



**Sweetwater County School District #1 – Keeping Students A Priority**  
SF0114

***21-3-401 Reading Assessment and Intervention – Mandating an increase from 85% to 90% for ALL students reading at a proficient level by the end of grade 3.***

The expectation to require all students to read at grade level by the end of third grade, including special education and other students with exceptional needs, is incredibly difficult to attain. The District already submits Early Literacy plans reiterating proficiency rates and a tiered system of support. These reports are written in conjunction with School Improvement Plans which are submitted *and* approved by the Wyoming Department of Education. This proposal, in light of increased class sizes and a reduction of resources (personnel and funding), is not only unrealistic from a financial standpoint but is essentially an unfunded mandate. *Requiring additional reports does not increase student achievement scores but rather burdens the system.*

***Class Sizes & Core Teachers***

<u>Current funding:</u>	<u>Proposed for 17-18:</u>	<u>Proposed for 18-19:</u>	<u>Proposed for 19-20:</u>
K-5 – 16:1	K-5 – 17:1	K-5 – 18:1	K-5 – 19:1
6-12 – 21:1	6-12 – 22:1	6-12 – 23:1	6-12 – 24:1
Loss of funding:	\$2.055 million	\$1.825 million	\$1.641 million
Total funding loss:		\$3.88 million	\$5.521 million
Loss of teachers:	22	20	18
Total position loss:	28	25	22

• When changes are made to the block grant model (foundation guarantee) in non-recalibration years, the affect is not limited to additional students in a classroom. The number of core teachers adjusts the funding for elective teachers/specialist teachers and substitute teachers. These unintended consequences are not what is best for our students. *The three-year total reduction is a loss of \$5.521 million; 60 certified positions; and 75 total positions District-wide.*

***21-13-335 Instructional Facilitators and Instructional Coaches – reduced from 60% to 30% (17-18) and 15% (each year thereafter)***

<u>Current funding:</u>	<u>Proposed for 17-18:</u>	<u>Proposed for 18-19:</u>	<u>Proposed for 19-20:</u>
13.5 FTE	6.5 – 7 FTE	3 – 4 FTE	3 – 4 FTE
Loss of grant funding:	\$664,000	\$996,000	\$996,000
Total grant funding loss:		\$1.66 million	\$2.656 million

• With the proposed reductions, the District would not have enough instructional facilitators to support K – 3 classrooms and the academic mandate of 90% reading proficiency by the end of grade 3. Furthermore, any loss in instructional facilitator positions will eliminate teaching positions and cause a reduction in workforce. These positions serve as mentors for teachers through in district training, provide instructional support, and analyze data to assist in making instructional decisions. Instructional facilitators have been utilized as a cost savings measure by providing professional development without extensive out of district travel costs or consultant fees. The District has 39% of the student population eligible for free and reduced lunch. By reducing instructional facilitators, the most at risk population of students will also suffer due to the lack of support the classroom teachers receive from the coach.

***Transportation – reduced by 10% (17-18)***

<u>Current funding:</u>	<u>Proposed for 17-18:</u>	<u>Proposed for 18-19:</u>	<u>Proposed for 19-20:</u>
100%	90% of Operation/Main	80% Oper/Main	80% Oper/Main
Loss of funding:	\$433,000	\$865,500	\$865,500
Total funding loss:		\$1.299 million	\$2.164 million

• Chapter 20 Transportation rules and regulations require bussing for students living outside a designated radius. To lower the amount of reimbursements without regulation adjustments is another unfunded mandate placed upon the District. If a lower rate of reimbursement is implemented, students may be required to walk further to school or spend an undue amount of time riding to or from school on bus routes. Bus routes would be fewer in total and longer in length.

***Special Education – reduced by 10% (18-19 & each year thereafter)***

<u>Current funding:</u>	<u>Proposed for 17-18:</u>	<u>Proposed for 18-19:</u>	<u>Proposed for 19-20:</u>
100%	100% of 15-16 Expend.	90% of 15-16 Expend.	90% of 15-16 Expend.
Loss of funding:	\$787,000	\$2.083 million	\$2.083 million
Total funding loss:		\$2.870 million	\$4.953 million

• Federal Law IDEA and Chapter 7 Special Education rules and regulations require Districts to comply and meet student needs governed by an Individual Education Plan. The District is currently under a corrective action plan requiring staff training, system alignment, and focused delivery of services for students must be provided regardless of cost. Capping expenses at the 15-16 level causes another unfunded mandate placed upon the District with corrective action plan requirements that must be completed. District concerns include the cost for out of district placements and litigious issues.

***Vacancies – 50% of the vacancies can be filled between May 1, 2017 and June 30, 2018***

Our District has minimized central administrative staff, building administrators, teachers, and support staff especially over the past three years. We are currently functioning on limited staff and to trim even more so is undoable while still being able to perform the essential duties of the District.