

Frequently Asked Questions on Budget Reduction Proposals for FY 20

Q. Can you explain to me how the math/reading intervention classes would look different (or similar) replaced by Building wide MTSS?

A. In our current intervention structure we have approx. 20 students in an intervention class for a semester. This class focuses on student abilities and deficiencies in math/reading. In the MTSS structure we will have a 25 minute intervention three days a week. We will look to provide Tier 2 (15 to 1) and Tier 3 (5 to 1) Intervention depending on the student needs.

Q. How many students would be in the Rios 5/6 combination class? What would their schedule look like?

A. The current class size for Rios: 4th grade 17 - 5th Grade 18. Students would have two hours of class as a combination. One hour would be Spanish Language Arts, the other would be Social Studies - Both taught in Spanish. 5th grade would have one additional hour taught in Spanish (Science). The rest of the day the Rios students would be with their peers in regular classes.

Q. What are the total registration numbers each orchestra and choirs?

A. Choir 95 students - Orchestra 55 Students

Q. Is Fortitude meeting under a different umbrella or concept then when it first started?

A. Fortitude has not run as a club since the adviser resigned, two years ago. There is a group created in the high school that has requested the adviser pay. The process was started to hire an adviser but was put on hold with budget cuts. The new club would have a different purpose than Fortitude, but there would be some similarities between the two.

Q. How many children and families would be affected by the increase in parental responsibility zone 1 mile to both the 1.5 and the 2.0 mile distance?

A. Approximately 429 riders are in the 1.5 mile parent responsibility zone.
Approximately 877 riders are in the 2.0 mile parent responsibility zone.

Q. What are the short and long term effects of the NWEA reduction? What exactly would not be done any longer?

A. For 2019-2020, the district would not use NWEA assessments at any level. We currently use FAST (elementary), MCA tests and common classroom assessments. These will be used to monitor progress and growth and inform instructional planning and practices.

Q. What would the restructuring of instructional supports be? Is this a position? What would be different? Who does this impact?

A. The restructuring of instructional supports includes an instructional coaching model consisting of four instructional coaches. Two coaches would provide instructional support across

content areas (emphasizing Math and Reading), and two would specialize in technology integration. Although coaches would be housed at the High School (1), the Middle School (1), and one each at two of the elementary schools, instructional coaches would serve staff across the district. Instructional coaches would work with WAPS educators on planning and instructional strategies, assessments, and behavior. The coaching model would focus on "pushing-in" to facilitate learning and teaching, as opposed to pulling students out of class.

Q Have different models of EL service delivery been explored with the EL staff? Is the 1.0 possible EL reduction due to enrollment? What is the total EL enrollment for elementary schools?

A. We have done some co-teaching in different years. Some of our EL students with higher needs are moving on to the Middle School. Currently, we have 22, but this does include incoming K or the fourth grade moving to the Middle School.

Q. Could you explain what the combination classes would look like. Numbers, how determined and other details?

A. Based on projected enrollment and class size targets, there would be 37.2 sections in grades K-4, although the recommendation is to have 39 sections. Whether there are any multi-age classrooms will depend on the actual configuration of the sections, based on final enrollment at each building. The ideas list presented on March 28, would have had 10 sections at Goodview and 14 sections at both Jefferson and W-K. With 39 sections recommended, there is now another section to add to this amount.

Q. For scheduling purposes which specials are dependent on having the same number of minutes to coordinate student and staff schedules?

A. Our specials have never had the same number of minutes. Currently, phy. ed. is 25 minutes (4 days a week taught by the phy. ed. teacher, one day a week is taught by the classroom teacher), art is 50 minutes (one time a week), and music is 40 minutes (2 times a week). We are proposing 25 minutes of phy. ed./ 5 days a week taught by the phy. ed. teacher, 40 minutes of art/ 1 day a week, and 30 minutes of music/ 2 times a week. These changes would allow more classroom instruction for all students, including additional support in Reading and Math.

