourage community lobbying efforts, and meet with local leadership to push for increased government support.
- **Long-term planning concerns:** Some suggest reducing reliance on one-time funding increases and making structural budget cuts to avoid larger financial crises in the future.

EXPENDITURE

Certificated Staff Salaries and Benefits – School Locations

Distance Ed - Certified Salaries and Benefits

Submitted Responses

- Distance Ed Certified Salaries & Benefits - No change: 34 (51.52%)
- Distance Ed Certified Salaries & Benefits - Reduce by 50%: 16 (24.24%)
- Distance Ed Certified Salaries & Benefits - Eliminate: 16 (24.24%)

Comments Summary:

- All high school students should have equal access to programs like arts, health, and academic support. While more in-person certified teachers are preferred—especially in small schools—distance education is currently necessary for many rural students to graduate. The district should ensure equity, evaluate the purpose and sustainability of distance learning, and consider whether expanding online options while reducing small remote schools would be beneficial.

Middle School Reading - Certified Salaries and Benefits

Submitted Responses

- Middle School Reading - Certified Salaries & Benefits - No change: 40 (60.61%)
- Middle School Reading - Certified Salaries & Benefits - Reduce by 50%: 12 (18.18%)
- Middle School Reading - Certified Salaries & Benefits - Eliminate: 14 (21.21%)

Comments Summary:

- Students who are not reading at grade level should stay in elementary school until they catch up. Reading skills should be fully taught in elementary grades so middle schools do not need to spend money on reading specialists. Stronger accountability and support are needed to ensure students master reading before moving on.

Elementary Specialists - Certified Salaries and Benefits

Submitted Responses

- Elementary Specialists - Certified Salaries & Benefits - No change: 42 (63.64%)
- Elementary Specialists - Certified Salaries & Benefits - Reduce by 50%: 15 (22.73%)
- Elementary Specialists - Certified Salaries & Benefits - Eliminate: 9 (13.64%)

Comments Summary:

- Elementary teachers still need required prep time if specialists are reduced. Schools could use certified staff creatively and partner with community organizations to help fill gaps in music, art, and other programs. The district should clearly explain staffing terms to the public and ensure fairness across schools when deciding which specialist positions to keep or cut.

Programmatic - Certified Salaries and Benefits

Submitted Responses

- Programmatic - Certified Salaries & Benefits - No change: 44 (66.67%)
- Programmatic - Certified Salaries & Benefits - Reduce by 50%: 11 (16.67%)
- Programmatic - Certified Salaries & Benefits - Eliminate: 11 (16.67%)

Comments Summary:

- Programmatic staffing should be fairly distributed so all high schools, especially hub schools, have key staff like interventionists, arts, music, Shop/CTE, librarians, and athletic directors. Staffing should follow a planned formula based on student needs, not overstaffing small schools. Cuts should focus where needed, and small schools must still benefit. Staff placement should target areas with the greatest student needs rather than sticking to outdated allocations.

Interventionists - Certified Salaries and Benefits

Submitted Responses

- Interventionists - Certified Salaries & Benefits - No change: 42 (63.64%)
- Interventionists - Certified Salaries & Benefits - Reduce by 50%: 11 (16.67%)
- Interventionists - Certified Salaries & Benefits - Eliminate: 13 (19.70%)

Comments Summary:

- Seward High needs a full-time interventionist for alternative programs and credit recovery, funded equitably across schools. Students below grade level should stay in class until they catch up. Emphasis should be on accountability and quality teaching, ensuring interventionists are effective rather than spending money on overlapping roles that don't produce results.

High School - Certified Salaries and Benefits

Submitted Responses

- Adjust HS PTR 1:32 No Change: 38 (57.58%)
- Adjust HS PTR to 1:33: 12 (18.18%)
- Adjust HS PTR to 1:34: 7 (10.61%)
- Adjust HS PTR to 1:35: 5 (7.58%)
- Adjust HS PTR to 1:36: 2 (3.03%)
- Adjust HS PTR to 1:37: 2 (3.03%)

Comments Summary:

- Middle and high schools have already faced major staffing cuts, which hurt students. Certified teacher positions should not be cut further, and class sizes should not increase too much. Savings could come from adjusting athletic director roles or using distance

learning for upper grades. Alternative programs need better support and accountability, ensuring students—especially those on IEPs—get the instruction they need..

