

**Wake County Public School System**  
**Board Member Questions and Responses re: 2008-09 Superintendent's Plan for**  
**Student Success**

**Board of Education Budget Worksession March 18, 2008**

*Revised as of March 25, 2008*

Board members have submitted questions and requests for clarification of items in the Superintendent's Plan for Student Success. Responses have been provided for all questions submitted. Clarification and additional detail has been added in blue to some of the questions per discussions by board members at the March 18 worksession.

In addition, a couple of board members have asked for additional information and explanation on the issue of growth coming in lower than projected for the 2007-08 year, and the impact of this on the budget contained within the 2008-09 Superintendent's Plan for Student Success. Documentation is provided on page 2 on this issue.

Pages 3 and 4 are an alphabetic listing by topic that cross-references question numbers and page references in the Superintendent's Plan for Student Success. Pages 5 and beyond include the specific questions from board members and responses by staff.

**Issue:** A couple of board members have asked for additional information and explanation on the issue of growth coming in lower than projected for the 2007-08 year, and the impact of this on the budget contained within the 2008-09 Superintendent’s Plan for Student Success. Prepare additional documentation that explains this and confirms that the 2008-09 base budget has been appropriately reduced to account for actual growth of approx. 6,000 students for 2007-08 vs. the projected 8,000 students. -- David Neter, Chief Business Officer

**Response:**

*According to a News and Observer article on March 5, 2008, “In October, County Manager David Cooke sent a memo to commissioners recommending the school system base its new budget on a starting figure of \$294.3 million. He said school leaders should not use \$300.8 million as their starting point.*

*The reason for the difference is that enrollment turned out to be 2,000 fewer students than expected this year. The school district also overestimated the county's share of state-mandated teacher pay increases. As a result of the miscues, county leaders say they gave the school system almost \$6.4 million more than they should have -- a figure school leaders dispute.*

The 2008-09 Superintendent’s Plan for Student Success is based on a lower starting figure than the \$300,744,100 appropriated by Wake County for 2007-08. There are \$6.6 million dollars in base budget reductions included in the 2008-09 Plan for Student Success. These are identified on page 27 of the document.

The \$3.9M line item reduction on page 27 includes the decrease of \$3.3 million directly attributable to actual student membership figures and salary and benefit adjustments being different than projected in the beginning budget.

Pay increase savings	\$ 1.8 m
Teacher positions savings	\$ 1.2 m
Teacher assistant position savings	\$ 1.0 m
Supplementary pay/dental savings	\$ 0.5 m
School supplies/copier/travel savings	\$ 0.1 m
Retirement/hospitalization cost	\$(1.3 m)
<b>Net reduction to base</b>	<b>\$ 3.3 m</b>

There are two primary reasons the \$3.3 million figure is different than the \$6.4 million calculated by Wake County staff. The first is the county’s calculation does not adjust for the \$1.3 million additional cost for matching benefits rate. The second is the county’s calculation assumes that all local dollars requested are based on a per student calculation. This is not the case. Many of the growth and system-wide cases are tied to other variables such as number of schools, square footage, acreage, mileage, employee count, and inflationary factors.

The 2007-08 Wake County Public School System budget was based upon student growth projections provided by DeJong, Inc., through a contract with the Wake County Government Planning Department, of 8,014 additional students. Actual enrollment at the beginning of 2007-08 did indeed turn out to be some 2,000 fewer students than projected by DeJong, Inc. The 2008-09 base budget has been adjusted accordingly.

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**Question #1**

**School Board Member Requesting Information:** Anne McLaurin  
**Answer Prepared by:** Eddy Adams, Senior Director, Transportation  
**Date Prepared:** March 3, 2008

**Question:** Are we turning any buses in to DPI this year?

**Response:** No

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**Question #2**

**School Board Member Requesting Information:** Anne McLaurin  
**Answer Prepared by:** Joyce Gardner, Director of AG Services  
**Date Prepared:** March 4, 2008

**Question:** What is the amount we are funded by the state for AG? Based upon the state threshold, how much is funded locally to make up for the lack of state funding?

*If WCPSS were to receive funding for all AG students from the state, how much additional funding would we receive?*

**Response:** For the 2007-08 school years, the state provided \$1,083.32 per child for only 4% of Average Daily Membership (ADM). State AIG funds totaled \$5,843,789 and cover salaries and related benefits for AG Teachers. In Wake County, 17.5% of the student population (23,392) are identified as Academically Gifted.