Q. Please explain the reason we could reduce 6 EA positions. With this reduction is there anything that would not be covered that is currently covered by this number if position?

A. All individual student needs will be met. The cuts will be distributed across the district. We will look at the redistribution of staff (SE teachers and EAs) to ensure equitable and efficient use of our staff at all buildings. We will coordinate services and schedules within our buildings more efficiently, which will allow us to have fewer EAs. (After the reorganization of schools last year, this is an optimal time to look at this.)

Q. Can you discuss the rationale behind reducing 1 FTE registered nurse?

A. The suggestion to reduce nursing services was based upon the fact that we currently provide services in addition to our statutory obligations. Currently RNs serve WAPS, including special education and early childhood. We also serve the non-publics. Upon evaluation of our current services, 2 FTE will allow us to meet state requirements. Additionally, by analyzing the special education and early childhood services for efficiencies in schedules and procedures this service will also be maintained.

Q. Can you share the rationale for reducing the Hmong interpreter?

A. This is a reduction of 3 to 2 Hmong interpreters in the district, which would be enough staff to meet student needs.

Q. Can you share the rationale for reduction in Spanish interpreter?

A. This is a reduction of 4 to 3 Spanish interpreters in the district, which would be enough staff to meet student needs.

Q. I'm concerned about the funding shifts from the Tech levy. What programs/services/licenses/equipment, if any, would we lose as a result of these funding shifts? Also, would these shifts be a stopgap measure in the sense that it makes it look like the general fund has more \$ than it actually has?

A. There would not be a loss in currently planned programs, services or equipment. Many of the proposed funding shifts are for school district information systems that had been previously been coded to an unreserved fund. The total amount of the funding shifts is less than the amount of funding shifts to the tech levy for FY19. We are also recommending that a portion of the Tech levy be reserved in each fiscal year to pay for future technology infrastructure life cycle needs (Networking Equipment, Wireless, Backup Systems, Network Security Systems, Phone Systems, Servers).

Q. Please explain the rationale for the proposed elimination of the reading-intervention class, the math-intervention class, and interpreter. How many students would that affect and how could it be done without harming students educationally?

A. The students who would be placed in the intervention class will receive the interventions they need in MTSS (3 days a week for 25 minutes) This will be better for the students educationally because of a smaller teacher to student ratio during MTSS time. The interpreter reduction is because the need for the language no longer exists. The two students have progressed to a point they do not need interpreter assistance.

Q. What led to the proposed .8 reduction in an Industrial Tech position? How many students would it affect?

A. Numbers through registration for next school year, students did not register for courses within that department which determines the number of sections we need to run.

Q. Who would do the work currently done by the accounts payable clerk and the .40 FTE reduction proposed? Could the Business Dept. still function effectively with that cut?

A. We would reduce this person to 3 days per week rather than 5 days per week. If there are times when data entry is particularly heavy, we would have the payroll clerk assist. In addition, we would switch from a weekly accounts payable run to issuing checks 2 times per month which will slow down payments to vendors and require additional planning on the part of schools and departments when checks are needed for registrations, field trips, etc. Other work currently done by this position (such as journal entries) will be distributed to other staff. The business office will still function without this .40 FTE but slower turnaround times will be a reality for certain functions.

Q. What would be the effect of the proposed \$150,000 funding shift of using LTFM funding for all eligible repairs?

A. This would result in having \$150,000 less in the LTFM fund for larger projects, but frees up \$150,000 in the General Fund. With fewer buildings and LTFM being fully funding, we anticipate LTFM being a sustainable funding source for these items into the future

Q. Can you explain how an estimated \$250,000 can be cut from Special Ed without hurting the kids affected and the education they're getting? What would be the impact for students to reduce the extended school year from 16 to 10 days? Also, how would the proposed reduction in EAs not affect the quality of education affected kids get?

A. \$250,000 is the reduction amount that will still allow us to meet maintenance of effort. This amount is necessary in order to begin reducing our cross-subsidy (the amount of money that comes from the general fund to pay SE costs over and above what SE funding covers).

