



Frequently Asked Questions - Operational Referendum Elcho School District 2025

The following questions represent FAQs specific to the operational referendum.

Elcho School Needs

What impacts how decisions are made at Elcho School District?

When faced with any decision, the Board of Education, Administration and staff make decisions on what is best for kids. During the 2023-2024 school year, the District created a continuous improvement plan that started with a mutual agreement to update our district's statements to reflect our beliefs. All decisions are made to reflect the statements below to do what is best for our students, each and every day.

Elcho School District Core Values

Respect * Integrity * Responsibility * Family * Empathy * Perseverance * Tradition

Mission Statement

All students will graduate with the skills and knowledge necessary to be prepared for their journey through their career, college, and life.

Vision Statement

Together, we provide opportunities for every student, every day in a safe and responsive learning environment.

Belief Statement

We believe that relationships are critical to the success of our district. We believe that students are capable of doing their best, and that everyone's best looks different. We have high expectations for all students and recognize that mistakes are an opportunity to learn.

What are the school district's needs?

All Wisconsin public schools operate under a state-imposed revenue limit that restricts the amount of money a district can receive through state aid and local property taxes. As a result, the Elcho School District does not receive enough revenue to adequately fund programs and services for students, without additional operational referendum funds.

The current operational referendum is set to expire at the end of the 2024-2025 school year and makes up **approximately 20%** of the entire district budget. Operational funds are not separate, but added to what the district receives from property taxes to pay for the **day to day operations** of the district, including paying for state mandates that are unfunded. Day to day operations includes paying for heat, utilities, curriculum materials, teachers, support staff and transportation.

Renewing the operational referendum is essential to continue providing our students a high quality educational experience and prepare them for their career, college, and life.

Public school districts are required by the state to provide a "free" and fair public education to all resident students even though the state does not fully fund this requirement.

Why did the District purchase a SUV?

The school district did not use district funds to purchase a used SUV from the Tigerton School District, for a cost of \$59,700. To make this purchase the district used one-time funds from ESSER III dollars that were available from the federal government due to Covid.

The purpose of this purchase is to **reduce** the amount of transportation costs the district pays to Lamers Bus Company for extracurricular activities. During the 2023-2024 school year, the district spent over \$27,000 on athletic event transportation.

Elcho has small teams and taking the school vehicles to events, the district only incurs the expense for the gas used. When the district uses the bus company, we are charged \$19.67 per hour and \$2.04 per mile as soon as the driver leaves the bus terminal and until they return to the terminal. The cost for our teams to attend a game range from \$215 up to \$750 per event.

Why did the District purchase a new tractor?

The district purchased a new tractor during the 2022-2023 school year due to the mower part of the tractor not being able to be repaired any longer due to stress cracks on where it attached to the tractor's underbody. The mower became a liability and unsafe to use. Due to the age of the tractor, there were no replacement parts available.

The costs of the tractor were as follows:

- Tractor cost \$40,200 and the district received \$10,000 for trading in the 2006 tractor
- A mower deck was purchased for \$4250. In addition to cutting the school's grass, we maintain the Elcho Community field that has a football field, softball field and baseball field. The tractor is also used for cutting the grass at the School Forest that is used and rented when possible.
- Snow blower \$7800
- Rotary broom \$8700. The broom replaces paying staff to clear the sidewalks around the building so it is safe for people to access the building.

The total amount paid for the tractor was \$50,950.00 for a replacement.

Purchasing the tractor was discussed at a Building & Grounds committee meeting and two board meetings in open sessions.

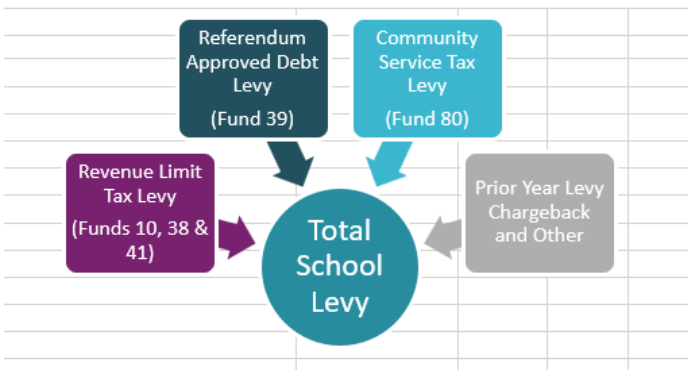
School District Funding

How is public school funding determined?