AG Financial Report Card		Months of Employment					
Funding Source	Total Budget	Teacher Months of Employment	Coordinating Teachers	Psychologist	Central Administrators	Office Support	General Operating Expenses
State PRC 001:	\$ 222,049.00	32					
State PRC 002:	\$ 182,773.29				24		
State PRC 034: (Funds provided at 4% of ADM times \$1083.32 per child)	\$5,843,789.00	996	24	12		24	
<b>Total State:</b>	<b>\$6,248,611.29</b>	<b>1028</b>	<b>24</b>	<b>12</b>	<b>24</b>	<b>24</b>	<b>0</b>
Local PRC 001:	\$ 34,780.00						
Local PRC 002:	\$ 464.00						
Local PRC 034:	\$ 994,284.00						**\$162,560
<b>Total Local:</b>	<b>\$1,029,528.00</b>						

AG Financial Report Card		Months of Employment					General Operating Expenses
Funding Source	Total Budget	Teacher Months of Employment	Coordinating Teachers	Psychologist	Central Administrators	Office Support	
<b>Total AG Budget:</b>	<b>\$7,278,139.29</b>	<b>1028</b>	<b>24</b>	<b>12</b>	<b>24</b>	<b>24</b>	<b>\$ -</b>

**\*\*General operating expenses included in total local budget for PRC 034**

In Wake County, 17.5% of the student population (23,392) are identified as Academically Gifted.

Local funds total \$1,029,528 this year which primarily pays for AG positions with local supplements, dental insurance, and other related benefits. Supplies, resources, staff development, curriculum writing and testing materials for use with students are paid with local funds, which equates to \$162,560 and is included in the \$994,284 local funds budgeted in PRC 034.

In summary, the state provides \$6,248,611.29 which is used to fund (1028) teacher months and (1) psychologist, (2) office support, (2) administrator and (2) coordinating teacher positions. The average state supported cost for AG students equates to: **\$6,248,611.29 divided by 23,392 AG students - about \$267 per child**

If the state formula of \$1,083.32 per child were allotted to WCPSS for all of our 23,392 identified AG students, the state allotment would become \$25,341,021. Compared to the current allotment of \$5,843,789, this would be an increase of \$19,497,232 or 333% in AG funding from the state.

### Question #3

**School Board Member Requesting Information:** Anne McLaurin  
**Answer Prepared by:** Bob Sturey, Senior Director, Special Education  
**Date Prepared:** March 4, 2008

**Question:** What is the amount we are funded by the state for Special Education/Needs Students? Based upon the state threshold, how much is funded locally to make up for the lack of state funding?

If WCPSS were to receive funding for all Special Education students from the state, how much additional funding would we receive?

**Response:** The multiple funding streams support services to students with disabilities (described below). Currently approximately 13.2% percent of our students are students with disabilities. The state caps its funding for students with disabilities at 12.5% of ADM.

The current funding amounts for student with disabilities are:

#### Funding based on student enrollment or entitlement grants

		2007-2008	Percent
State	Per Pupil	Total Funding	
01 (State ADM)		\$12,658,453.00	

#### Special Grants (Based on application or reimbursement)

	2007-2008	Percent
State		
29 Behavior Support Services	\$208,633.00	

**Funding based on student enrollment or entitlement grants**

		2007-2008	Percent
27 (State ADM)		\$3,289,179.00	
32 (Students with Disabilities)	\$3,157.55	\$60,306,132.00	
<b>Total State</b>		<b>\$76,253,764.00</b>	<b>63.2%</b>
<b>Local</b>			
01 (Local ADM)		\$2,174,765.00	
27 (Local ADM)		\$26,601.00	
32		\$17,478,352.18	
<b>Total Local</b>		<b>\$19,679,718.00</b>	<b>16.3%</b>
<b>Federal</b>			
44		\$317,839.96	
49		\$530,903.71	
60	\$1,427.27	\$23,934,559.04	
<b>Total Federal</b>		<b>\$24,783,302.71</b>	<b>20.5%</b>
<b>Total All Funds</b>		<b>\$120,716,784.71</b>	<b>100.0%</b>

