



PARK COUNTY SCHOOL DISTRICT 6



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Wyoming Select Committee Recalibration Model Proposes Increased Education Funding at the Cost of Local Control, Classroom Stability, and Student Activities

Park County, WY — Park County School District 6 (Park 6) is closely reviewing the Wyoming Recalibration Select Committee Model currently under consideration by the Wyoming Legislature. While the proposal reflects an increase in overall funding for public education, the structure and mandates tied to that funding would significantly reduce local control, increase class sizes, and place core student programs, electives, activities, and athletics at serious risk. The outcome of the proposed Funding Model will be guided through the two bills introduced by the [House - HB0110](#), and [Senate - SF081](#).

Required Budget Cuts

To comply with the recalibration model, Park 6 would be required to reduce funding in several essential areas, including:

- Support Services
- Activities
- Central Office
- Maintenance
- Utilities

These reductions directly affect the district's ability to maintain safe facilities, support staff, meet operational needs, offer activities, and provide well-rounded educational experiences for students.

Impact on Staffing and Class Sizes

The recalibration model transfers staffing decisions from local districts to the legislature by mandating specific funding formulas. Under this model, Park 6 would experience staffing outlined by legislation, resulting in reductions in locally determined positions.

The proposed staffing formula would impose restrictions on elective offerings and reduce the flexibility to design programs that best serve Park 6 students.

Significant Impact on Student Activities and Athletics

An additional concern is the significant reduction in funding for activities under the proposed model. Activities and athletics are not extracurricular add-ons; they are essential to student engagement, attendance, academic success, leadership development, and mental health. Reductions of this magnitude would limit opportunities for students to participate in athletics, fine arts, clubs, and co-curricular programs.

Reduces Community Engagement

There will be reductions in educational opportunities outside of teaching the Wyoming Standards, Legislative Mandates, Graduation Requirements, and the Hathaway Scholarship. Park 6 recognizes the importance of the science of teaching and preparing students academically. Park 6 also recognizes the significance of community engagement, supporting a pipeline of talent for local business leaders, and encouraging engaging opportunities for all students. Over the past few years, Park 6 has provided "career" exploration opportunities for all students.

The Proposed Legislative Model DOES NOT:

- Protect activities and athletics, keeping students connected to school
- Support local control and community decision-making
 - Reinforcing a one-size-fits-all approach driven by legislation does not work

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- Provide for teacher salaries with experience or advanced degrees
- Support smaller class sizes (Funding model is based on increased class size at all grade levels)
- Support community engagement
- Provide innovative learning opportunities
- Support essential operations & maintenance needs of the district

In Closing: Why the Block Grant Model Works

Wyoming's Block Grant funding model is effective because it entrusts local communities with the flexibility to meet the unique needs of all students and design educational programs that make sense for all schools. Local autonomy allows the elected Board of Trustees and the districts to decide how best to staff classrooms, support student learning, and provide enriching experiences rather than complying with rigid categorical formulas imposed by state legislation.

The data show that this local control produces results. According to the 2025 ACT results, Wyoming's graduating class achieved an average composite score of 19.1, and Wyoming ranked second nationally in performance among the states that test 100% of their graduates on the ACT.

In addition, Wyoming students continue to perform above national averages on the National Assessment of Educational Progress (NAEP). In 2024, Wyoming's fourth-grade mathematics score averaged 243, higher than the national average of 237, and Wyoming's eighth-grade reading score was 260, reflecting strong achievement at multiple grade levels. Based on 2024–2025 NAEP data, Wyoming students continue to perform above the national average in reading and mathematics, ranking 2nd in the nation for 4th-grade math and 6th in 4th-grade reading. While national trends show significant declines, Wyoming's 4th and 8th-grade scores are well above the national average.

Key 2024-2025 NAEP Results for Wyoming:

- 4th Grade Math: 2nd in the nation.
- 4th Grade Reading: 6th in the nation.
- 8th Grade Reading: 21st in the nation.
- 8th Grade Math: 19th in the nation.
- 2nd Nationally ACT performance
- Performance vs. National: Wyoming continues to outperform the national average.

These outcomes demonstrate that when local districts are empowered to make decisions grounded in community priorities, educational results follow. Although under the proposed recalibration model, Park 6 would receive an increase in funding, the funding has been separated into a "restricted categorical" funding model, breaking away from the current "block grant" model. Breaking the Block Grant into a restrictive, categorical funding model would reduce local discretion, constrain curricular and staffing flexibility, and limit the district's ability to invest in what matters most to students, including activities, athletics, and classroom support. Preserving the Block Grant model preserves local control, supports student opportunities, and sustains the conditions that help Wyoming students succeed academically and personally.

If you have any questions, please contact us at: response@park6.org

Park 6 Superintendent & Board of Trustees