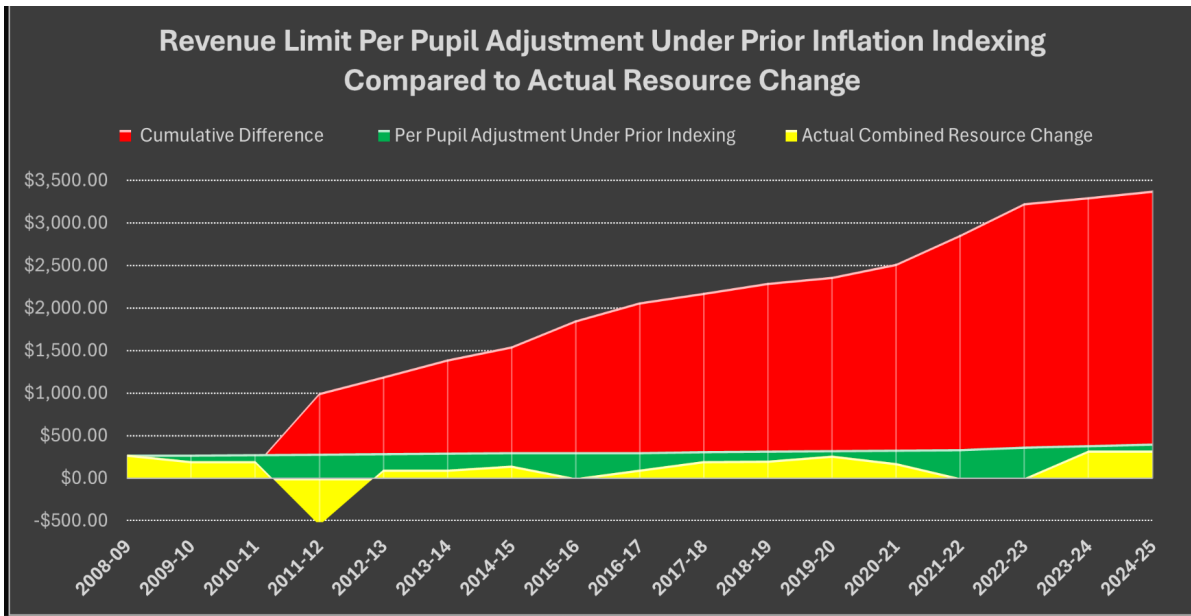
Revenue limits on public school funding were set by our state legislature in 1993 to control property taxes and state aid.

State lawmakers created the revenue limit formula in 1993 to control property taxes and state aid. . Now more than 30 years later, with the state having failed to keep up with inflation for the past fifteen years, referendums remain the only tool districts can use to address funding shortfalls. When this occurred, districts were locked into different starting points of a per pupil amount. Elcho was a district that was locked into a lower rate per pupil than neighboring districts. Prior to 1993, school districts created their annual budget and levied for what they needed.

Today school districts are required to use revenue limits, which limits what a district can levy in taxes. Revenue limits restrict school districts by unequal funding caps that they cannot exceed, resulting in a heavier reliance on local property taxes. The Wisconsin Department of Public Instruction provides school districts with a revenue limit worksheet that includes district data previously collected from the state.



Under Wisconsin's per-pupil K-12 spending has increased at a lower rate, not keeping up with inflation costs for the last fourteen (14) years, despite operational cost increasing. If the Wisconsin revenue had kept up with inflation costs, it would have provided over \$3,380 per student.



* Wisconsin Policy Form Dec 10/2024

School districts have been increasingly forced to rely on referendum passage for operational expenses due to the state and lagging inflation since 2009. A record number of referendum questions (241) were asked in 2024. This was due to the impacts of inflation, previously lagging revenue limit increases and other factors across the state. The Elcho School District receives very little state aid due to being considered a property rich district.

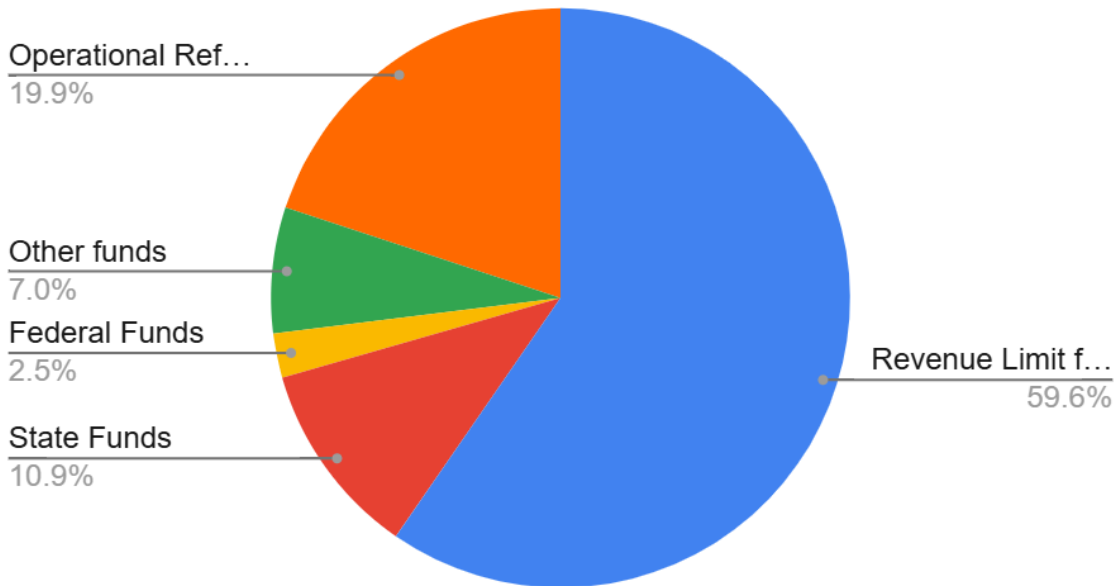
To help explain school funding in Wisconsin, these videos may help explain it.