**Special Grants (Based on application or reimbursement)**

	2007-2008	Percent
63 Developmental Day and Community Residential	\$1,656,293.00	
<b>Total State</b>	<b>\$1,864,926.00</b>	<b>72.8%</b>
<b>Local</b>		
29 Behavior Support Services	\$33,571.00	
63 Developmental Day and Community Residential	-	
306 Medicaid	\$338,901.17	
331 Emergent Literacy	\$42,989.16	
<b>Total Local</b>	<b>\$415,461.33</b>	<b>16.2%</b>
<b>Federal</b>		
445	\$21,998.39	
82	\$20,000.00	
114 Risk Pool	\$239,868.28	
<b>Total Federal</b>	<b>\$281,866.67</b>	<b>11.0%</b>
<b>Total All Funds</b>	<b>\$2,562,254.00</b>	<b>100.0%</b>

Our total local contribution is \$19,679,718.00; of this amount, approximately \$ 3,279,718 goes to supplement salaries and corresponding benefits that relate to the state funded positions. The remaining amount is the local contribution that addresses the gap between the state contribution, which is capped at 12.5% of our average daily membership.

The primary category of funding for Children with Special Needs is in program code 032. If the current budget from NCDPI of \$60,306,132 is based on a cap of 12.5% of students, and if our percent of special needs students is 13.2%, then we would receive an additional \$3,377,143 or 5% for a total allotment of \$63,683,275 if the cap were removed.

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**Question #4**

**School Board Member Requesting Information:** Ron Margiotta  
**Answer Prepared by:** Mark Winters, Finance Officer  
 Curtis Grogan, ARM, Risk Management Director  
 Terri Cobb, Chief of Staff

**Date Prepared:** March 12, 2008

**Question:** In our new budget book, where can I find all Legal expenses? Those paid to Tharrington Smith and all other Attorneys and also those payments we would make for the insurance coverage that is beyond normal legal expenses.

**Response:**

The 2008-09 proposed operating budget for legal expenses paid to Tharrington Smith and other attorneys is included in the Contracted Services line item of the Budget by Object Code section on page 128 of the Superintendent's Plan of Student Success. The 2007-08 attorney billings paid at this time include invoices through December and total \$455,298.

The proposed budgeted cost of insurance for coverage beyond normal legal expenses is included under Liability Insurance in the same section on page 129 of the SPSS. The insurance premium to pay negligent liability and legal defense claims for 2007-08 is \$452,401.

**Board of Education Contracted Services Budget for 2007-2008**

Beginning Budget	\$602,176.00
Tharrington Smith purchase order July 2, 2007	\$500,000.00
Harris, Winfield, & Hodges purchase order December 19, 2007 (Retained because of Tharrington Smith conflict of interest in student due process issues)	\$ 25,000.00
Actual Expenditures to date	\$ 2,977.45
Cranfill, Sumner, & Hartzog (actual expenditures) Retained because of conflict of interest for Robert Escamilla hearing	\$ 8,009.20

Remainder of contracted services expenditures has been Phillip Boyle.

Tharrington Smith purchase order increase \$450,000.00 from over/under on January 31, 2008.

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**Question #5**

**School Board Member Requesting Information:** Ron Margiotta

**Answer Prepared by:** Becky Hargraves, Senior Administrator, Transportation

**Date Prepared:** March 10, 2008

**Question:** Where can I find our Transportation expenses those in house expenses and also the Contracted transportation expenses?

**What was the actual expense for contract transportation in 2006-07?**

**Response:**

<b>Transportation Budget</b>					
<b>Fund</b>	<b>Purpose</b>	<b>Program</b>	<b>Object</b>	<b>Level</b>	<b>Cost Center</b>
01	6550	056	165	0225	0000
01	6550	056	171	0225	0000
01	6550	056	172	0225	0000
01	6550	056	175	0225	0880
01	6550	056	175	0225	0980
01	6550	056	196	0225	0880
01	6550	056	199	0225	0000
01	6550	056	199	0225	0980
01	6550	056	211	0225	0000
01	6550	056	211	0225	0880
01	6550	056	211	0225	0980
01	6550	056	221	0225	0000
01	6550	056	221	0225	0880
01	6550	056	221	0225	0980
01	6550	056	231	0225	0000
01	6550	056	231	0225	0880
01	6550	056	231	0225	0980
01	6550	056	311	0225	0980
01	6550	056	312	0225	0980
01	6550	056	319	0225	0980
01	6550	056	326	0225	0980
01	6550	056	331	0225	0880
01	6550	056	331	0235	0880
01	6550	056	411	0225	0980
01	6550	056	422	0235	0980
01	6550	056	423	0225	0980
01	6550	056	424	0225	0980
01	6550	056	425	0225	0980
01	6550	056	552	0225	0980
<b>State funds</b>					
<b>Fund 2 - local funds eligible as part of State funding formula</b>					
02	6550	056	151	0225	0980
02	6550	056	165	0225	0000
02	6550	056	171	0225	0000
02	6550	056	172	0225	0000
02	6550	056	175	0225	0000
02	6550	056	175	0225	0880
02	6550	056	176	0225	0880
02	6550	056	199	0225	0000
02	6550	056	211	0225	0000
02	6550	056	211	0225	0880
02	6550	056	211	0225	0980

