

This statement is not true. Vacant positions were posted and filled following retirements or resignations. WLCSC did not cut any staffing positions from 2021-2022 to 2022-2023 school year. Regarding class sizes, these numbers will fluctuate and are reviewed each year throughout the registration process and into a new school year so we understand the number of teachers needed. We begin studying the cohorts from one grade level to the next regarding who the district believes will be returning and who will be moving in the next school year. If we had eight sections of fourth grade in the previous year, we anticipate we would need eight sections of fifth grade in the next year. Ultimately, however, we want to do what is best for our students and teachers, so, rely on the actual number of students sitting in seats at the start of the school year along with ongoing conversations with teachers and principals to determine if additional staffing is necessary.

#### Elementary Class Sizes (K-3 grades)

During the 2021-2022 school year WLES had 691 students while staffing 32 teachers leaving class sizes ranging from 19-23 and an average class size of 21.593 students. Currently WLES has 700 students enrolled with 32 teachers leaving class sizes ranging from 20-24 students and an average class size of 21.875 students.

#### Intermediate Class Sizes (4-6 grades)

During the 2021-2022 school year WLIS had 543 students while staffing 24 teachers leaving class sizes ranging from 21-25 and an average class size of 22.625 students. Currently WLIS has 565 students enrolled with 24 teachers leaving class sizes ranging from 23-25 students and an average class size of 23.5 students.

#### Junior-Senior High Class Sizes (7-12 grades)

These class sizes will vary from year to year depending on student interest and need for a class. For instance, all students will need a US History class, but only some students will choose a psychology class. All students will need biology but only some will choose physics. More variation in class size will occur at the secondary level so that students may not only satisfy requirements for graduation but are also given options to pursue their interests and goals.

We know that a fraction of a student is not real in terms of a class size, but it is one factor of the others previously mentioned to consider when balancing class sizes, educational opportunities for children and staffing decisions. You may look at WLES and see a 9 student increase and conclude that would not merit another teacher, but you may look at WLIS and think that a 22 student increase may deserve consideration until you understand that these are 22 students spaced across different grade levels and classrooms.

Managing class sizes is very important. We want to optimize our capacity for four reasons:

1. Students need and deserve classroom experiences that help them learn and grow academically and socially-emotionally. The optimal class size will vary widely depending on the needs of the students in the classroom.

2. Teachers need and deserve class sizes that are reasonable and support effective teaching and learning.
3. A cost effective approach to managing class sizes permits the district to maintain competitive wages.
4. As a district we seek to remain a stable and supportive employer for our staff so that teachers feel secure in the position and want to teach with us and stay with us.

If we are overstaffed, we are unable to offer competitive wages given the bulk of our instructional funding comes from dollars provided by the state per student enrollment. Secondly, if we do not manage our staffing based on the number and needs of students and we move too quickly from year to year to add staff, it is possible we will be in a position to reduce our force (or lay off teachers) from one year to the next. Schools in this position are typically not a school of interest for highly effective teachers given the fact that teachers, like any professional, will gravitate towards stability.

To reiterate, the statement that the district did not have staffing issues at the beginning of the year because of larger class sizes is not true and misleading.

- All vacant positions were filled before the start of the year.
- New positions were not created or posted because there has not been a need to add positions.
- We have not seen numbers or student needs that would support adding teachers, and we will continue to monitor class sizes as these are the conditions which support student learning.
- If, through collaborative dialogue with our teachers and principals about student needs, it is decided to add new positions, then new positions will be posted with the intent to successfully fill those positions.

It is worth noting, as well, that we had multiple applications for the positions we did have open because our district is recognized as a desirable one for teachers as professionals. We fully understand the value of being a good district for teachers, and we want to continue to be regarded as such so we can remain competitive in a tight teacher labor market.