Middle School - Certified Salaries and Benefits

Submitted Responses

- Adjust MS PTR 1:27 No Change: 31 (46.97%)
- Adjust MS PTR to 1:28: 13 (19.70%)
- Adjust MS PTR to 1:29: 6 (9.09%)
- Adjust MS PTR to 1:30: 10 (15.15%)
- Adjust MS PTR to 1:31: 0 (0.00%)
- Adjust MS PTR to 1:32: 6 (9.09%)

Comments Summary:

- Middle and high schools have already lost too many staff. Certified teachers should not be cut, and class sizes—especially in middle school—need to stay small to provide proper supervision and support for students.

Elementary Schools K-6 (>=250 students) Certified Salaries and Benefits

Submitted Responses

- Adjust PTR - No Change: 37 (56.06%)
- Adjust PTR Plus 1: 10 (15.15%)
- Adjust PTR Plus 2: 11 (16.67%)
- Adjust PTR Plus 3: 5 (7.58%)
- Adjust PTR Plus 4: 0 (0.00%)
- Adjust PTR Plus 5: 3 (4.55%)

Comments Summary:

- Middle and high schools have already faced too many staff cuts. Certified teachers should not be cut further, as they are the most important employees for student success.

Elementary Schools K-6 (100-250 students) Certified Salaries and Benefits

Submitted Responses

- Adjust PTR 1:21.5 - No Change: 35 (53.03%)
- Adjust PTR to 1:22.5: 9 (13.64%)
- Adjust PTR to 1:23.5: 9 (13.64%)
- Adjust PTR to 1:24.5: 4 (6.06%)
- Adjust PTR to 1:25.5: 4 (6.06%)
- Adjust PTR to 1:26.5: 5 (7.58%)

Comments Summary:

- Middle and high schools have already faced major staff cuts. Instead of cutting more certified teachers or raising class sizes, the district should consider consolidating schools to save money while protecting the staff who have the greatest impact on students.

Small Schools (<250 students) Certified Salaries and Benefits

Submitted Responses

- Adjust PTR - No Change: 39 (59.09%)
- Adjust PTR Plus 1: 8 (12.12%)
- Adjust PTR Plus 2: 6 (9.09%)
- Adjust PTR Plus 3: 7 (10.61%)
- Adjust PTR Plus 4: 0 (0.00%)
- Adjust PTR Plus 5: 6 (9.09%)

Programs – Homer Flex/Kenai Alternative/Marathon

Comments Summary:

- Reduce each program by 25–50% to fund alternative education in other areas, ensuring all students in the district have equal access. Programs could run locally at high schools as connected but separate options, though more details are needed.

Small School Adjustment - classrooms with more than three grades

Submitted Responses

- Small School Adjustment - classrooms with more than three grades - No Change : 48 (72.73%)
- Small School Adjustment - classrooms with more than three grades - Eliminate: 18 (27.27%)

Classified - Salaries and Benefits – School Locations

Custodians

Submitted Responses

- Custodians - No Change : 45 (68.18%)
- Custodians – Reduction: 21 (31.82%)

Comments Summary:

- Contract custodial duties during summer months.

Library Aides

Submitted Responses

- Library Aides - No Change: 47 (71.21%)
- Library Aides - Eliminate: 19 (28.79%)

Comments Summary:

- Cutting all library aides would close most small school libraries, leaving students without access to books and support. Libraries need aides to check out, resshelf, and manage books, especially in schools without librarians. Solutions could include reducing hours, combining positions, or partnering with local libraries, but eliminating aides would severely limit library access.

Nurses

Comments Summary:

- If not all schools can have a nurse, then no school should have one. It also raises the question of whether nurses are shared between schools.

Pool Managers

Comments Summary:

- The district should transfer or close all pools, shifting responsibility and funding to cities or the borough. Pool staff positions should be cut, and pool costs should no longer come from the school budget, allowing the district to focus on classroom funding.

Theater Techs and Theater Manager

Submitted Responses

- Theater Techs and Theater Manager - No Change: 49 (74.24%)
- Eliminate Theater Techs and Theater Manager - Theaters would be closed: 17 (25.76%)

Comments Summary:

- Theaters and arts programs are important but underfunded and unevenly staffed across the district. Theater techs are needed, but operations could be outsourced or partnered with nonprofits. While supporting the arts is valuable, academic instruction should take priority when budgets are tight, and creative solutions should be used rather than closing all theaters.

Secretaries

Submitted Responses

- Secretaries - No Change: 44 (66.67%)
- Secretaries – Reduction: 22 (33.33%)

Comments Summary:

- Stakeholders mentioned that cutting summer days for school secretaries could work in larger schools with multiple secretaries, but in small schools with only one secretary—who already handles many roles—reducing days would be too much and could hurt school operations.