<b>Budget</b>	<b>Explanation of Object code</b>
<b>03/10/08</b>	
\$742,681.00	State - full time substitute bus drivers
\$16,200,111.00	State - bus drivers
\$289,710.00	State - overtime for bus drivers and subs
\$166,213.00	State - operations managers
\$2,641,527.00	State - mechanics,tech,team leaders
\$113,509.00	State - workshop participant
\$2,250.00	overtime for bus team leaders
\$159,650.00	overtime for mechanics
\$1,248,113.00	social security for drivers and subs
\$27,944.00	social security for operations managers
\$210,846.00	social security for mechanics, etc
\$1,255,222.00	retirement
\$26,103.00	retirement
\$207,933.00	retirement
\$2,601,674.00	hospitalization
\$13,958.00	hospitalization
\$290,301.00	hospitalization
\$42,720.00	Mechanics uniform contract
\$10,889.00	workshop expense
\$45,000.00	Drug testing contract
\$147,979.00	contracted repairs
\$9,119,423.00	EC Contract dollars
\$143,478.00	EC Regular Parent contract
\$134,751.00	supplies
\$1,472,549.00	bus parts and repairs
\$4,399,055.00	Fuel
\$122,110.00	Oil
\$725,145.00	Tires
\$36,888.00	license and title fees
<b>\$42,597,732.00</b>	
\$52,036.00	secretary and dispatch positions
\$940,591.00	full time substitute bus drivers
\$1,775,296.00	bus drivers
\$42,570.00	overtime for drivers and subs.
\$1,095,638.00	bus operations team leaders
\$637,599.57	operations managers
\$2,645.43	prior year payment
\$14,726.00	overtime
\$292,973.00	social security
\$48,979.00	social security
\$3,829.00	social security

Transportation Budget					
Fund	Purpose	Program	Object	Level	Cost Center
02	6550	056	221	0225	0000
02	6550	056	221	0225	0880
02	6550	056	221	0225	0980
02	6550	056	231	0225	0000
02	6550	056	231	0225	0880
02	6550	056	231	0225	0980
02	6550	056	311	0225	0980
02	6550	056	312	0225	0980
02	6550	056	319	0225	0980
02	6550	056	331	0225	0880
02	6550	056	331	0235	0880
02	6550	056	332	0225	0980
02	6550	056	344	0225	0980
02	6550	056	411	0225	0980
02	6550	056	422	0225	0980
02	6550	056	423	0225	0980
02	6550	056	425	0225	0980
<b>Local eligible funds</b>					
<b>Fund 2 - local funds ineligible as part of State funding formula</b>					
02	6550	706	147	0136	0880
02	6550	706	151	0225	0880
02	6550	706	151	0225	0980
02	6550	706	171	0225	0880
02	6550	706	171	0332	0000
02	6550	706	172	0225	0000
02	6550	706	172	0332	0000
02	6550	706	175	0225	0980
02	6550	706	183	0225	0880
02	6550	706	183	0225	0980
02	6550	706	187	0225	0000
02	6550	706	199	0136	0880
02	6550	706	199	0225	0000
02	6550	706	199	0225	0880
02	6550	706	199	0225	0980
02	6550	706	211	0136	0880
02	6550	706	211	0225	0000
02	6550	706	211	0225	0880
02	6550	706	211	0225	0980
02	6550	706	211	0332	0000
02	6550	706	221	0136	0880
02	6550	706	221	0225	0000
02	6550	706	221	0225	0880

