

**Superintendent's Plan for Student Success 2007-08
Outstanding Issues from BOE Budget Worksession on March 20, 2007**

1) Question 16 on set #2 of questions – Question on changing the wording “fees” in the budget for school board members to “stipend”. The term “fees” may be currently used due to IRS tax code. Beverley Clark

Currently WCPSS Board of Education Members are paid fees for their services as non-employee compensation. The fees are reported annually on Internal Revenue Service (IRS) Form 1099-Miscellaneous Income in Box 7 as Non-Employee Compensation. IRS documentation states “Generally, amounts reportable in Box 7 are subject to self-employment tax”. Board Members should consult with their tax advisor regarding the proper payment of federal, state, and self-employment taxes associated with fees they receive for their service.

We have performed a review of Internal Revenue Code and Policy regarding the appropriate treatment of monies paid to WCPSS Board of Education Members. Based upon initial research, members of boards of education are considered Public Officials by the Internal Revenue Service (IRS), and the IRS considers Public Officials to be employees of the government/public agency which they serve. Staff is confirming this treatment and will make any changes necessary.

David Neter, Chief Business Officer

2) Questions relating to intersession teachers:

- **Need greater elaboration on intersession teachers in YR schools. Beverley Clark**
- **What happens when a student enters a year-round school late? Horace Tart**
- **Mobility also occurs in traditional schools. Calendar should not be the driving force for allocating resources. Requested alternative proposal for more focused resources for intersession teachers. Beverley Clark**

Caroline Massengill and Darryl Fisher provided explanation of intersession teachers. Staff will provide justification and number of students being served by intersession teachers.

Intersession is the three-week segment of time that students are “tracked out” of school and, during the course of a calendar year, this time out is equivalent to the amount of time that students would be out of school during the summer. Working with students during intersession began when year-round began in this district as a way to provide time for students during intersession since traditional schools had summer school programs. Schools used extra months earned to support these positions.

The Intersession Magnet program began as a result of a Magnet grant in an effort to attract minority children to year-round schools to better diversify the year-round schools and to provide extra learning time for students. When the grant ended, the Board continued this program with local funds.

When the BOE started assigning base populations to year-round schools, there was a discussion about intersession teachers being able to assist with instructional needs of base students, many from low-income areas. This has continued since the end of the magnet grant and, at the current time, all elementary year-round schools have a 10-month intersession teacher and a 10-month intersession teacher assistant. The number of students the intersession teacher and assistant work with varies at each school, just as the type of program varies based on the needs of students. On average, each school serves between 15-30 students during one intersession period.

The Intersession Program can offer days of school for students who enter school weeks after the year has started. For example, students who come to school on August 27 (the first day on the traditional calendar) would miss 35 days of school if they were assigned to track one; 30 days on track two; 20 days on track three; and, 20 days on track four. By using the intersession time, with the intersession teacher, a student can “make up” the missed days and have the opportunity to stay on grade level. The number of students served in this way varies, but this past year at Wilburn Elementary for example, over 100 students enrolled in school after the 10th day of track 4 and before the first day of school on the traditional calendar. In effect, this school got no credit for these extra students because they entered after the year-round 10th day of school.

This year, in preparation for the conversion of schools to a year-round calendar, parents and teachers have attended information sessions about year-round and have talked to parents and teachers at the current year-round schools. Parents and teachers expect this program to be a part of this year-round experience.

Caroline Massengill, Special Assistant, Year Round Schools

3) Questions relating to Media Specialists:

- **Page 270 in SPSS – Should year-round increase to 1.5 positions at the same rate as a traditional school? In a year-round school, their total number of students in school on a daily basis is 80% of traditional.**
Lori Millberg/Beverley Clark
- **Is the 18 MOE actually for Media Specialist, or other duties? Rosa Gill**
- **Reminder: It is difficult to recruit/retain specialists in year-round schools. Eleanor Goettee**
- **Board needs more information on needs at year-round schools to help prioritize. Susan Parry**

- **Staff will compare formulas at year-round and traditional schools. Look at the number of students served at any given time and list items that may be factors in allotting more MOE to year-round schools.**

When multi-track year-round schools began in Wake County in 1991, the district pioneered a program designed to help the system with the anticipated growth. The great “puzzle” of year-round began to take shape and pieces were added to make the program manageable to meet the needs of students and teachers. Additional months of employment were minimal when compared with other year-round schools nationwide, but the additions were considered necessary and fair. Today, this has proven to be a correct judgment since the current year-round schools are managing their programs well, while expecting more from classroom teachers and special area teachers.

