

2026-2027 BUDGET PRIORITIES

CORBETT SCHOOL DISTRICT #39



VISION STATEMENT

***THE CORBETT SCHOOL COMMUNITY CONNECTS, ENGAGES, INSPIRES, AND
COLLABORATES TO SUPPORT EVERY STUDENT.***

VALUES

PERSONAL RESPONSIBILITY

- **MODELING PERSONAL RESPONSIBILITY, COMMITMENT, AND ETHICAL DECISION MAKING.**

RESILIENCE

- **PERSONAL DEVELOPMENT THROUGH RESOURCEFULNESS AND RESILIENCE.**

INNOVATION

- **NURTURING CURIOUS, PASSIONATE, CREATIVE, AND INNOVATIVE MINDS.**

ADVOCACY

- **ADVOCATING FOR STUDENTS SO THEY LEARN TO ADVOCATE FOR THEMSELVES.**

INCLUSIVE, COLLABORATIVE RELATIONSHIPS

- **CREATING A COMMUNITY BASED ON INCLUSIVENESS, EQUITY, AND BUILDING COLLABORATIVE RELATIONSHIPS.**

CONTINUOUS LEARNING

- **FOSTERING STUDENT ENGAGEMENT IN CONTINUOUS LEARNING, BUILDING ON THEIR PERSONAL STRENGTHS.**

2025-2026 BUDGET PRIORITIES

- **ENSURE A FUND BALANCE, EMERGENCY RESERVE, AND DEBT MANAGEMENT**
- **MAINTAIN AND IMPROVE FACILITIES**
- **RETAIN QUALIFIED TEACHERS FOR CORE SUBJECTS & QUALIFIED EAS FOR INTERVENTION, BEHAVIOR, & MENTAL HEALTH SUPPORT INCLUDING SPECIAL EDUCATION**
- **MAINTAIN STUDENT SAFETY**
- **MAINTAIN CTE & EXTRA-CURRICULAR PROGRAMS**

STAKEHOLDER PRIORITY FEEDBACK 2025

INCREASED SPENDING CAPACITY



Staffing and Teacher Support

Hiring and retaining teachers, instructional aides, and support staff

Concerns about workload, burnout, and competitive compensation



Music, Arts, and Enrichment Programs

Strong emphasis on band, strings, choir, and arts

Viewed as central to Corbett's identity and student engagement



Student Support Services

Expanded counseling, mental health, SPED, and intervention support

Focus on meeting diverse academic and emotional needs



Facilities and Infrastructure

Building upgrades tied to safety, functionality, and long-term maintenance



Class Size and Instructional Quality

Smaller classes to improve learning conditions and teacher effectiveness

SIMILAR SPENDING CAPACITY



Maintain Current Staffing Levels

Strong desire to avoid additional reductions to teachers and classified staff



Protect Classroom Instruction

Instructional programming viewed as non-negotiable



Preserve Student Supports

Counseling, SPED, and intervention services prioritized even without growth



Maintain Existing Programs

Music, electives, and activities should be preserved rather than expanded



Stability and Predictability

Preference for careful budgeting and avoiding disruption

DECREASED SPENDING CAPACITY



Protect Teachers and Instruction First

Clear preference to shield classroom teaching from cuts



Minimize Impact on Students

Academic and emotional well-being prioritized in decision-making



Preserve Essential Student Supports

Counseling and special education viewed as critical services



Athletics and Activities as Secondary

Fundraising or reductions seen as preferable to academic cuts



Administrative and Non-Instructional Areas First

Administrative cuts favor examining non-classroom reductions before instruction

POTENTIAL BUDGET SCENARIOS

- **BEST CASE SCENARIO**

- **STATUS QUO FROM STATE FUNDING**
- **INCREASE REVENUE BY \$500,000**
 - **49% TO 51% BIENNIUM FUNDING**

- **WORST CASE SCENARIO**

- **STATE FUNDING CUT 5%**
- **DECREASE REVENUE BY \$500,000**

- **EXPECTATION IS SOMEWHERE IN BETWEEN**

VARIABLES TO CONSIDER

- **STATE REVENUE FORECASTS**
- **INFLATION**
- **UTILITY COSTS**
- **PERS COSTS**
- **BARGAINING WITH BOTH UNITS**