English Language Learner

Submitted Responses

- English Language Learner - No Change: 46 (69.70%)
- English Language Learner – Eliminate: 20 (30.30%)

Comments Summary:

- ELL programs should not be fully cut, as more students need English support. Some staffing may be reduced or better used, but eliminating the program entirely could hurt students. More data on student need and program effectiveness is needed before making cuts.

Special Education Aides

Comments Summary:

- A stakeholder needs more information to address this.

Instructional Aides

Comments Summary:

- Stakeholders suggest that these positions could be funded with grants, and staffing might be reduced at some schools.

Districtwide Substitute/temporary hires/overtime/Personal Leave cash outs salaries/benefits

Comments Summary:

- Eliminate overtime and personal leave pay.

Extra- Curricular

Extra-Curricular Salaries and Benefits

Submitted Responses

- Extra-Curricular Salaries and Benefits - No Change: 14 (21.21%)
- Extra-Curricular Salaries and Benefits – Cut all schools intramural and academic stipends: 14 (21.21%)
- Extra-Curricular Salaries and Benefits – Cut Middle School Athletics: 15 (22.73%)
- Extra-Curricular Salaries and Benefits – Cut High School Athletics: 13 (19.70%)

Comments Summary:

- Stakeholders are divided on school extra-curriculars and athletics. Some argue programs are too costly—due to travel, staff, and overhead—and could be shifted to community or club organizations with participant fees, while principals and administrators should stay in school rather than travel to games. Others emphasize that these activities keep students engaged, support academics, mental health, and life skills, and prevent inequity by ensuring all students can participate. Clarification is needed on what salaries and benefits cover, and some suggest partnering with community programs that enforce academic requirements.

KPSAA

Submitted Responses

- KPSAA Funds - No Change: 44 (66.67%)
- KPSAA Funds – Eliminate: 22 (33.33%)

Comments Summary:

- Club status doesn't need KPSAA management.

Special Education Summer School

Special Education Summer School Salaries and Benefits

Comments Summary:

- Stakeholders are split on summer school programs. Some suggest cutting all programs or limiting them to just three high schools in the district, with no summer school for middle and elementary students, while holding students back if they don't pass. Others emphasize that summer school supports vulnerable learners by maintaining skills and preventing learning loss, arguing that eliminating it would harm those students.

Special Education Summer School Supplies

Comments Summary:

- Some stakeholders suggest cutting summer programs entirely, noting that the current cost or scale seems high for just a short period.

District Office Certified, Classified, & Exempt Salaries and Benefits

District Office Certified Staff Salaries and Benefits

Submitted Responses

- District Office Certified Salaries and Benefits - No Change: 27 (40.91%)
- District Office Certified Salaries and Benefits - Reduce by 5%: 14 (21.21%)
- District Office Certified Salaries and Benefits - Reduce by 10%: 25 (37.88%)

Comments Summary:

- Stakeholders suggest prioritizing cuts at the district office rather than schools, arguing that administrators earn high salaries and that reductions there would be fairer than cutting teachers, support staff, or aides. Recommendations include reducing district office staff significantly, limiting superintendent pay, and empowering principals and on-site administrators to make more decisions locally.

District Office Classified and Exempt Salaries and Benefits

Submitted Responses

- District Office Classified and Exempt Salaries and Benefits - No Change: 30 (45.45%)
- District Office Classified and Exempt Salaries and Benefits - Reduce by 5%: 14 (21.21%)
- District Office Classified and Exempt Salaries and Benefits - Reduce by 10%: 22 (33.33%)

Comments Summary:

- Stakeholders recommend cutting district office staff by 20% or more, starting with top administrators rather than classroom staff. They suggest reducing directors and coordinators first, then considering classified staff, with savings redirected to classrooms and students, and only adding positions back if truly necessary.

District Office Operating Accounts and Other Services

Droplet – Forms Software

Comments Summary:

- Stakeholders suggest questioning the necessity of the program or tool, recommending it be eliminated or replaced with free alternatives.

Title IX – Software/Services

Comments Summary:

- Please be more specific again.