All individual student needs will be met. The cuts will be distributed across the district. We will look at the redistribution of staff (SE teachers and EAs) to ensure equitable and efficient use of our staff at all buildings. We will coordinate services and schedules more efficiently within our buildings which will allow us to have fewer EAs. (After the reorganization of schools last year, this is an optimal time to look at this.)

ESY services do not have a minimum or maximum number of required days/hours. Rather regulations require us to analyze and consider individual student needs. The ""standard"" number of days and hours is an arbitrary number considering what will meet the needs of the most students. From that we consider the individual needs of the student and can add or take away time based upon the data. ESY's purpose is not to make progress. Rather, it is to ensure students maintain skills.

Q. Would we still be in compliance if we cut \$27,000 in the testing budget?

A. Yes, WAPS would still be in compliance, as NWEA assessments are not mandatory. For the present, district-wide training should take place on NWEA data analysis to monitor

student progress and inform instructional planning, strategies and practices. WAPS will engage in trainings, with the goal of using the NWEA assessment in the (near) future.

NWEA assessments are a great way to acquire data on what our students know, what they need to learn, and what educators can do to improve the teaching/learning process. In order for this to happen, WAPS needs to provide training and continued support for staff. Training would include: Building formative assessment practices, clarifying learning (aligning assessment and instruction), eliciting evidence (adjusting instruction based on assessments and employing strategies that more fully engage all students), providing feedback (using strategies and tools that maximize learning), and activating learning (supporting students in peer and self-assessment). In the (near) future, with clear direction and support, WAPS educators will use NWEA student data effectively, resulting in improved learning and teaching, and increased student academic achievement and engagement.

- * MCAs will continue to be used in elementary schools, the Middle School, and the High School to measure student performance in reading, mathematics, and science. MCAs will be used to monitor student progress, inform instructional planning and practices, and ensure the alignment of student learning with state standards.
- * Common assessments across content areas and grade levels will be used to monitor student progress, inform instructional planning and practices, and ensure the alignment of student learning with state standards.
- * The FAST Assessment will be used at the elementary level to assess students' specific strengths, identify skill gaps in the areas of mathematics and reading, monitor student progress, inform instructional planning and practices, and ensure the alignment of student learning with state standards. FAST assessments provide insight to identify at-risk students, group students appropriately, and apply evidence-based interventions to target and improve specific skills.
- * The ACCESS Assessment will be used with English Learners to monitor student progress in listening, speaking, reading, writing, to inform instructional planning and practices, and to determine placement for students.

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Q. Please explain how the \$81,582 in cuts proposed for the ALC could be done without harming the quality of education offered there.

A. We will still be able to offer phy. ed., but it will have look different. We could combine with WSHS (we have two sections doing that already), we may need to have teachers teach outside of their licensure area and teach a section of phy. ed. We will determine where the additional .5 cut will come from once we know the specific needs of our students and enrollment.

Q. Can we attach student numbers to the cuts proposed in the "Combined Elementary Reductions" (4th grade orchestra, math specialist, music, etc)? Explain how those cuts won't hurt educational quality.

A. If there are combination classes, sections are reduced. Students would have ten minutes a week less in art and 20 minutes a week less in music. With no Orchestra in Grade 4, students would start in Grade 5, which isn't unusual. The math specialist reduction is addressed in another question regarding instructional coaches.

Q. What are the overall ramifications of the proposals to combine classes?

A. We are still looking at our projected enrollment numbers and have not yet determined whether we will want to utilize multi-age classrooms, but here is some information about them. The Montessori method frequently uses multi-age classrooms, finding success combining up to three years in the same classroom. Multi-age classrooms are sometimes used in an effort to equalize and reduce class sizes. For example, if a school has 28 first graders and 32 second graders, rather than having: sections of 28 and 32 (too large); sections of 14, 14, 16, 16 (not sustainable financially); you could have three sections of 20, with "regular" classes of 20 in grades 1 and 2 and a multi-age grade 1/2 class with 8 first graders and 12 second graders joining to make one class of 20 students. According to the Association for Childhood Education International, some of the benefits of multi-age classrooms include:

- Children have several years to develop, and are able to see themselves as progressive, successful learners.
- Children are viewed as unique individuals. The teacher focuses on teaching each child according to his or her own strengths, unlike in same-grade classrooms that often expect all children to be at the same place at the same time with regard to ability.
- Children are not labeled according to their ability, and children learn at their own rate.
- Children develop a sense of family with their classmates. They become a "family of learners" who support and care for each other.
- Older children have the opportunity to serve as mentors and to take leadership roles.
- Children are more likely to cooperate than compete. The spirit of cooperation and caring makes it possible for children to help each other as individuals, not see each other as competitors.
- Older children model more sophisticated approaches to problem solving, and younger children are able to accomplish tasks they could not do without the assistance of older children. This dynamic increases the older child's level of independence and competence.
- Children are invited to take charge of their learning, by making choices at centers and with project work. This sense of "ownership" and self-direction is the foundation for lifelong learning.
- Children have almost an extra month of teaching time, because the teacher does not have to spend the early weeks in the school year getting to know each child.
- Children are exposed to positive models for behavior and social skills

Q. Can you explain how the class size targets for the WMS, WSHS, and ALC were determined?

A. The class size targets in the recommendation to the board on April 4, 2019 are 23.5 Students per Teacher FTE at both the Middle School and High School, and 16.0 at the ALC. These would result in average class sizes of 28.2 (WMS and WSHS) and 19.2 (ALC). These ratios were determined so that we have reasonable class sizes that we can afford. The resulting class sizes after the recommended reductions will be lower across the board than in the other Big Nine districts.

Q. How will the recommended class size targets affect the special subjects, such as music, art, PE, Industrial tech, lab sections, lessons, and more? How will these class size targets effect Special Education classes or regular classes with students who have special educational needs?

A. The class size targets would not have any impact on Special Education classes. Nearly all regular classes have students with Special Education needs. These classes would be staffed as they have been, with additional support for Special Education students as identified in their IEP. Class size targets would determine the total number of FTEs assigned to each school. Once given their staffing allotment based on the staffing ratios, principals would work with their staff to determine how to best meet students needs.

Q. If these class size targets are approved, what would be the predicted class size for every section at the WMS, WSHS, ALC?

A. The size of individual sections will depend on the Master Schedule, which will be developed once sections are determined for next year. The average class sizes have been shared, since this is an average, some will be larger and some smaller, depending on the Master Schedule.

Q. Can you provide current and historical data for the WEA group; specifically, number of classroom teachers, support and/or pupil support services?

A. This is included in the data in BoardDocs for the April 4, 2019 meeting.

Q Can you Identify the number of positions per fund, such as the number that is coded to Unreserved Fund, to the Restricted/Reserved (and which fund), to the Community Education, to the School Nutrition, and more if not listed?

A. In the Students per FTE document, the teachers listed are all from the Unreserved Fund.

Q. What criteria was used to determine that classes under 20 would not be offered at the Middle school?

A. It was determined by looking at the class size average for the building. Knowing that anytime you have a class that runs below the average, another is above the average. When it was looked at that class sizes could potentially be 28+ any class that is not at least 20 will have a noticeable impact on other classes.

Q. How were the reductions to FTE at the Middle School calculated?

A. Core classes were all reduced to 7 sections. That is where 3.4 of the 5.9 FTE reductions came from. The rest were elective classes. Those reductions were calculated by the selections that students chose in registration with the assumption that a class would not run below 20 students.

Q. How will the reductions to classroom FTEs at the Middle School affect the class sizes for each section/class?

A. The schedule has not been built so exact numbers are not available. Core Classes - 5th Grade 28.0 / 6th Grade 31.8 / 7th Grade 28.3 / 8th grade 28.3 -- Elective classes depend on the grade and class: Art 26-31 / World Language 26-27 / Ind. Tech 27-29 / PE-Health 28-33 / Music 21.5-50+. These averages are a little high as they include students in special programs that would not attend regular ed. classes. **Please note these are averages and actual class sizes will be above and below these averages.