Budget	Explanation of Object code
<b>03/10/08</b>	
\$299,865.00	retirement
\$50,132.00	retirement
\$4,078.00	retirement
\$488,295.00	hospitalization
\$48,508.00	hospitalization
\$12,291.00	hospitalization
\$39,081.00	contracts
\$5,798.00	workshop expense
\$665.00	prior year drug testing
\$1,575,672.00	EC contract - regular
\$2,531.00	EC contract - parents
\$4,015.00	Travel
\$213,276.00	NEXTEL contract
\$4,399.00	supplies
\$11,625.00	bus parts and repairs
\$2,138,360.00	Fuel
\$12,451.00	tires
<b>\$9,817,925.00</b>	
\$2,162,634.00	Bus safety assistants
\$72,670.00	bus clerical work
\$33,427.00	Clerical assistance
\$0.00	funds to be moved to reg driver salary
\$5,663.00	After school activity drivers
\$11,091.00	overtime related to differential pay
\$3,188.00	After school activity overtime
\$289,718.00	activity bus mechanics
\$314,826.00	perfect attend, recruitment bonus (drivers)
\$7,750.00	perfect attend, recruitment bonus (mechanics)
\$1,189,177.00	differential pay for drivers and subs
\$9,787.00	safety assistant overtime
\$5,500.00	overtime
\$2,859.00	overtime for bus clerical work
\$1,701.00	overtime for mechanics
\$158,577.00	social security
\$88,080.00	social security
\$26,973.00	social security
\$36,872.00	social security
\$677.00	funds to be moved to reg driver salary
\$150,352.00	retirement
\$91,523.00	retirement
\$25,907.00	retirement

Transportation Budget					
Fund	Purpose	Program	Object	Level	Cost Center
02	6550	706	221	0225	0980
02	6550	706	221	0332	0000
02	6550	706	231	0136	0880
02	6550	706	231	0225	0000
02	6550	706	231	0225	0980
02	6550	706	231	0332	0000
02	6550	706	234	0136	0880
02	6550	706	234	0225	0000
02	6550	706	234	0225	0880
02	6550	706	234	0225	0980
02	6550	706	234	0332	0000
02	6550	706	311	0225	0980
02	6550	706	313	0225	0980
02	6550	706	314	0225	0980
02	6550	706	319	0225	0980
02	6550	706	331	0225	0880
02	6550	706	331	0230	0880
02	6550	706	332	0225	0980
02	6550	706	333	0225	0880
02	6550	706	342	0225	0980
02	6550	706	363	0225	0980
02	6550	706	379	0225	0980
02	6550	706	411	0225	0980
02	6550	706	422	0225	0980
02	6550	706	423	0225	0980
02	6550	706	424	0225	0980
02	6550	706	425	0225	0980
02	6550	706	451	0225	0980
02	6550	706	552	0225	0980
<b>Local ineligible funds</b>					
<b>Total Operating Budget (all funds)</b>					
<b>Capital Outlay Budget - Fund 4</b>					
04	6550	120	551	0225	0880
04	6550	854	526	0225	0950
04	6550	854	529	0225	0950
04	6550	801	541	0225	0980
04	6550	801	551	0225	0880
04	6550	801	551	0225	0980
<b>Total Capital Outlay Budget</b>					

Budget	Explanation of Object code
<b>03/10/08</b>	
\$35,454.00	retirement
\$693.00	funds to be moved to reg driver salary
\$394,283.00	Hospital
\$0.00	budget transfer in process
\$26,497.00	Hospital
\$0.00	processing error- correction to IS and Acctg.
\$20,349.00	dental
\$182,947.00	dental
\$4,630.00	dental
\$17,439.00	dental
\$0.00	payroll error/acctg to correct
\$81,862.00	Contracts
\$2,921.00	advertising
\$654.82	Printing and binding
\$7,000.00	drug testing for activity bus drivers
\$1,118,549.00	PreK EC contract
\$191,169.00	PreK EC parent contract
\$6,798.00	Travel
\$777.00	Field trip reimbursement
\$127.71	transfer in process
\$44,000.00	major replacement - TD-19
\$6,420.00	TORT insurance - TD-19
\$183,468.47	supplies
\$76,221.00	activity bus parts, repairs TD-19
\$193,803.00	fuel other than school buses, TD-19
\$1,713.00	Oil other than school buses, TD-19
\$10,724.00	Tires for activity buses, TD-19
\$658.00	food
\$14,084.00	license and title fees
<b>\$7,312,194.00</b>	
<b>\$59,727,851.00</b>	
\$1,398,800.00	replacement buses from State
\$16,960.00	carryforward PO (fuel tank)
\$187,241.25	carryforward PO (fuel tank)
\$140,200.00	Fuel master (140,200)
\$822,528.00	school buses/activity buses
\$194,329.00	2 activity bus service trucks (37,500)
	Fuel truck (73,842), 3 service trucks (56,250)
	Fork Lift (20,491.11), truck bodies (12,678.89)
<b>\$2,760,058.25</b>	