- [School Funding in Wisconsin: How it Works](#)
- [Wisconsin Department of Public Instruction](#) has a video explaining how school districts are funded.
- [School funding](#) is from the Wisconsin Association of School Business Officials (WASBO).

Despite these challenges, the Wisconsin Department of Public Instruction has indicated that there are no imminent changes to the funding formula for school funding. As a response to these financial constraints, many public schools, including the Elcho School District, are resorting to operational referendums for the year 2024 and beyond.

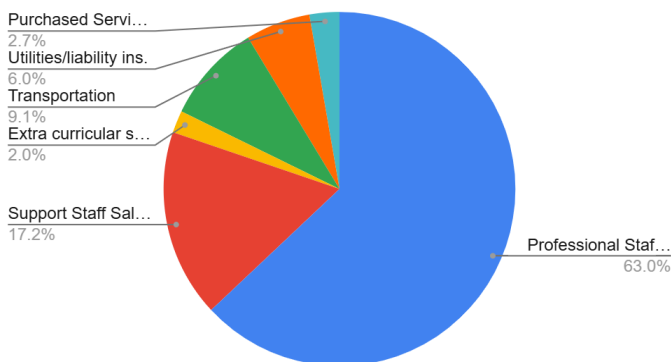
Revenue Sources for the Elcho School District for 2024 - 2025 School Year

Revenue Sources for Elcho



Expense Categories for the Elcho School District for the 2024-2025 School Year

Expense Categories for Elcho 24-25 School Year



What is an operational referendum?

An operational referendum allows school districts to spend more than what the state limit on revenue imposes. For this to occur, school districts are forced to ask communities to help fund ongoing costs to operate the day-to-day functions of the school district, such as: heating, utilities, instruction and materials, technology, support for students, staff salaries and benefits. Funds received are not separate from the general budget, but are combined to support the daily operation costs needed in order to run the school district.

What does non-recurring mean ? Why choose non-recurring?

Non-recurring means “non occurring repeatedly or occurring one time only.” In a non-recurring referendum, the amount of dollars is added on an annual basis for the number of years specified. At this time, the Elcho School District is looking at three (3) years, with it ending June 30, 2028.

Will a reassessment on property value have an impact on the levy?

A reassessment does not increase the amount that schools or other local governments collect in taxes. Historically, with increased property assessments, a reduction in the school tax rate is normal. Because the total amount that is collected in taxes is not related to the reassessment, if values have increased, it requires a lower rate to generate the same total amount of revenue.

With a reassessment comes a shift in the tax burden to those whose property values have risen faster than average. This process does not result in new revenue for a school district. Rather, it generally results in some redistribution of the total amount paid in taxes among property owners. The impact on your taxes will depend on how your assessment changes in proportion to the assessment changes made throughout your town.

Elcho School District Tax Levy Comparison by Township

2022

2023

2024

Municipal Name	TIDOUT (Eq. Property Value)	TIDOUT %	TIDOUT (Eq. Property Value)	TIDOUT %	TIDOUT (Eq. Property Value)	TIDOUT %	Amount of tax levy for taxation district
Ainsworth	\$105,096,900	11.24%	\$124,606,700	11.3%	\$128,807,000	10.84%	\$576,171.38
Elcho	\$319,380,500	34.17%	\$383,328,800	34.76%	\$418,151,800	35.20%	\$1,870,450.36
Neva	\$15,768,409	1.69%	\$17,194,441	1.56%	\$18,075,231	1.52%	\$80,852.99
Peck	\$3,503,350	0.37%	\$3,945,367	0.36%	\$4,254,259	0.36%	\$19,029.88
Upham	\$216,478,411	23.16%	\$256,454,403	23.25%	\$278,454,837	23.44%	\$1,245,566.68
Enterprise	\$118,762,800	12.71%	\$135,633,600	12.3%	\$149,312,800	12.57%	\$667,896.64
Schoepke	\$55,758,470	16.66%	\$181,709,100	16.48%	\$190,801,900	16.06%	\$853,483.07
Totals	\$934,758,470	100%	\$1,102,872,411	100%	\$1,187,857,827	100%	
Total Tax Levy	\$5,498,860		\$5,389,779		\$5,313,451		
Average Mill Rate	\$5.88		\$4.89		\$4.47		

