

Preface to Presentation

- I originally prepared this presentation based on information I received from Mr. Richins prior to the May 7th meeting. He gave me 2 scenarios the school board was considering (scenarios 1 & 2).
- I proposed scenario 3. Some have interpreted my slides about school boundaries to be a 4th scenario. I have added that designation in this version.
- At the school board Mr. Richins proposed a 5th scenario—to move Hamer's 4th grade and a teacher to Terreton. I was not aware of this scenario or I would have included it in the original presentation.
- Also at that meeting, a parent suggested a 6th scenario—have one 3rd grade, one 4th grade, and a 3rd/4th split.
- Since then 2 more scenarios have emerged. The 7th scenario is to have one of the teachers at Hamer teach ½ day. The 8th scenario is to bring the 5th grade back to Hamer.

Preface, cont.

- The original presentation addresses the first 4 scenarios (“Impact of School Boundaries” having students attend the school in their attendance zone as the 4th) mentioned in the previous slide.
- I have added information about the additional 4 scenarios after the conclusion and before the addendum.
- Additionally, I have added an addendum in an attempt to clarify “support units,” “attendance zones, (referred to as boundaries),” and possible long-term ramifications.

Hamer Elementary

Could this be a
hidden gold mine?

Three Scenarios

2018 - 2019

- **Scenario 1:** Leave the teaching staff at Hamer and Terreton the same and put a fulltime para in the Terreton 4th Grade
- **Scenario 2:** Move a teacher from Hamer to Terreton and split the 4th Grade
- **Scenario 3:** One class of each grade 1 – 4 at Hamer and one class of each grade 1 – 4 at Terreton. Leave Kindergarten in both schools. (1/2 day at Hamer and two 1/2 day sessions at Terreton.) 5th & 6th remain the same.

Class Size Comparison

2018 – 2019

Scenario 1

Hamer

- Mrs. Smith 18

(Kindergarten & 2nd Grade)

- Mrs. Owen 12

(1st & 2nd Grade)

- Mr. Riding 13

(3rd & 4th Grade)

Terreton

- Kindergarten 36

- 1st Grade 15.5

- 2nd Grade 14

- 3rd Grade 15

- 4th Grade 27

Class Size Comparison

2018 – 2019

Scenario 2

Hamer

- Mrs. Smith 28

(Kindergarten, 1st, & 2nd)

- Mr. Riding 13

(3rd & 4th)

Terreton

- Kindergarten 36

- 1st Grade 15.5

- 2nd Grade 14

- 3rd Grade 15

- 4th Grade 13.5

Class Size Comparison

2018 – 2019

Scenario 3

Hamer

- Kindergarten 10
- 1st Grade 17.5
- 2nd Grade 13
- 3rd Grade 18.5
- 4th Grade 16.5

Terreton

- Kindergarten 36
- 1st Grade 17.5
- 2nd Grade 13
- 3rd Grade 18.5
- 4th Grade 16.5

District Staffing Needs 2018 - 2019

Scenario 1

- Hamer
3 teachers
- Terreton
12 teachers
- District
15 teachers

Scenario 2

- Hamer
2 teachers
- Terreton
13 teachers
- District
15 teachers

Scenario 3

- Hamer
4.5 teachers
- Terreton
9 teachers
- District
13.5 teachers

State Funding (Support Units)*

2018 – 2019

Scenario 1 & 2

- Based on projected student enrollment at both schools the district would qualify for 13.93 support units.
- Both scenarios give the district a total of 15 teachers (support units). This is 1.07 more than the state will fund.
- At \$99,614 per unit the district will need to make up an estimated \$106,586.98.

*All calculations in this presentation were reviewed by state department personnel

State Funding (Support Units)

2018 – 2019

Scenario 3

- Maximizes Hamer's separate school status
- Qualifies the district for 14.5 support units
(9.4 generated by Terreton. 5.1 generated by Hamer)
- District would only need 13.5 teachers
- Surplus of 1 support unit or \$99,614 (approx.)
(.4 generated by Terreton. .6 generated by Hamer)
- The gap between what is lost with scenario 1 & 2 and what would be gained with scenario 3 is an estimated \$206,200.00
- Potentially a hidden gold mine

Impact of School Boundaries

- Hamer's ADA divisor is 12
- Terreton's ADA divisor is 20
- To generate 1 support unit takes 20 students at Terreton and 12 students at Hamer
- Last year for every student grades 1 – 4 that went to Terreton instead of Hamer the district lost an estimated \$2,230.77
- The 13 students that went to Terreton equals an estimated \$29,000.00 in lost state funding