Library/Media Programs are vital to the smooth running of any school. Media Specialists guide the collections in the school, inventory all materials in the building, cover North Carolina Standard Course of Study media curriculum, work closely to plan with classroom teachers, and provide release time for classroom teachers in some cases. Media Specialists must be 12-month employees to be able to handle all these responsibilities on a 12-month calendar year.

Schools in Wake County are assigned Media Specialists (and other support positions) based on the school’s population plus the 2 months to cover the calendar year. Even though the total school population is not physically in the building at one time, the Media Specialists is still responsible for the management of the curriculum for ALL students. One of the major difficulties related to this for any specialist is the constant changing of “place” in classes being taught. For example, one third grade class may have been through 6 media lessons and another may have been through 3. Eventually, every class gets to the same point, but the Media Specialists, as well as other Specialists, must constantly juggle curriculum and materials to be sure every student is offered the same program.

During this school year, special area teachers have been especially concerned about managing this new calendar. Converting year-round schools must be able to recruit and retain teachers and assure them of a manageable schedule. Efforts are being made centrally to support teachers by providing generic, specific, week-long lesson plans so teachers do not have to leave lesson plans for substitutes when they are on vacation. In addition, support will be given to schools to assist with allotment configuration to be sure all schools have coverage in specific areas.

Caroline Massengill, Special Assistant, Year Round Schools

- 4) Additional background information requested on \$50/day personal leave deduction for classroom teachers. What are the financial implications of eliminating this cost? Eleanor Goettee**

DPI currently requires that WCPSS reduce teacher and media specialist gross pay by \$50 per day of personal leave taken up to two days per year. Staff has been asked to provide estimates of the cost to WCPSS of paying back to teachers and media specialists the \$50 per day gross deduction, up to two days per year.

We estimate the cost to the system to provide payment of the \$50 per day of personal leave taken, up to two days per year, to be **\$ 801,090**. The estimate is based upon the projected number of staff subject to the \$50 deduction requirement as of July 1, 2007, and the estimated usage of the personal leave days by staff that would require repayment of the \$50.

There would be additional administrative costs as well that are being investigated.

\$50 per day repayment to teachers & media specialists estimates	
Estimated Teachers & Media Specialists on 7-1-2007	9,305
If all teachers used both days @ \$50 per	\$ 930,500
Add back benefits no longer saved @ 14.79%	\$ 1,068,121
Assume 75% usage	\$ 801,091

David Neter, Chief Business Officer

**5) Consider merit pay based on model previously presented to the Board.
Indication of cost? Ron Margiotta**

The TAP model costs \$400 - \$500 per student to implement on an annual basis. A middle school with 800 students would cost at least \$400,000 annually to fund the program.

Maurice W. Boswell, Assistant Superintendent, Human Resources

6) Questions relating to Challenged Schools/ALP:

- **Page 189 – Challenged Schools allotments – look at this funding formula. It appears to be inadequate. Lori Millberg**
- **Will some schools not receive an ALP allotment in 2007-08? Should there be some schools that do not receive an ALP allotment based on the percentage of students at or above grade level? Should the formula be adjusted based on this factor? Beverley Clark**
- **Staff will look at formulas for remediation positions – Challenged Schools, ALP, Title I, HS Intervention Coordinators, etc.**
- Challenged Schools Funds are allotted to schools with 30% or more of their students qualifying for free and reduced lunch. The purpose of this allotment is to provide equity funds to schools with challenging populations. Principals have

flexibility with how they use these funds. Over the years, this allotment has decreased per school because more schools have reached Challenged Schools status (30% or more). In the past, Challenged Schools was allotted at a rate of 1 MOE for every 75 F&R students in eligible schools. Due to increases in qualifying schools, Challenged Schools was allotted on a basis of 1 MOE to every 80 F&R students in order to provide equitably for all eligible schools. The request for 20 growth MOE in the Superintendent's Plan for Success was, in part, to get the allotment back to 1 MOE for every 75 students, as it has been in the past.

- All elementary and middle schools receive ALP MOE. The purpose of ALP MOE is to help schools implement the NC Student Accountability Standards which require a Personalized Education Plan and targeted interventions for all students scoring below Level III on EOG Math and Reading. All schools must implement targeted interventions regardless of how many students are below Level III. Therefore, we support all of our schools with ALP resources. In the past we have guaranteed base allotments to all elementary and middle schools. We are not requesting that for 2007-08. Schools will be allotted up to 20 MOE based upon their actual Level I and II counts from the previous year, with adjustments after EOG results are received and rostered for each school.

Donna Hargens, Chief Academic Officer