TID = Tax Increment District or the physical area designated as a part of the school district boundaries property value

TID % = the percentage the the municipality makes up of the total school district

Equalized Value = Department of Revenue applies an adjustment factor to the assessed value of a person's property. This value is given to school districts across the state to determine municipal tax bills

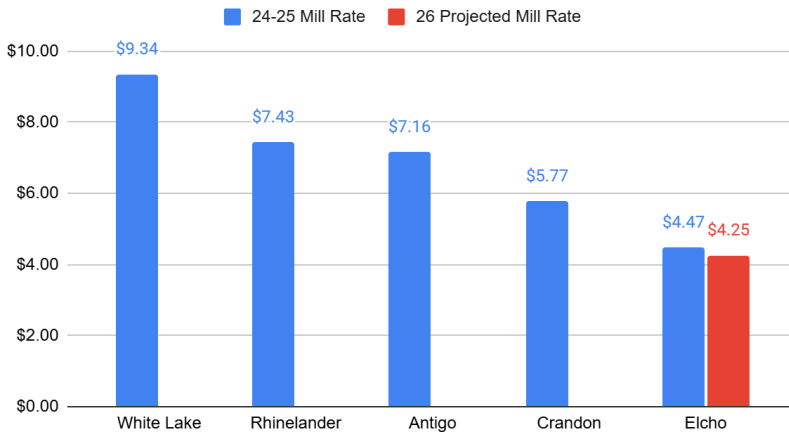
How much will this cost me in taxes?

Financial projections estimate that the mill rate will **decrease** with the operational referendum. This is due to a now stable enrollment and equalized property value estimates. The estimated school portion of a person's property tax is in the chart below.

Equalized Home Value	2024-2025 Total Tax	Year one 2025-2026	Year two 2026-2027	Year three 2027-2028
Mill Rate	\$4.47	\$4.25	\$4.21	\$4.08
\$100,000	\$447.00	\$425.00	\$421.00	\$408.00
\$125,000	\$558.75	\$531.25	\$526.25	\$507.00

\$150,000	\$670.50	\$637.50	\$631.50	\$612.00
\$175,000	\$782.25	\$743.75	\$736.75	\$714.00
\$200,000	\$894.00	\$850.00	\$842.00	\$816.00

2024-2025 Neighboring Mill Rates



How does Elcho School District's mill rate compare to the neighboring districts?

Our school district remains one of the lowest mill rates in the area and statewide. Baird Forecasting projections have the mill rate decreasing, even with the operational referendum. This is due to increased equalization rates and the state adding an additional \$325 per student.

What has the district done to control costs?

At the start of the 2023-2024 school year, the district moved to zero-based budgeting. Zero-based budgeting involves justifying every expense from scratch, ensuring that every dollar spent helps students achieve and grow, as outlined in our district's continuous improvement plan. Despite this careful approach, our expenses increased due to rising costs of goods and services, combined with flat revenue over the years.

The zero-based budgeting process categorized expenses into three groups:

- Minimum Level of Service (must do)
- Continuation of Current Services (should do)
- Desired New Service Levels (wishes)

The district has been looking for cost savings to reduce expenses starting in the 2022-2023 school year. Positions that were eliminated still had responsibilities that needed to be covered. Those needs were added onto others. Actions to reduce costs have included:

- Bulk ordering of materials
- Seek out grant funds to offset costs
- Did not negotiate up to the full cost of living increases for teachers and all other staff groups
- Utilized flexibility granted by the Wisconsin DPI to modify our maintenance of effort calculations for special education costs
- Utilized Federal ESSER I, II, III grants provided due to Covid to make one time purchases
- Decreased student field trips to two (2) per grade in the elementary
- Reduced one (1) full-time special education teacher
- Reduced the Athletic Director position
- Reduced use of substitute teachers
- Did not replace District Secretary
- Did not replace one (1) full-time secretary.
- Reduced food service staff by one (1) and reduced hours of others

- Made Food Service self-sufficient, not relying on general funds
- Reduced number of days provided by the School Psychologist from 90 - 20 days

Voting Information

When is election day?

The spring election will be on Tuesday, April 1, 2025.

Where can I cast my ballot on election day?

To vote, you will need to go to the municipality location of where you live.

Will there be anything else on the ballot in addition to the operational referendum question?

In addition to the operational referendum question, decisions for the following will be on the April ballot:

- Elcho School Board seats
- Local municipality seats
- Wisconsin Supreme Court seat,
- Court of Appeals and circuit court seats and the
- Wisconsin State Superintendent of Public Instruction

Can I vote through an absentee ballot?