Impact of School Boundaries

Scenario 4

- 2018 – 2019 school year we project 8 students grades 1 – 4 from Hamer will go to Terreton. If those students stayed in Hamer:
 - 11.2 support units would be generated by Terreton
(.8 units short of being fully funded for 12 teachers)
 - 3 support units would be generated by Hamer
(Hamer would be fully funded for 3 teachers)
 - This would give the district 14.20 support units instead of the 13.93
 - This is a total increase of .27 support units or an estimated \$26,895.87 in increased state funding

Conclusion

- Hamer is NOT draining district funds
- It does NOT cost more to keep Hamer open
- Every time there is a reduction in teachers at Hamer there is a reduction in students
- If you close Hamer the district will lose a minimum of \$86,000 in state funding per year based on the 2017 – 2018 state department calculations
- Remember it takes 20 students at Terreton to generate the same revenue as 12 students at Hamer

Move the Hamer 4th Grade to Terreton as well as one teacher

Scenario 5

- Move the five 4th Graders for the 2018 – 2019 school year from Hamer to Terreton (thus taking away the parents' opportunity to choose where their students attend school)
- Move a teacher from Hamer to Terreton
- This would give Terreton 32 students in 4th Grade and 13 teachers K-6
- This would not change the overall number of teachers in the district. It would remain at 15.
- This would decrease the amount of support units the district would qualify for from 13.93 to 13.82 (an estimated \$10,957.54)

3rd and 4th Split at Terreton

Scenario 6

- It is projected that there will be 30 students in 3rd Grade and 27 in 4th Grade at Terreton
- There are currently two 4th Grade teachers and one 3rd Grade teacher at Terreton
- Put 20 students in one 3rd Grade class
- Put 20 students in one 4th Grade class
- Put 17 students in a 3rd/4th Grade Split class
- This manages class size but does not change the support unit to teacher ratio
- District still has a total of 15 teachers, but qualifies for 13.93 support units

Teacher at Hamer drops to ½ time

Scenario 7

- This does not change anything at Terreton so does not address the 4th Grade class situation
- It does drop the number of teachers in the district to 14.5 putting the district closer to the 13.93 support units the district qualifies for
- It would facilitate 1st and 2nd Grades in Hamer to be a split class all day

Move 5th Grade students in the Hamer Attendance Zone back to Hamer

Scenario 8

- Retains the 8 students moving into 5th Grade at Hamer School
- Would require a K/1st; 2nd/3rd; 4th/5th split at Hamer (or some other redistribution of teaching resources)
- Would allow a reassignment of a 5th grade teacher at Terreton to 4th grade
- Number of teachers in the district would remain at 15
- Would increase the qualifying support units to 14.20

Addendum

Support Units

- In simple terms a “support unit” is the amount of funding allocated by the state to schools for operating costs. It is based on average daily attendance (ADA) of enrolled students for the district.
- It’s main purpose is to pay certified teacher salaries, classified staff not funded by other sources, and administrative salaries. Monies not used on salaries is retained by the district to be used as seen fit.
- There are also separate support units for Exceptional Education (Special Education) however I have not used them in this presentation.
- A support unit is determined by using a complicated formula involving number of students enrolled, percentage of students attending the first 11 weeks of school, and an ADA divisor. I used an Excel spreadsheet sent to me by the state department. I only had to put in the number of students enrolled and it did the calculations for me.

Addendum

Support Units Cont.

- The amount of a support unit in the 2017 – 2018 school year was approximately \$99,614. This changes yearly as it is based on state-wide data
- Currently it requires 20 students at Terreton to generate one support unit
- Currently it requires 12 students at Hamer to generate one support unit
- In all scenarios Hamer generates enough support units to be fully-funded or close to fully-funded
- In all scenarios except scenario 3 Terreton does not generate enough support units to be fully-funded
- When not fully-funded Hamer is closer than Terreton to being fully-funded

Addendum

Attendance Zones

- An “attendance zone” is the outline where students in a particular area will attend school. The local school board can set and modify these as necessary. Often they are set to maximize state and federal funding, accommodate bussing routes, etc.

Addendum

Long-Term Ramifications

- Although closing Hamer is not one of the scenarios or proposals on the options table at this time—it is always a possibility in the future.
- The more students that are taken from Hamer, the closer this closing becomes.
- Historically every time a teacher has been moved from Hamer, the enrollment drops.
- It has been stated by district personal that if Hamer School is closed, it is likely the building will be torn down. This would include the Library.