Infrastructure Software Subscriptions

Comments Summary:

- Eliminate totally

Board of Education – Operating Accounts

Submitted Responses

- Board of Education – Operating Accounts - No Change: 32 (48.48%)
- Board of Education – Operating Accounts - Reduce by 5%: 4 (6.06%)
- Board of Education – Operating Accounts - Reduce 10%: 30 (45.45%)

Comments Summary:

- Stakeholders recommend cutting expenses by 50%, suggesting that travel and other non-school costs can be reduced or replaced with virtual options like Zoom, as the current level seems minimal.

Superintendent – Operating Accounts

Submitted Responses

- Superintendent – Operating Accounts - No Change: 30 (45.45%)
- Superintendent – Operating Accounts – Reduce by 5%: 4 (6.06%)
- Superintendent – Operating Accounts – Reduce by 10%: 32 (48.48%)

Comments Summary:

- Stakeholders suggest reducing non-school staff or administrative costs by 50%, noting they can manage with less in the short term.

Assistant Superintendent – Operating Accounts

Submitted Responses

- Assistant Superintendent – Operating Accounts - No Change: 31 (46.97%)
- Assistant Superintendent – Operating Accounts – Reduce by 5%: 3 (4.55%)
- Assistant Superintendent – Operating Accounts – Reduce by 10%: 32 (48.48%)

Comments Summary:

- Stakeholders suggest reducing non-school staff or administrative costs by 75%, noting they can manage with less in the short term.

Fiscal Services – Operating Accounts

Submitted Responses

- Fiscal Services – Operating Accounts - No Change: 34 (51.52%)
- Fiscal Services – Operating Accounts – Reduce by 5%: 4 (6.06%)
- Fiscal Services – Operating Accounts – Reduce by 10%: 28 (42.42%)

Comments Summary:

- Stakeholders suggest reducing non-school staff or administrative costs by 15%, noting they can manage with less in the short term.

Planning and Operations – Operating Accounts

Submitted Responses

- Planning and Operations – Operating Accounts - No Change: 33 (50.00%)
- Planning and Operations – Operating Accounts – Reduce by 5%: 6 (9.09%)
- Planning and Operations – Operating Accounts – Reduce by 10%: 27 (40.91%)

Comments Summary:

- Stakeholders are split: some recommend no changes, while others suggest non-school staff could manage with less temporarily.

Warehouse/Purchasing – Operating Accounts

Submitted Responses

- Warehouse/Purchasing – Operating Accounts - No Change: 35 (53.03%)
- Warehouse/Purchasing – Operating Accounts – Reduce by 5%: 6 (9.09%)
- Warehouse/Purchasing – Operating Accounts – Reduce by 10%: 25 (37.88%)

Comments Summary:

- Stakeholders suggest that non-school staff can manage with reduced resources temporarily and that purchases could be cheaper if made through alternatives like Amazon.

Human Resources – Operating Accounts

Submitted Responses

- Human Resources – Operating Accounts - No Change: 32 (48.48%)
- Human Resources – Operating Accounts – Reduce by 5%: 4 (6.06%)

- Human Resources – Operating Accounts – Reduce by 10%: 30 (45.45%)

Comments Summary:

- Stakeholders suggest slightly reducing non-school expenses by about 2%, noting the overall impact is minimal and manageable in the short term.

Information Services – Operating Accounts

Submitted Responses

- Information Services – Operating Accounts - No Change: 40 (60.61%)
- Information Services – Operating Accounts – Reduce by 5%: 5 (7.58%)
- Information Services – Operating Accounts – Reduce by 10%: 21 (31.82%)

Comments Summary:

- Stakeholders suggest reducing non-school staff or administrative costs by 25%, noting they can manage with less in the short term.

Secondary Education – Operating Accounts

Submitted Responses

- Secondary Education – Operating Accounts - No Change: 39 (59.09%)
- Secondary Education – Operating Accounts – Reduce by 5%: 7 (10.61%)
- Secondary Education – Operating Accounts – Reduce by 10%: 20 (30.30%)

Comments Summary:

- Stakeholders suggest reducing non-school staff or administrative costs by 25%, noting they can manage with less in the short term.

Elementary Education – Operating Accounts

Submitted Responses

- Elementary Education – Operating Accounts - No Change: 43 (65.15%)
- Elementary Education – Operating Accounts – Reduce by 5%: 7 (10.61%)
- Elementary Education – Operating Accounts – Reduce by 10%: 16 (24.24%)

Comments Summary:

- Stakeholders recommend reducing non-school expenses, with suggestions ranging from 2% to 25%, noting that staff outside schools can manage with less temporarily.