**Business Cases**

- Bus Dispatch Position – page 228
- Bus Drivers – page 229
- Safety Assistants – page 233
- Fuel – Page 289
- Oil, Tires, Bus Parts, Supplies – page 290
- TIMs Technicians – page 314
- Fuel Management System – Page 326
- School Buses – Page 328
- Service Trucks for Mechanics – page 329
- Wrecker Body – Page 330

**Savings Business Cases**

- Activity Buses – page 364
- Computers/Supplies – page 365
- Outsourcing Parts Room – page 366
- Perfect Attendance – page 367
- Real Time Inventory – page 368

Contracted Transportation costs can be found on pages 128 and the business case is on page 232. Total contract transportation costs in 2007-08 is \$12,150,822 (state funds \$9,262,901; local funds \$2,887,921).

**EC TRANSPORTATION STUDENT COUNT 1/6/08 - 2/05/08**

Rate For Students in Cars ~ \$25.20 per child/day

Rate For Each Bus ~ \$365.00 per bus/day

	CAR STUDENTS				BUS STUDENTS	TOTAL
	PK	YEAR-ROUND	TRAD	MODIFIED	LIFT BUS	
<b>CRYSTAL</b>	88	86	380	0	6 buses/35 students	589
<b>LUCAS</b>	62	99	525	0	9 buses/65 students	751
<b>AA&amp;D</b>	14	0	0	0	21 buses/131 students	145
<b>KING RICHARD</b>	0	0	0	0	5 buses/27 students	27
<b>ASSOCIATED</b>	107	117	634	44	25 buses/120 students	1022
<b>TOTAL</b>	<b>271</b>	<b>302</b>	<b>1539</b>	<b>44</b>	<b>378</b>	<b>2534</b>

The total expense for contract transportation for 06/07 school year is \$12,710,599.80.

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**Question #6**

**School Board Member Requesting Information:** Eleanor Goettee

**Answer Prepared by:** Terri Kimzey, Senior Director, Budget

**Date Prepared:** March 13, 2008

**Question:** Pages 44-69. This seemed to be too much information – is it all necessary – or can it be condensed?

**Response:** WCPSS submits our budget document for review by an external agency each year. The Government Finance Officers Association is a national organization. They require three external reviewers to review the document each year and determine if it is in compliance with particular standards.

One area addresses the budget as a Policy Document. We are evaluated on the following criteria:

1. The document should include a coherent statement of entity-wide long-term financial policies.
2. The document should include a coherent statement of entity-wide, non-financial goals and objectives that address long-term concerns and issues.
3. The document should describe the entity’s short-term initiatives that guide the development of the budget for the upcoming year.
4. The document shall include a budget message that articulates priorities and issues for the budget for the new year. The message should describe significant changes in priorities from the current year and explain the factors that led to those changes. The message may take one of several forms (e.g., transmittal letter, budget summary section).
5. The document should include clearly stated goals and objectives of organizational units (e.g. departments, divisions, offices, or programs).

The Plan for Student Success includes a three-year financial projection. That projection of human and financial resources needed each year is a “costing out” of what is needed to accomplish outcomes in the strategic plan.

We believe the strategic plan must be included in the document to meet criteria #5 from GFOA, and to show the basis for items requested on the cases. However, the strategic plans do span a large number of pages in the document. Budget staff are reviewing the format in the current book. In the next document, the Board of Education’s Plan for Student Success, we can condense the space used. Division names can be moved to the header area. We may be able to move the format to two-column. We can include more than one strategic directive on a page, and remove some of the white unused space. The strategic plans will use less than 26 pages in the next book once make this adjustment.

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**Question #7**

**School Board Member Requesting Information:** Eleanor Goettee

**Answer Prepared by:** Terri Kimzey, Senior Director, Budget

**Date Prepared:** March 13, 2008

**Question:** Pages 72-77 – I like the organizational charts – but wonder if we could put Strategic Directive Information from pages 44-69 together with the charts? Ex: page 73 – the chart of Aux. Services – could pages 48 and 49 go behind it?