Registered Wisconsin voters may request an absentee ballot. You are required to be registered or you may have to update your registration before you can request the absentee ballot. Absentee ballots may be requested by March 30, 2025 and received by April 1, 2025 by 8:00 pm

You can request an absentee ballot by going to the [My Vote Wisconsin website](#), linked for you. The site will walk you through how to vote absentee and even has videos showing you how.

The other way to request an absentee ballot is to contact your municipal clerk for the municipality you live in. They will provide you with an absentee ballot. If you are unsure who that person is, My Vote Wisconsin has a [municipal clerk search option](#) available, linked for you.

What is the exact question that will appear on the ballot?

Shall the School District of Elcho, Langlade and Oneida Counties, Wisconsin be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$1,000,000 per year for three years beginning with the 2025-2026 school year and ending with the 2027-2028 school year, for non-recurring purposes consisting of operational and maintenance expenses?

What this means is that the school district will receive \$1,000,000 annually for three years to replace the previous referendum. The district is asking for the same amount as is ending and will find additional cuts or cost savings measures to produce a balanced budget.

How does the operational referendum impact students?

The referendum is to replace the current operational referendum funds that are ending June 30, 2025. Funds received from the operational referendum are added to the revenue limit amount to provide enough funding to run the school district's day to day operations. They are not put aside for special items. This includes paying for teachers, support staff, transportation, extracurricular activities, utilities to operate the school building and purchasing curriculum materials.

Due to the District's funding amount, we currently have not been able to add extra classes of interest for students, but have focused on the basic requirements. To supplement high school options, students are able to take college classes during high school, with the district paying the tuition. The operational

referendum will allow the district to continue offering transcribed credit in Welding and even continue to add options for students.

What will happen if the operational referendum is not approved?

If the operational referendum does not pass April 1, 2025 the district will need to do the following:

- Reduce the number of bus routes from six (6) to five (5) which will increase the time students are on the bus
- Salary freezes for all staff members
- Eliminate Start College Now classes for high school students
- Reduce support staff
- Replace only key staff positions due to any retirement or leaving the district
- Higher class sizes, especially in the elementary grades where enrollment has increased
- Reduce/eliminate field trips that require use of bus
- End the continuous improvement work the district is doing with CESA 9
- Limit curricular materials purchased and available for students
- Reduce athletic/ extracurricular costs to include: no new equipment, eliminate games/tournaments that incur costs, reduce the number of games/matches to minimum number required
- Eliminate Silent Sports for elementary students
- End Middle School extracurriculars
- Eliminate the summer food program
- Not offer summer school until required by the state due to the unfunded mandate of early literacy
- Draw from the District's fund balance
- Add school fees to pay for consumables, amount limited by the state

What is a fund balance?

A school district's fund balance represents the fund's total assets minus its liabilities (what a fund owns minus what it owes). A district with an appropriate fund balance can avoid excessive short-term borrowing which avoids associated interest costs and demonstrates financial stability to preserve or enhance its bond rating, lowering debt issuance costs.

Special Program Costs

What special programs or services is the district required to provide?

Public school districts are required to provide special education services and a reading specialist for interventions for Title I. The Elcho School District receives some funds through the Achievement Reduction Program (AGR) to reduce the achievement gap for low-income students. To be eligible to participate the district had to do the following:

- Submit a five-year contract application
- Plan on how the AGR strategy/strategies the school will implement
- Use AGR funds for one of the following three strategies: class size reduction, instructional coaching, and/or one-to-one tutoring

The amount of funding the district receives is directly related to the number of low-income pupils in grades K-3.

- The WI State Budget includes a statewide allotment for AGR.
- The state appropriation is divided by the number of low-income pupils enrolled in grades 5K-3 in AGR schools.
- This creates a per-pupil allotment, and that number is multiplied by the number of low-income students in grades 5K-3 in Elcho to create our AGR allocation.

What is special education?

Public school districts are required by law to provide special education services to students who qualify. These services must be available to students regardless of whether there is the budget to provide them.

Special education is a type of instruction that is designed to meet the unique needs of students with a disability. Students receiving special education services are provided tailored methods and resources to support a child with unique needs and learning differences. For a child to qualify for special education services, the child would be evaluated and need to meet eligibility requirements. The child's Individualized Education Plan (IEP) team would create an education plan that provides learning goals, time and services that will be provided to the child in order to meet their individual goals.