Student Support Services – Operating Accounts

Submitted Responses

- Student Support Services – Operating Accounts - No Change: 40 (60.61%)
- Student Support Services – Operating Accounts – Reduce by 5%: 7 (10.61%)
- Student Support Services – Operating Accounts – Reduce by 10%: 19 (28.79%)

Comments Summary:

- Stakeholders are divided: some suggest cutting non-school expenses by 25%, while others believe this area needs increased funding, though staff outside schools could manage with less temporarily.

Legal Services

Comments Summary:

- Stakeholders suggest cutting this expense by 25% and seek clarification on whether it is a negotiated, fixed, or flexible fee.

Background Checks

Comments Summary:

- Stakeholders note potential waste in requiring staff to repeatedly submit applications and background checks for extra-curricular activities and request more information, as the expense seems excessive.

Board of Education Dues

Comments Summary:

- Stakeholders suggest cutting this entirely, noting that its purpose or justification is unclear.

AESOP Substitute Software

Comments Summary:

- Stakeholders need more information on this expense.

Districtwide Certified and Classified Salaries and Benefits

Districtwide Certified Salaries and Benefits

Comments Summary:

- Stakeholders recommend cutting 25% of these positions and programs, including instructional coaches, mentors, and QUEST, question paying outside contractors for unfilled roles, and suggest re-evaluating benefits and exploring healthcare consolidation.

Districtwide Classified Salaries and Benefits

Comments:

- Stakeholders recommend **reducing this expense by 15%**.

Districtwide Operating Accounts and Other Services

KPB Rent

Comments Summary:

- Close rented spaces before shutting down district-owned schools.

Distance Ed – Operating Accounts

Comments Summary:

- What is distance ed and who does it serve?

Student Support Services – Contracted Services

Comments Summary:

- Likely reduce costs here, such as travel expenses.

Middle College

Submitted Responses

- Middle College - No Change: 46 (69.70%)
- Middle College - Reduce by 50%: 6 (9.09%)
- Middle College – Eliminate: 14 (21.21%)

Comments Summary:

- Middle College is important, but high-achieving students could use Connections funds for dual enrollment instead. How does it compare to Jump Start, and is it necessary to have both?

Curriculum**Submitted Responses**

- Curriculum - No Change: 39 (59.09%)
- Curriculum - 25% reduction: 6 (9.09%)
- Curriculum – 50% reduction: 21 (31.82%)

Comments Summary:

- Pause new curriculum purchases for the next five years to reduce waste, as much of the material goes unused. Frequent changes every 3–5 years limit teachers' ability to fully learn, evaluate, and effectively implement the curriculum.

Teacherage Supplies**Comments Summary:**

- Clarify where teacher housing is provided, as the lack of housing has significantly impacted the eastern peninsula's ability to attract and retain qualified staff.

School IT Support – Travel/Supplies**Comments Summary:**

- There may be an opportunity for cost reduction in this area.

E-rate Category 2 Expenditures**Comments Summary:**

- What is this referring to?

Tech Plan Computers**Comments Summary:**

- Reduce by 50%, pause tech plan changes for one year, and extend the lifespan of computers to delay replacements.

District Librarian – Operating Accounts

Submitted Responses

- District Librarian – Operating Accounts - No Change: 47 (71.21%)
- District Librarian – Operating Accounts – Reduce by 5%: 3 (4.55%)
- District Librarian – Operating Accounts – Reduce by 10%: 16 (24.24%)

Comments Summary:

- For the short term, staff outside of schools can operate with reduced resources.

Assessment Software

Comments Summary:

- Eliminate standardized assessments, as they provide only a limited view of a student's abilities.

Charter Schools

Charter Schools Budget

Comments Summary:

- Reduce or eliminate charter school funding, prioritize support from parents, and consider closing low-performing charter schools before impacting higher-performing public schools.

General Funds charter schools rent and in-kind adjustment

Comments Summary:

- Eliminate charter schools or require them to cover their own rent and transportation, rather than relying on district resources, especially when unused district-owned schools are available.

Utilities

Natural Gas

Comments Summary:

- Lower school temperatures during the day, around 62°F, to reduce utility costs.

School Locations

Building Rent for non-owned KPB schools

Comments Summary:

- Closing Seward Middle would likely increase costs due to projected student growth, particularly from incoming Coast Guard families. School closures should target locations with the highest cost per student and be considered strategically, not reactively. For remote areas, correspondence programs may provide a more cost-effective and sustainable alternative to expensive brick-and-mortar schools.