Q. How will the reduction to the Media secretary at the Middle School affect access to the library and media center? How will this affect the curriculum?

A. The effect to the Media center will be minor - open 7 hours (8:30 - 4:00) - Teachers could still access the media center when the Media secretary is not present. It should not affect the curriculum other than teachers adjusting when they could personally check out books.

Q. If there were a target range for class size instead of target number at the Middle School , what would it be and the rationale to support and oppose a range?

A. When we schedule classes we put Caps on each class at 30-32 students (PE and Music with larger caps 32+). There are times when we have to exceed those caps and often we are below. The middle school is different from the high school in that all students in the same grade take the same courses for the most part (other than honors) This allows us to create more equal class sizes. A target compared to a range would have a similar effect as we divide the students equally. In some of our elective classes we already have a range as we do not run a class below 20 and we set caps at 30-32.

Q. How were the reductions in FTEs at the Senior High calculated?

A. Through registration that was completed by students in February and reviewing what number of sections would need to be run with the directive of reducing 5.7% of the high school budget. Currently courses are set in Infinite Campus to take in 32 students in courses at the high school.

Q. How will these reductions to classroom FTE at the High School affect the class sizes for each section/class?

A. Class sizes will go up, we are not able to determine exactly how it will affect class sizes per grade and sections until the schedule is run and completed. Class size average with proposed reductions; AG 24, Business 26, FACS 32, IT 22, Art 30, PE/Health 27.86, World Language 28.07, English 24, Math 25, Science 26, Social Studies 28 - this is before scheduling and just reviewing student registration and the number of sections that I would propose for next

school year in each department. We will not know how PSEO will affect the numbers at the high school until the end of August. We have averaged between 45-50 students who take either partial to full PSEO, which will take students out of courses here that match our graduation requirements.

Q. How will the reduction to the counselor at the High School affect the caseload of the remaining counselor(s)?

A. We would look to move some students to the other two counselors that would allow the .50 counselor to have a little smaller number of students.

Q. If there were a target range for class size instead of target number at the High School, what would it be and the rationale to support and oppose a range?

A. We currently have somewhat of a range, has to be at 20 to run the course and then it could be up to 32+ students pending the FTE and courses offered during that time. This makes it difficult, and also then makes courses be above 32. If we had a target we would have to look at the number of sections we would run in departments and possibly end up running fewer sections per the target within all courses.

Q. How were the reductions to FTEs at the ALC calculated?

A. We are currently combining some of our phy. ed. classes with WSHS. This is something we could continue next year, using WSHS p.e. teachers. We could also use ALC teachers to teach a section of phy. ed. This is an area we felt we could be creative in the ways we provide phy. ed. for our students. Right now we have a .67 FTE for phy. ed. The additional .5 reduction would be the additional amount we needed to get to our target amount for budget reductions. The specific area that this would come from would be determined once we know scheduling needs of our students.

Q. If there were a target range for class size instead of target number at the ALC , what would it be and the rationale to support and oppose a range?

A. Our class sizes are dependent of specific needs of our students and the credit they are working on. Having small class sizes is important at the ALC so we can differentiate for all and provide the instruction they need.

Q There is interest in continuing Fortitude. Apparently there has been a parent volunteer working with this group. Has the Athletic Director had meetings and or conversations regarding Fortitude this year.

A. Fortitude has not run as a club since the adviser resigned, two years ago. There is a group created by the high school that has requested the adviser pay. The process was started to hire an adviser but was put on hold with budget cuts. The new club would have a different purpose than Fortitude , but there would be some similarities between the two.