**Response:** We will review this for the Board of Education’s Plan for Student Success document.

**Question #8**

**School Board Member Requesting Information:** Eleanor Goettee

**Answer Prepared by:** Terri Kimzey, Senior Director, Budget

**Date Prepared:** March 13, 2008

**Question:** Page 138 and 140 – Cary HS is losing an AP (from the 9<sup>th</sup> grade center) – why doesn’t this position transfer back to the main campus? The same question applies to the loss of the clerical assistant and guidance counselor at the 9<sup>th</sup> grade center.

**Response:** All three of these positions were added to Cary High School when the 9<sup>th</sup> grade center was created off-site from the main campus of Cary High School. The additional staff – beyond regular formulas – are removed when ninth graders are housed on the main campus.

**Question #9**

**School Board Member Requesting Information:** Eleanor Goettee

**Answer Prepared by:** Tim Hart

**Date Prepared:** March 17, 2008

**Question:** I see that we get 87 MOE for ESL growth from the state and 30 MOE from the federal government. What are we (WCPSS) doing to address ESL? – And I realize that it may be answered later in the document and I just haven’t got to it – so tell me if that is the case!

**Response:**

ESL Financial Report Card		Months of Employment					
Funding Source	Total Budget	Teacher Months of Employment	Coordinating Teachers	Communications Specialist	Central Administrators	Office Support	General Operating Expenses
State PRC 001:	\$2,537,078.00	442					
State PRC 002:	\$112,405.00				12		
State PRC 020:	\$307,823.58	60					
State PRC 024:	\$270,016.19	74					** \$75,057.40
State PRC 054:	\$5,071,443.00	1079					** \$20,422.81
<b>Total State:</b>	<b>\$8,298,765.77</b>	<b>1655</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>0</b>	
Local PRC 001:	\$389,571.00	6					
Local PRC 002:	\$81,341.00				12	12	
ESL Financial Report Card		Months of Employment					

Funding Source	Total Budget	Teacher Months of Employment	Coordinating Teachers	Communications Specialist	Central Administrators	Office Support	General Operating Expenses
Local PRC 020:	\$29,376.00						
Local PRC 024:	\$14,954.00						
Local PRC 054:	\$1,370,609.64	109					** \$87,941.66
<b>Total Local:</b>	<b>\$1,885,851.64</b>	<b>115</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>12</b>	
Federal PRC 104:	\$1,330,456.07	214		12			** \$143,064.02
Federal PRC 111:	\$837,472.87	32					** \$743,333.43
<b>Total Federal:</b>	<b>\$2,167,928.94</b>	<b>246</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>0</b>	
<b>Total ESL Budget:</b>	<b>\$12,352,546.35</b>	<b>2016</b>	<b>0</b>	<b>12</b>	<b>24</b>	<b>12</b>	<b>\$ -</b>

\*\*General operating expenses included in total state, local and federal budgets

In Wake County, 6% of the student population (8,040) receive English as a Second Language (ESL) services.

Local funds total \$1,885,851.64 this year, which primarily pay for ESL positions with local supplements, dental insurance, and other related benefits. Supplies, instructional resources, staff development, local travel, IPT testing, and contract services for ESL teachers, students, and support staff are also paid from local funds that total \$87,941.66. This amount is included in the \$1,370,609.64 local funds budgeted in PRC 054.

Additional funding sources for ESL include Disadvantaged Students Supplemental Funding (State PRC 024), Language Acquisition (Federal PRC 104), and Significant Increase (Federal PRC 111). These funds have been used to support activities such as the ESL Academy, a pilot project initially focused at three high schools to address the challenge of the limited English speaking high school student who has interrupted or inferior schooling and is not on grade level. The ESL Academy is a means to address these at-risk students by bringing an increased focus on learning English prior to the student being expected to be in required courses for graduation.

## Question #10

**School Board Member Requesting Information:** Eleanor Goettee

**Answer Prepared by:** Terri Kimzey, Senior Director, Budget

**Date Prepared:** March 13, 2008

**Question:** Page 165 – It shows Staff Development at \$750 per LEA – is that correct? Am I reading it wrong?

[How much would the allotment to WCPSS if the funds were distributed equitably to all districts based on student membership....without base distributions built into the formula.](#)

**Response:** The North Carolina Department of Public Instruction allots funds to school districts for Staff Development. The formula from NCDPI has a base allotment of \$750 for each district, regardless of size. Then they take the total dollars approved for this category and distribute 25%

of the amount equally as a base to each district in NC, regardless of size. The remaining 75% of the dollars are allotted based on average daily membership.