School Sites – Supplies/Travel/Maintenance/Postage/Copies

Submitted Responses

- School Sites Supplies - No Change: 40 (60.61%)
- School Sites Supplies - Reduce by 5%: 9 (13.64%)
- School Sites Supplies - Reduce by 10%: 17 (25.76%)

Comments:

- Short-term cost reductions are feasible if they help retain teachers in the schools. Travel expenses, such as the \$20,000 allocated for teacher travel to remote Russian villages in Kachemak Bay, appear excessive and should be reviewed for reasonableness.

In-Kind Services

Custodial

Comments Summary:

- A reduction in this area should be identified to help control costs.

Quality Schools

Quality Schools Salaries/Benefits/Operating Accounts

Comments Summary:

- Clarify whether standards already address this. Without detailed spending information, the funding should be reduced or eliminated.

Connections Homeschool Program

Connections Homeschool Operating Accounts

Comments Summary:

- Reduce operating funds by 10%, shifting some costs to participating parents. Eliminate travel and increase oversight of allotment funds to prevent waste.

Connections Homeschool Salaries and Benefits

Submitted Responses

- No Change PTR 1:125: 30 (45.45%)
- Increase PTR to 1:150: 9 (13.64%)
- Increase PTR to 1: 175: 27 (40.91%)

Comments:

- FY26 cuts to Connections should be accurately reflected, as the program largely self-funds and contributes to the district. Connections students could receive fewer resources or attend their local public schools. Reduce funding and access for home-school programs, maintain reasonable PTR levels (1:130–1:500), and ensure transparency in reporting program costs.

Career Development

KPAA

Comments Summary:

- Eliminate all funding for this area.

KPEA

Comments Summary:

- Eliminate all funding for this area.

KPESA

Comments Summary:

- Eliminate all funding for this area.

EXEMPT

Comments Summary:

- Discontinue or eliminate funding for this area.

Transfer(s)

Pupil Transportation

Submitted Responses

- Pupil Transportation transfer - No Change: 45 (68.18%)
- Pupil Transportation transfer – Reduce by 33.33%: 11 (16.67%)
- Pupil Transportation transfer – Reduce by 50%: 2 (3.03%)
- Pupil Transportation transfer – Eliminate: 8 (12.12%)

Comments Summary:

- Longer bus routes could be a short-term solution to retain teachers, but current ridership may not justify transfers. Route consolidation should be explored to address underutilized, half-empty buses, especially if school closures occur.

Extra-Curricular Travel

Submitted Responses

- Extra-Curricular Travel – No Change: 49 (74.24%)
- Extra-Curricular Travel – Eliminate: 17 (25.76%)

Comments Summary:

- Sports and activities will need to **rely on fundraising** for support.

Your Suggestions

Comments:

➤ Curriculum and Instruction

- Stop frequent purchases of new math and reading curricula; much goes unused and frequent changes hinder teacher effectiveness.
- Eliminate or reduce out-of-district professional development; staff already meet licensure requirements.
- Maintain programs that directly support student learning, including intervention, reading, and math support.
- Ensure teachers have input on any learning policies or curriculum changes.

- **Administration and Operations**
 - Reduce administrative costs and non-essential services rather than impacting classroom resources.
 - Consider salary adjustments for district office, superintendent, and board staff before cutting teachers or classroom programs.
 - Streamline warehouse, transportation, and operations staffing based on productivity evaluations.

- **Facilities and Programs**
 - Keep all schools open; prioritize cuts that have the least impact on students, such as pools, technology for K-5, or non-essential services.
 - Consider school consolidations only where it significantly improves efficiency without harming student outcomes.
 - Do not close libraries or arts/theatre programs, as staffing reductions would effectively shutter these services.

- **Special Programs**
 - Review homeschooling oversight to ensure district resources are not strained by students inadequately prepared for school.
 - Maintain programs like Middle College, Connections, and extracurricular activities that support high-achieving or at-risk students.

- **Equity and Access**
 - Address teacher housing to improve recruitment and retention, particularly in underserved areas.
 - Avoid increasing pupil/teacher ratios, which directly harm student learning.
 - Focus cuts on areas furthest from classroom instruction rather than students or teachers

- **Revenue and Funding**
 - Encourage the borough to fund schools to the cap to avoid recurring cuts and clawbacks.
 - Explore community donations and other revenue sources to maintain programs without overburdening residents.

- **Governance and Transparency**
 - Improve budget transparency and ensure stakeholder input, especially from teachers, families, and students.
 - Align spending priorities with student outcomes, not just cost-cutting measures.