

Description	Rationale	Suggested Steps	Actions Taken
Lobby for State Changes	It is unacceptable that the state's changes to education funding result in significant cuts in our district. The state must fully fund our district.	Aggressive lobbying Public interaction/outreach <ul style="list-style-type: none"> <li>● Mailed Letters</li> <li>● Utility bill fliers</li> <li>● Radio</li> <li>● Website and social media</li> </ul> Hold legislators accountable	<ul style="list-style-type: none"> <li>● Letter to Legislators</li> <li>● Visit to Legislators by BAC group</li> <li>● Visit to Legislators w/ Supt &amp; AEA leadership</li> <li>● Communication with media</li> </ul>
<ol style="list-style-type: none"> <li>1. Look to local service groups for more financial support; school play equipment, vision/hearing equipment, etc.</li> <li>2. How can behavioral health resources supplement current mental health services</li> </ol>	<ol style="list-style-type: none"> <li>1. The more services/facilities these groups can provide, the less the district needs to pay.</li> <li>2. More services to students</li> </ol>	<ol style="list-style-type: none"> <li>1. Be in touch with Rotary, Lions, Kiwanis, etc. and see what part they are willing to do.</li> <li>2. Contact BHR</li> </ol>	<ol style="list-style-type: none"> <li>1. Starting conversations</li> <li>2. Working with BHR to streamline referral process and increase services</li> </ol>
With 6 <sup>th</sup> grade moving to Miller, would it be beneficial to have basketball only be at the middle school?	This would save money paying for students that can't afford it.		<ul style="list-style-type: none"> <li>● Minimal impact on budget</li> <li>● Ability to build stronger programs</li> </ul>
Utilize any and all fundraising opportunities to fund trips/experiences that are deemed to be beyond standard.	Still need valuable educational experiences.	Sell surplus equipment Crowd Funding Traditional fundraising Seat cushions	<ul style="list-style-type: none"> <li>● We utilize Donors Choose</li> <li>● Request volunteers</li> <li>● Surplus process is being streamlined and is more frequent</li> </ul>
<p>Ask each program and department how they can cut costs in that department or program from 5-10%</p> <p>Instruct substitutes on the use of technology which impacts costs. For example, shutting down projectors to conserve bulb hours and replacement of projector bulbs.</p>	<p>Each area feels a part of the solution and have specific insights into the essential and non-essential costs.</p> <p>Save bulb hours, save bulb replacement. Bulb cost for a projector can be \$400/2,000 hours.</p>	<p>Survey or collect information from teachers and paras to brainstorm how to save.</p> <p>In-services for personnel and subs on technology to better care for instructional equipment.</p>	<ul style="list-style-type: none"> <li>● Adding webpage for all staff and community to make suggestions for cost saving measures and other items.</li> </ul>

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Asking administrators to review spending and provide possible cuts for their program.	Asking administrators for their own cuts allows for voice and possible cuts, previously not thought of.	Contact administrators	<ul style="list-style-type: none"> <li>● Energy Audit</li> </ul>
Supply or money raising effort in community of offset cost of school supplies.	School supply costs transferring from parents to schools has significantly increased costs to the district. Asking the community to assist, in a unified formal way, would likely increase community participation.	Form a community committee to explore fundraising options.	<ul style="list-style-type: none"> <li>● Compiling lists of requested supplies from teachers</li> <li>● Purchasing will be reaching out to several organizations that have contacted us in the past</li> </ul>
With 6 <sup>th</sup> grade moving to Miller, would it be beneficial to only have 6 <sup>th</sup> grade participate in band and orchestra.	It would decrease the cost of transportation and salary of the instructor.		<ul style="list-style-type: none"> <li>● Ability to build stronger programs</li> </ul>
<ol style="list-style-type: none"> <li>1. Athletic Fees</li> <li>2. Supplies</li> <li>3. Electives being cut</li> <li>4. Get rid of band and orchestra at the 5<sup>th</sup> grade level. It takes up so much time. Start it at the middle school where it can be an elective.</li> <li>5. I like the 4 days a week idea.</li> </ol>	<ol style="list-style-type: none"> <li>1. Some parents are willing to pay or would donate to play athletics. Allow them to do this.</li> <li>2. Parents are willing to donate these too. If we want kids to have the same items, then take donations.</li> <li>3. Other classes have been cut (i.e. Japanese) and kids have been depending on that. We are in unprecedented times. One elective is no more important than another. Cut the AVID class and teach it during advisory-ALL children deserve these skills. We have the same commitment to our other students as we do to AVID, no more, no less.</li> </ol>		<ol style="list-style-type: none"> <li>1. Donation tab will be added to the District RevTrak page for Donations to Athletics.</li> <li>2. Donation tab will be added to the District RevTrak page for Donations to Supplies.</li> <li>3. Reviewing needs in the schedule.</li> <li>4. See above response.</li> <li>5. Research impacts on districts who have implemented this option.</li> </ol>