- Disability areas could include: Autism, Blind & Visually Impaired, Deaf & Hard of Hearing, Deafblind, Emotional Behavioral Disability, Intellectual Disability, Orthopedic Impairment, Other Health Impairment, Significant Developmental Delay, Specific Learning Disability, Speech and Language Impairment and Traumatic Brain Injury.
- Related Services could include: Assistive technology, Audiology, Counseling, Educational Interpretation, Physical Therapy, Occupational Therapy, Orientation & Mobility, School Nursing & Health Services, School Psychological Services and Transportation

Once a student has been identified as a student with a disability they have protection under the Federal Individuals with Disabilities Education Act (IDEA). Requirements under IDEA include:

- Provided a free and appropriate public education
- Early Intervention from school districts starting at age 3
- Provided special education services and related services
- Have an Individual Education Plan (IEP) that meets a child's unique educational needs
- Services provided in the Least Restrictive Environment possible with children without disabilities.

Why do special education services cost so much?

Special Education services can be costly due to a child's unique educational needs and the services that a child is legally entitled to. Within a small school district, there are often a small number of students who require a related service provider. The district has to contract with outside providers to purchase services to meet the needs of students. Examples of this could include Occupational Therapists, Physical Therapists, Deaf and Hard of Hearing Teacher, Vision Teacher, and a School Psychologist.

Additionally, there are a limited number of special education teachers and service providers available. This makes it challenging to attract and hire special education staff. Contracted services result in a higher per hour cost, as the provider's salary and benefits are included in the cost.

How many students receive special education services?

The total number of students receiving services will vary from year to year and even within a year due to evaluations, students moving into the district and child finding requirements. Special education staffing is responsive to the needs of students. For the 2024-2025 school year the district has ranged from 25 - 33 students.

How would special education staff be affected if not passed?

In the event the Operational referendum would not pass, the district would evaluate each student's Individualized Education Plan (IEP) to determine what services are required. In the event a related service or special education paraprofessional is no longer needed, that service would be discontinued, otherwise there would not be any reduction in special education staff as each child with a disability is guaranteed a free and appropriate public education.

What is ACT 20 and how does it affect the school district?

State legislation passed a new reading bill that went into effect at the start of the 2024-2025 school year. This is an unfunded mandate that requires school districts to have a Reading Specialist on staff to provide

interventions. Federal grant funds can not be used to fund any of the requirements. The state will not be providing any funding for the requirements. Additionally, this bill requires school districts to:

- Use science-based early literacy instruction
- Develop a local literacy remediation plan for 5K - 3rd grade that includes a description of early reading interventions used, how a student's progress is monitored, how reading assessment results are used and the parent notification policy.
- All 4K - 3rd grade students must be screened three (3) times a year
- Students that score below the 25th percentile on a reading readiness screener are provided with a diagnostic assessment
- With an increase of diagnostic assessments, it is expected to be an increase in special education referrals. This will require additional contracted days with CESA for a School Psychologist.
- Students below the 25th percentile are given a personal reading plan that includes goals, description of interventions, strategies for parents to use at home, and additional services to support the child's reading development
- Intensive summer intervention services for every 3rd grade student who is not a proficient reader, every summer, until they are proficient in reading.
- All 5K - 3rd grade teachers must complete an approved training
- All principals, district reading specialists, and special education directors must complete an approved reading training.
- The School Board must approve a promotion policy with the new requirements

How will ACT 20 Reading Act be affected if the referendum is not passed?

If the referendum would not pass, we would need to continue to offer students interventions from trained reading specialists and reading teachers. Any staffing reductions would not occur from that area, in order for the district to provide required services to students and to remain compliant with the state.

How does 4K impact the district?

Having a 4K program provides many benefits to the district.

1. 4K provides our earliest learners an opportunity to start their learning journey, which will impact them for the rest of their educational career.
2. Our 4K program offers opportunities for family engagement to help support our youngest learners through extended learning opportunities.
3. It allows the district to have children enroll to add to our enrollment base, counting as a 0.6 full-time equivalency.
4. We have families going from day care and opening enroll into our district, rather than their home district which increases our overall enrollment.
5. Once students start with our district they stay through the years.
6. All of our neighboring school districts have 4K. If Elcho did not have a 4K program we would lose enrollment, impacting enrollment for future years.

What extracurricular activities does the district offer to students?

As a district we believe that giving students opportunities to participate in extracurricular activities helps with their sense of pride being an Elcho Hornet, their sense of belonging and student achievement. Students have the ability to suggest new clubs or activities, but an adult advisor is required. As a small school district our staff can not do everything and we continually are seeking people from the community to share their talents. Below is a list of activities available for the various age levels, though some of the offerings have not had an advisor. We welcome community member involvement, especially for those activities.

Elementary School offerings for the 2024-2025 school year offerings include:

- Silent Sports Tuesday and Thursdays for grades 3 - 5

Middle School offerings for the 2024-2025 school year offerings include:

- Football
- Volleyball
- Wrestling
- Basketball

- Golf
- Drama
- Trap Club
- Spanish Club

High School offerings for the 2024-2025 school year offerings include:

- Football
- Volleyball
- Wrestling
- Basketball
- Golf
- Drama Club - no advisor at this time
- Student Council
- Trap Club
- Elcho Historical Society
- National Honor Society
- Spanish Club
- Fishing Club

Does the district hold other community programs for students at the school?

