

Wyoming funding adjustments for Small schools and districts

1. **Small school adjustment**
p. 58 of HB139
2. **Small school district adjustment for small school**
p. 58 of HB139

[Note: can qualify either for #1 or #2, but not both]

3. **Teacher extra compensation adjustment**
W.S. 21-13-324

“(a) A district may pay extra compensation to a teacher as necessary to employ teachers ... at locations which because of their unique circumstances require additional pay...

(c) Upon application by a district upon a form prescribed and provided by the state department, the department shall reimburse the district...

[Note: Neither “extra compensation” nor “unique circumstances” are defined. Claim forms are to be descriptive and offer “reasonable” justification. This provision cost WY an est. \$174,000 in FY08.]

4. **Small school district adjustment**
p. 57 of HB139

Washington Small school districts and Remote and necessary plants

1. **Small school districts factor: ensures minimum staff units**
pp. 54-55 of *Organization and Financing of Washington Public Schools*,
January 2006

[Note: Of Washington’s 295 districts, 105 have less than 500 FTE students.]

2. **Remote and necessary plants factor: ensures minimum staff units**
pp. 54-55 of *Organization and Financing of Washington Public Schools*,
January 2006

[Note: Remoteness is an issue in Washington due to their many islands. Qualifying criteria are not based on mileage but rather on size, permanence of population, time travel, student safety, and lack of other programs.]

South Dakota funding adjustments for small schools and schools with declining enrollment

1. **Adjustment for schools with declining enrollment**
SDCL 13-13-10.1 (2A)

[Allows schools to average the enrollment of current and preceding school years. Note: This buffers a school when its attendance drops from the preceding year—but does not help when there are more declining enrollment years in succession; i.e., it cannot mitigate challenges of a long-term trend of declining enrollment.]

2. **Small school adjustment**
SDCL 13-13-10.1 (2C)

North Dakota funding adjustments for small high school districts and isolated schools

1. **Adjustment for small high school districts**
NDCC 15.1-27-03.2.

[Note: Multiply ADM x 1.25 for high school districts < 185 students. This provision extends to high school districts < 900, for which ADM is multiplied by 1.0.]

2. **Adjustment for isolated schools**
NDCC 15.1-27-03.1 and 15.1-27-15.

[N/A because Montana's OPI does not maintain mileage data.]

*[Note: Elementary school = isolated if <50 ADM **and** at least 15% of students travel 15+ miles. That school is guaranteed an ADM minimum of 15. And it is given 0.25 additional weight. High school = isolated if <35 ADM **and** at least 15% of students travel 15+ miles. That school is guaranteed an ADM minimum of 20. And it is given 0.25 additional weight.]*

Idaho small school adjustment

1. **Small school adjustment**
33-1002 (6), Idaho Code
33-1004 (5)(c), Idaho Code
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**Oregon funding adjustments for
remote small elementary and small high schools
and for small school districts**

1. **Adjustment for remote small elementary and small high schools**
ORS 327.077 (1) thru (5)
2. **Small school district supplemental fund**
p. 10 of the State School fund Distribution Report.

[I would suggest that there is no computing to be done here. Oregon's legislature transferred \$5 million to this fund for relief to districts with small high schools. I think we can simply call the price tag %5 million.]

Oregon distinguishes its smaller and more remote schools from the larger and more urban ones in a few ways. One way is (1) to give a more “weighted student count” to qualified small schools. This report notes this “correction” on page six. For more detail, I have also sent you the Oregon statute that governs this mechanism, and included a hypothetical funding example with it.

Another way that Oregon compensates for challenges faced by smaller and more remote schools is (2) its ongoing Small School District Supplemental Fund, which the report cites on page ten. As of June 2006, 102 of the state's 198 school districts qualified for monies from this fund.

Through the above two measures, Oregon *explicitly* adjusts or makes recompense for smaller and more remote schools. Not surprisingly perhaps, *other* variables in Oregon's school fund distribution impact small/large, rural/urban schools differently. Examples include *transportation* grants, *high cost disability* grants, and *facility* grants. The first can add more weight to small/rural school funding. But the later two can favor large/urban schools which are disproportionately affected by *those* challenges.