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<ol style="list-style-type: none"> <li>1. How does ASD5 deal with Microsoft licensing? EES?</li> <li>2. How many computers does the district purchase each year? From what funds? Any special requirements?</li> <li>3. RTI program for SPED rather than traditional evaluation program.</li> </ol>	<ol style="list-style-type: none"> <li>1. EES is paid per employed FTE and allows for all district computer servers, and office installs. Including student computers.</li> <li>2. General purpose computing can be done with Chromebooks. 2-3 Chromebooks per teacher is cheaper than a single Dell or Apple. Desk computer, presentation (google docs).</li> <li>3. Help with the "Our Identification" of SPED students. Possibly braided fund positions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Small yearly paperwork application. Small one time license fee to help with management.</li> <li>2.</li> <li>3.</li> </ol>	<ol style="list-style-type: none"> <li>1. We are currently participating in this program.</li> <li>2. Reviewing standard devices for staff</li> <li>3. We are developing our capacity for MTSS* to support students in general education rather than limited to referrals for special education  <ul style="list-style-type: none"> <li>*Response to Intervention (RTI) is for academics, Multi-Tiered System of Supports (MTSS) is for both academics &amp; behavior.</li> </ul> </li> </ol>
<p>Sell the property in south side.</p>	<p>Idle property that is not being used.</p>	<p>CMA Appraisal Talk to the college about purchasing it.</p>	<ul style="list-style-type: none"> <li>● Evaluated property for logging. Not possible due to environmental implications.</li> <li>● Will review and discuss options for surplussing this property with the Board.</li> </ul>
<p>Look at ways to cut costs in athletics.</p>	<p>Looking for ways to contribute to savings without compromising programs</p>	<p>Limitations on travel</p>	<ul style="list-style-type: none"> <li>● Athletic Director is reviewing all travel.</li> </ul>
<p>Consolidation</p>	<p>Can we share any service with Hoquiam or others (facilities, programs, and staff)?</p>	<p>Meet with Hoquiam to explore ideas.</p>	<ul style="list-style-type: none"> <li>● We are very interested to do this. Preliminary discussions have begun for professional development. We are open to other departments and programs working together.</li> </ul>

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Maximize local grant opportunities <ul style="list-style-type: none"> <li>● GHCF</li> <li>● Seabrook</li> <li>● Rotary</li> <li>● Other</li> <li>● Sierra Pacific</li> </ul>	Reduce direct costs Increase revenue; continue building partnerships in the community.	<ul style="list-style-type: none"> <li>● Would a fundraiser help with swim or athletics?</li> <li>● Do we maximize the GHCF field trips grants (meet with Eric Potts to discuss)?</li> <li>● Designated grant seeker/writer in district?</li> <li>● Are there other items they would fund?</li> </ul>	<ul style="list-style-type: none"> <li>● Reviewing requirements of the grants</li> <li>● We do participate in GHCF field trip grants</li> <li>● Review</li> </ul>
4 day weeks or furlough days	Would we save in transportation, food service, other staff (electricity, maintenance, staff costs)?	<ul style="list-style-type: none"> <li>● Is this possible? State can have 5 and we are there. What are the work arounds?</li> <li>● Investigate the actual cost savings to be realized.</li> </ul>	<ul style="list-style-type: none"> <li>● See above</li> </ul>
School supplies; all given same items, parents asked to contribute if we can.	Everyone gets the same; no stigma	Common list of supplies per level. Draft letter with "ask"/info Create distribution plan.	<ul style="list-style-type: none"> <li>● All students are given the same items for each class.</li> <li>● Working through options for donations.</li> </ul>

Initiated January 9, 2019

Update May 15, 2019