Students can participate in:

- Jr. Hornets Basketball
- Youth wrestling
- Girls Scouts
- Elcho 4-H Club
- Club Volleyball -try-outs required

Information can be found on the district website under the [Student & Families tab](#) and the [district calendar](#)

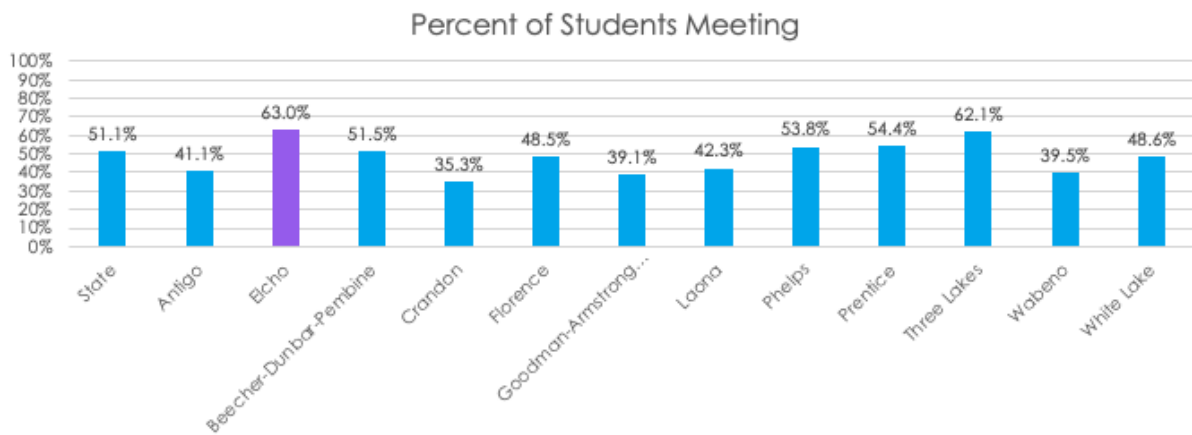
Student Achievement Results

How has the district improved student achievement?

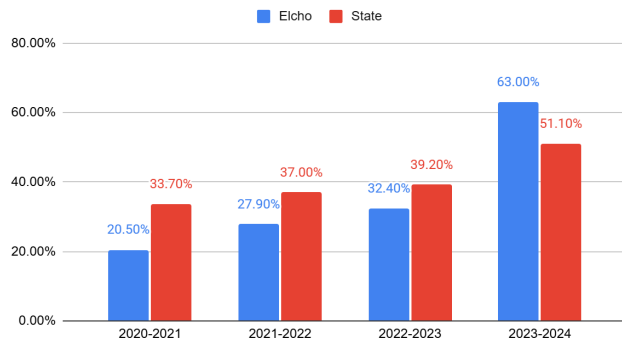
Starting in the 2023-2024 school year, the district created a continuous improvement plan to address the following goals:

- Implement high quality instruction within the English Language and Reading areas. Staff have been working on aligning learning standards and identifying success criteria with subject areas.
- Strategic use of data to make educational decisions
- Improve leadership and organizational structures
- Increase two-way family and community engagement. The District is using SeeSaw and ParentSquare.

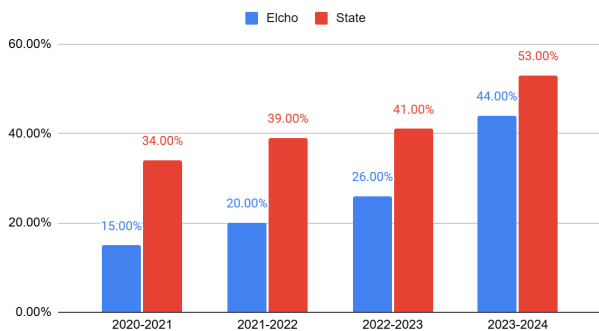
Formal assessment results and state report card data lag behind being published until the following school year. Results of the state mandated Forward Exam showed that Elcho students in Grades 3 - 8 scored higher than all of the neighboring school districts and the state average. The highest the district has previously received. This is due to our continuous improvement efforts in working on learning standards for students, replacing outdated reading curriculum, student interventions and the use of data to make decisions about student needs.



Forward Exam ELA Trend



Forward Exam Math Trend



In the area of Mathematics, the district is currently working to replace outdated elementary curriculum that is no longer available in print. With the new math curriculum for the 2025-2026 school year and focus on learning standards we will be working to improve our students' math abilities, as we are not satisfied with the current results.

How has the district created a responsive learning environment for students?