Q. How do the Booster clubs assist with revenue generation?

A. Not all programs have a booster club, but those that do will assist in fundraising for uniform and supplies if the uniform and supply budgets are a reduction. Booster Clubs are already fundraising to provide supplies that the team budget cannot provide. Our parents and friends volunteer their time to work concessions, gate, and other needs at games. The only paid positions at any given home event are the officials, coaches and site supervisor (if the supervisor is not an administrator).

Q. What is the the possibility of shifting the entire salary and benefits for Marketing and Promotions to Community Education fund.

A. Community Education can only fund expenditures related directly to the operations of Community Education. It would not be proper to fund this position to Community Education because of the level of support provided for general fund operations. The position is currently split between funds 01, 02, and 04 based on services provided for each fund.

Q. How were the reductions to FTEs at the Elementary level calculated?

A. The FTE reduction was based on the existing K-4 Class Size Targets. With 133 fewer K-4 students projected in 2019-20 than were staffed for in 2018-19, we will be able to offer 38 sections in 2019-20, with a lower average class size than we had planned for the current year. How will reductions to classroom FTEs affect the class sizes for each section/class at all three elementary schools? With 133 fewer students in grades K-4 in 2019-20 than staffed for currently, an elementary reduction to 38 sections will keep class sizes within our target range, with averages at or below target. Details will be shared in a spreadsheet.

Q. How will the reduction to the Media secretary at the elementary level affect access to the library and media center? How will these affect the curriculum?

A. Teachers are still able to access the media center and help students check out books if needed. The media center cut at WK and Jefferson would not be during instructional time.

Q. If there are no combination classes in Rios, what are the projected number of students per section?

A. Our projected number at each grade level for Fall in Rio's classes - Kdg =25, Grade 1=20, Grade 2 =22, Grade 3=19 and Grade 4=17. The lower class sizes in grades 3 and 4 create the need for higher class sizes in the non-Rios sections.

Q. What are the current and historical line-item expenditures coded to the Technology Levy? What is the current staff FTE coded to this levy? Also, provide the current total transactions.

A. Specific information about the Technology Levy Budget can be found on pages 42-44 of the Board-approved 2019 Preliminary Budget. This document can be found on the District website or in BoardDocs from January 24, 2019. Anyone seeking more specific information can contact the District Office at 507-494-0861.

Q. It appears that the district spends \$1,770,650.24 on Technology (amount includes wages and benefits for all Technology staff, software, equipment, internet fees, etc.) Is this correct? Can you identify what those expenses are?

A. The overall Technology expenditures for 2018-19 come to \$1,601,974.45. This includes all Information Systems staff and the Technology Levy, with details provided in the Board-approved 2019 Preliminary Budget. This document can be found on the District website or in BoardDocs from January 24, 2019. Anyone seeking more specific information can contact the District Office at 507-494-0861.

Q. What are the current and past line-item expenditures coded to the Operating Capital? What FTE of staff have been codes to this ?What are the expenses in this current year?

A. Specific information about the Operating Capital Budget can be found on pages 36-37 of the Board-approved 2019 Preliminary Budget. This document can be found on the District website or in Boarddocs from January 24, 2019. Anyone seeking more specific information can contact the District Office at 507-494-0861.

Q. Can you explain the reduction of 1 FTE in instructional supports and the restructuring of instructional supports?

A. The restructuring of instructional supports includes an instructional coaching model consisting of four instructional coaches. Two coaches would provide instructional support across content areas (emphasizing Math and Reading), and two would specialize in technology integration. Although coaches would be housed at the High School (1), the Middle School (1), and two at the elementary schools, instructional coaches would serve staff across the district. Instructional coaches would work with WAPS educators on planning and instructional strategies, assessments, and behavior. The coaching model would focus on "pushing-in" to facilitate learning and teaching, as opposed to pulling students out of class.

Q. What position is currently doing the work of the Transportation coordinator?

A. The employee who is responsible for Central Print Services is currently providing parent communication and a small amount of basic routing assistance on a daily basis. These duties represent approximately 15% of the job description of the Transportation Coordinator. Because these duties have been temporarily assigned to this person, teachers and other staff are currently responsible for their own printing needs. Other duties of the Transportation Coordinator are not being completed during the transition time, with the work waiting for the new Coordinator.

