

Cost Savings Task Force Minutes
CAB Board Room
Thursday, January 26, 2017
5:00 pm to 8:00 pm

- I. Welcome: Dr. Bernadine Craft
- II. Update: Kelly McGovern/Nicole Bolton/Scot Duncan
 - i. Cost Savings Task Force Ideas Table
 - i. Input from students, trustees, teachers, community members
 - ii. Purple Sheet: Cost Estimates Analysis
 - i. Closing Lincoln
 - ii. Alternative Calendar: Four day school week options
 - iii. Kindergarten early start
 - iv. Reduction in substitute pay options
 - v. Reduction in staff absences
 - vi. Going paperless
- III. Insurance Committee and Insurance Options Committee
 - i. Insurance Shopping: keep our own plan or find another plan. The current plan has a strong network. Costs of our own claims—administrative costs are competitive. Currently we have a consultant (Brad Hyde) that negotiates with providers and helps with insurance disputes.
 - ii. Insurance Options Committee: Sweetwater #1 has the “*Cadillac*” of all insurance plans. The “*Cadillac*” plan is not sustainable. When considering the current options, we will be saving between \$1.3 and \$1.5 million by getting rid of the grandfathered plan.
- IV. Legislative Update
 - i. House Bill 0256 Omnibus Bill and SF114
 - ii. SF114 is devastating to our district (transportation and Special Education)
 - iii. Public Comment in Cheyenne and a District team will be attending and speaking in person.
- V. Being proactive—being heard in Cheyenne
 - i. Do not call the hotline or send group emails.
 - ii. Send personal letters/emails to the education committee
- VI. Cost Savings Task Force Ideas Table
 - i. Review feedback from the table
 - i. Example: Remove lights/light bulbs from school buildings: State requirements for the amount of lumens in each school. LED light bulbs are not cost effective (light bulbs vs. life span of the wires that deliver)

- ii. Look at the top ideas from the table and discuss at your table. Be clear and specific as possible
 - i. Can we do it?
 - ii. What are the obstacles?
 - iii. How can we overcome them?
 - iv. What are the unintended consequences?
 - v. How are you going to do it?

VII. Reporting Out

- i. Table I: Ranked tables by cost savings, 1. Insurance, 2. Closing of Lincoln, 3. Four-day Week (additional sub savings, pushback from community—parents pay for daycare at schools but parents pay) 4. Librarians 5. Reduction of Sub Pay 6. Early start Kindergarten
- ii. Table II: Insurance savings is going to happen, Four-day week, Closing of Lincoln (Repurposing of Lincoln—keep funding--\$160,000, Can we use it as an overflow for RSHS? Building sales go into general fund and the state deducts it), Eliminate second start for kindergarten (getting community behind the changes, resources for before/after school will cover Friday cost, may impact the community in unintended ways), Ten pages per student per day (the next school year is almost here—lot to do to be ready for fall), Librarians can assist with technology and resources if Instructional Coaches are cut—reading is a focus and it will be counter productive)
- iii. Table III: Insurance savings, Four-day week (should be phase II because the quick turnaround could cause us grief), All day Kindergarten (Will we have to find more special teachers? We can change the rotation without a cost.), Half-day Kindergarten (Can we meet the number of minutes?, Can we meet the standards and benchmark?), Reduce sub pays and use incentives for teachers to be in school, Teacher pay—professional development savings, Closing Lincoln (the majority of savings is from staff, reduce overflow and provide stability, teacher movement and integration into the new building, How do we message it to the public?), RIF (we are going to need less staff—one year only, retirements, waiting to see what state does with the funding), Phasing in the changes....., releasing possible cut savings measures to parents so they will communicate with legislators)
- iv. Table IV: Insurance, Four-day week (too much too fast, twelve pd days), Substitutes (viable), Twenty nine hours, Paperless (viable but not), Pay to Play (lab fees-why not athletic fees?), Ten days (use however you like) and eliminate the personal three days, Why are we paying people to not attend professional development?
- v. Table V: Close Lincoln (community concerns), Insurance cost, Reducing sub pay (contribute to movement, filling substitute needs, tiered sub rates), Four-day school week (continue to research and ideas to implement, FRL –

students will be hungry—backpack program), Make smaller cuts—everyone is sharing in cost savings

- vi. Table VI: Insurance is going to happen, Four-day work week (reworking special and bell schedules—block schedules—pd for teachers, Thursday becomes the new Friday, impact on student achievement, calendar committee), Repurposing Lincoln (RSHS is at or above capacity and repurposing it is a possibility, removing Lincoln takes away a neighborhood school), All day Kindergarten (7 or 8 day rotation), Kindergarten starting the same,

VIII. Summary of Ideas

- i. Insurance options are moving forward and being considered —Insurance Committee taking care of it
- ii. Form a small sub-committee continue to work on cost savings measures
- iii. Calendar committee (Can they deal with the four day week?), Should it be for secondary only? Should we phase it in? Too many changes in a short amount of time?
- iv. Repurposing of Lincoln
- v. Substitute pay scale

IX. Next Steps

- i. Where do we go from here?
 - i. Legislative purposes
- ii. Important to include community
 - i. Release the ideas and encourage/activate parents and the community
- iii. If we implement suggestions, we are still off about \$500,000 money
 - i. Need to look at the little things to make up the rest of the money
 - ii. Staff cuts (about 6)
 - iii. Contracts, scrutinize budgets, online resource, periodicals,
 - iv. Budget process
- iv. Communication with all stakeholders
 - i. District staff will revisit all schools and all staff
 - ii. Communication to all staff – legislative bills come so fast
 - iii. All staff advocate for education to legislature
 - iv. District to communicate with community leaders
 - v. Community deserves a process to go through if Lincoln is repurposed or closed
 - 1. Staff-Parents-Students-Community
 - vi. Four-day Week— Calendar committee: February 2017
 - vii. March 2017: Wyoming Legislature
 - viii. April 15, 2017: Staff notification
- v. Disseminating Information to all Stakeholders
- vi. Trustee Communication
 - i. Community and staff is interested in having results—must communicate information out

- ii. Time is of the essence
- iii. Formalizing communication so we can move forward
- iv. Hopefully we all see the reality of the financial situation—contact the legislature
- v. Quality of education for all of our students
- vi. Thank you to the committee for being here and discussing tough issues
- vii. Communicate with community members
- viii. Maintain positivity—in this negative situation
- ix. Keep fighting the fight
 - x. Singular message—we all need to be on the same page, message from the district that we can share with families, community and legislators
 - xi. Impressed with the positivity of the committee
- vii. Who is interested in being on a sub-committee? Please sign-up at front table if you are interested in helping out. Community members, please get involved.
- viii. Finances are going to be a continuing issue down the road.
 - ix. Please inform staff first *if* Lincoln is going to be closed.
 - x. Sub-committee to include students who will be impacted.
 - xi. Task force information disseminated
 - xii. Possible multiple subcommittees (divide up tasks)