The district's vision statement is to provide students opportunities every day in a safe and responsive learning environment. To provide our students improved opportunities the district has:

- Encouraged and promoted Start College Now courses available for our 11th and 12th grade students who want to enrich their learning by taking advantage of a college course
- Required a fourth year of High School Math
- Enhancing our Tech Education Offerings by:
 - Creating and adding a Technical Math class that incorporates math and trade applications
 - Offering students a Transcribed Welding class through Nicolet College
 - Purchased a plasma cutter for students to learn how to program and use
 - Introduced Learning through Automation

Is there a curriculum replacement schedule that the District uses?

A curriculum review should be occurring every five to seven years. However, that had not occurred, resulting in very old and outdated curriculum materials. Currently, the district is reviewing the Elementary Math curriculum to replace out of print materials and Science curriculum.

With the new curriculum, teachers need time to review and understand the materials and the accompanying resources.

How much does it cost to purchase curricular materials for students?

Within the last few years, the district has purchased a new curriculum in the areas of English Language Arts, secondary level Math and Social Studies. The curricular resources the district had were outdated with some being over twenty (20) years old and no longer available in print. In addition, the state of Wisconsin had changed the learning standards students were expected to know years prior to the new curriculum purchase.

The district used one-time grant funding from the federal government (ESSER funds) to purchase the materials. Starting with the 2024-2025 school year, there are no longer additional federal funds available. Funds are from the general operating expenses of Fund 10.

- Secondary level Math materials costed the district \$16,200
- Elementary ELA materials cost the district \$ 40,000 for five years of access to digital materials. Every year student consumables are purchased.
- Secondary level ELA materials cost \$ 14,500
- Elementary Social Studies costs the district \$1,500 per year
- Secondary level Social Studies materials cost \$21,300 for a five year contract that includes digital materials.

In addition to initial curriculum purchases, the district purchases annual consumable materials for elementary students, music, supplemental materials, or classes that require those types of materials.

District Staffing

How many staff members are in each department or area?

The school district employs both school-year staff and full-year staff, as well as salaried and hourly staff employee groups.

Administration- salaried staff

District Administrator/Special Education Director - 1 FTE

PK-12 Principal - 1 FTE

Professional Staff - salaried staff

PK-12 School Counselor - 1 FTE

Director of Curriculum & Instruction & Reading Interventionist - 1 FTE

Elementary Classroom Teachers

- Four (4) year old kindergarten - Half 4K/Half Elementary Interventions FTE
- Kindergarten - 1 FTE
- Kindergarten/1st Grade Multi Age - 1 FTE
- 1st Grade - 1 FTE
- 2nd Grade - 1 FTE
- 3rd Grade - 1 FTE
- 4th Grade - 1 FTE
- 5th Grade - 1 FTE
- Interventions - 1 FTE
- Elementary Special Education - 1 FTE

Specials Teachers

- Physical Education PK-12 - 2 FTE
- Elementary Art 0.5 FTE
- Middle/High Art 0.6 FTE
- Music PK-12 - 1 FTE
- Technology Education 6-12 - 1 FTE

Middle & High School Teachers

- 6-12 Social Studies - 1 FTE
- 9-12 Social Studies - 1 FTE
- 6-8 ELA/MS Alternative Education Teacher - 1 FTE
- HS Alternative Education - 1 FTE
- MS/HS Special Education - 1 FTE

Paraprofessionals - Hourly School year employees

- Library aide/ 4K aide - 1 FTE
- Student Specific - 4 FTE
- Classroom support due to needs - 1.5 FTE

Office Staff - hourly full-year employees with set number of contract days

- Business Assistant - 1 FTE
- Building Secretary - 1 FTE
- ELC Director/ Office Help - 1 FTE (0.7 FTE office support)

Maintenance staff - full-year employees

- Building & Grounds Director - 1 FTE
- Custodians - 3 FTE (hourly with staggered shifts during the school year)

Food Service Staff - Hourly school year employees

- Food Service Director - 1 FTE
- Food service assistant - 0.5 FTE
- Food service assistant - 0.5 FTE

Does staffing ever increase or decrease throughout a school year?

A school year runs from July 1st through June 30th. As a district we do our best to predict enrollment for each grade level and program at the start of the school year. However, sometimes we have students move in or out of the district that may change our staffing needs. Examples of this could include:

- When a student with special needs moves into the district and they require paraprofessional support or an additional service the district may or may not have available and needs to find support.
- If our 4K class is predicted to be twelve (12) students and another student moves into the district, resulting in adding a paraprofessional. Or if we predicted eighteen (18) and six more students move over the summer, we may have to consider splitting and adding a second session.
- A teacher resigns at semester and unable to find a semester long substitute and teacher schedules are shifted to account for the classes the district needs to provide.
- If the district would not provide summer meals, the Food Service Director would be shifted from a full-time employee to a school-year employee.