Q. What is the cost for Tier 1 busing ? How will that compare to the current cost of Tier 2 busing ?

A. There would need to be approximately 2/3 more drivers and 2/3 more equipment would be required to make all transportation happen on one tier rather than splitting it between two tiers as is currently being done. The additional cost is estimated to be about \$2 million. An additional concern is finding enough drivers when there is already a shortage.

Q. For the FY19 budget, the Board by majority vote approved eliminating the 2.0 FTE Media Specialists and replacing it with 1.0 FTE Technology integrationist, which would mean 0 FTE Media Specialists and 3.0 FTE Technology integrationists. The 3.0 FTE Technology Integrationists expenditures were to be coded to the Technology Levy (total of \$205,350.00). Explain the reason(s) there is a Media Specialist (\$72,862.00) coded to the Unreserved fund under the WK budget.

. A. The \$205,350 funding shift does not cover the full cost of the three technology integrationists. The amount beyond the \$205,350 is funded by the unreserved portion of the budget.

The \$72,862 under the W-K portion of the budget for media specialist is actually the budget/expenditures related to one of the technology integrationists who had been a long-time media specialist. The coding change was missed but was corrected during the course of working through the budget reduction process with the principals. Staffing happened as planned, just needed to update the coding.

Q. What is the maximum amount the district can levy for LTFM Revenue within each category as listed on the LTFM Ten-Year Expenditures? Has the district reached that maximum?

A. Levy for LTFM isn't based on a maximum per category. Rather, it is a total amount allocated by MDE based on student counts and building age. The district levies the maximum allowed for LTFM plus additional amounts as allowed for specific Health & Safety projects.

Q. How many classes may children who are homeschooled attend? How does their attendance affect the revenue and expenditures? How many students who are homeschooled enroll in classes?

A. Homeschooled children may take from 1-5 classes in the district. Currently there are four students at WSHS who are homeschooled for part of the day and attend classes at WSHS. For funding purposes, partially enrolled students generate state aid at the ratio they are enrolled.

Q. What are the variables to consider when evaluating increasing the school day? What is the cost of changing the start and end times? Is recess counted as part of the instructional time for teachers or is it the same as lunch?

A. The standard minutes of instruction are outlined in the WEA Master Agreement, a change to extend the school day or number of days of in the standard teacher contract would require negotiations with the WEA bargaining unit.

An increase in the school day will increase the number of hours in which many of our hourly support staff work. For instance, educational assistants typically work a 6.5 hour day, if the day was extended by 30 minutes, we would need to extend the hours worked of educational assistants by 30 minutes. For educational assistants alone it would be an annual increase in hours of approximately 60 hours per year. Also, employee benefits are determined by the

number of hours worked per day so there would be an increase in contribution to insurance, PERA and FICA.

Recess is not counted as instructional time.

Q. Can the FY20 revenues be reported to the board broken out by UFAR category/number?

A. A file name 2020 Projected Revenues By UFARS Code is included in agenda item 5H for the 4/4/2019 School Board Meeting.

Q. What revenues are included in the FY20 budgeted revenues and what revenues are not included in the FY20 budgeted revenues?

A. A file name 2020 Projected Revenues By UFARS Code is included in agenda item 5H for the 4/4/2019 School Board Meeting. This file lists the differences between 19REV1 and 2020

Q. What determines transportation revenues, when are they received, and why do they cover so little of the transportation expenditures?

A. Transportation revenue for public school students is included in the general education formula. This cost is expected to be covered with these funds. The exception to this are additional funds received for transporting nonpublic students and a portion related to sparsity. The nonpublic pupil transportation is based on the prorated portion of transportation costs related to transporting nonpublic students, adjusted for any change in the general education funding formula. The sparsity piece is for districts with boundaries which generate higher transportation costs. For 2019, this is generating around \$160 per adjusted pupil unit.