In 2007-08, this allotment equals \$883,400 for WCPSS. The total allotment for all districts in NC is \$12,195,010. WCPSS's portion is 7% of the total for the state even though we serve approximately 9% of the students in North Carolina.

<http://www.ncpublicschools.org/docs/fbs/allotments/initial/state/allotment.xls>

<http://www.ncpublicschools.org/docs/fbs/allotments/general/allottedadm.xls>

If the statewide allotment of \$12,195,010 were divided by all students in NC (1,430, 848), then the allotment would be \$8.52 per student. NCDPI used 134,918 as the allotment basis for WCPSS. An allotment for 134,918 students at the rate of \$8.52 per student would be \$1,149,501. This is \$266,101 or 30% higher than the current allotment.

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### Question #11

**School Board Member Requesting Information:** Eleanor Goettee

**Answer Prepared by:** Terri Kimzey, Senior Director, Budget

**Date Prepared:** March 13, 2008

**Question:** Page 190 – Contracted Services – has codes – but I'd like to know what they are.

**Response:** Local funds are allotted to schools based on \$6.17 per student for contracted services. This formula is to pay copier costs at the school level. Once the funds are allotted to the schools based on this formula, the principal can transfer funds to or from this account based on site-based flexibility within the school's improvement plan to serve the student population at that site.

<i>Copier</i>	<b>02.5110.061.311.0109.schnumber.future use</b>
Each school receives \$6.17 per 10th day student count. The budget will be adjusted based on the actual tenth day membership at each school. Copier funds should be used to cover the cost of maintaining, leasing, and purchasing copiers. The account code the funds will be budgeted in is a contracted services code. For equipment purchases, use account code 02.5400.061.411.0109.schnumber.future code use.	

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### Question #12

**School Board Member Requesting Information:** Eleanor Goettee

**Answer Prepared by:** Terri Kimzey, Senior Director, Budget

**Date Prepared:** March 13, 2008

**Question:** Page 191 – I assume that the amount column does not match to the item in the far left column – correct?

**Response:** Correct. We can change the layout so this will be better aligned in the next document. The costs in the 5400 purpose code are for the lead secretary and clerical assistant months, the 5820 purpose code costs are for the NC Wise data manager months, and the 5810 costs are for the media assistant costs.

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### Question #13

**School Board Member Requesting Information:** Eleanor Goettee

**Answer Prepared by:** Terri Kimzey, Senior Director, Budget

**Date Prepared:** March 13, 2008

**Question:** Page 194 – textbook allotment - \$67/student – is this state funds? – do we supplement this at all?

**Response:** No. WCPSS does not supplement the state textbook allotment. In accordance with General statute 115C – 105.25, there is budget flexibility as part of school-based management. State funds allocated for classroom materials/instructional supplies/equipment may be transferred only for the purchase of textbooks. State funds allocated for textbooks may be transferred only for the purchase of instructional supplies, instructional equipment, or other classroom materials.

At WCPSS, schools typically transfer between \$2 million and \$3 million each year “from” textbooks “to” supply accounts. [The textbook account can only be used for items on the state adopted textbook list. Some of the transfers from textbooks to supply accounts are for supplemental texts and materials that are not on the state-adopted list.](#)

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**Question #14**

**School Board Member Requesting Information:** Eleanor Goettee

**Answer Prepared by:** Joyce Gardner, Director of AG Services

**Date Prepared:** March 13, 2008

**Question:** Page 198 – AG allocation is so little compared with our AG student population – should we reconfigure how we use AG teachers in elementary schools?

**Response:** This issue has been reviewed over the years. The allocation of AG positions is stretched thin, but we ensure that we can serve identified 4th and 5th graders, provide consultation and planning with K-3 teachers and provide professional development in differentiation strategies.

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**Question #15**

**School Board Member Requesting Information:** Eleanor Goettee

**Answer Prepared by:** Terri Kimzey, Senior Director, Budget

**Date Prepared:** March 13, 2008

**Question:** Page 199 – There’s a reference to CMA A1.7 on the right of the page but I didn’t see more references like this on other pages.

**Response:** See pages 203-204, 281, 315, 331, 340, 359, 360  
Pages 282 and 301 should also have a reference to the CMA. This will be added in the next document.

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**Question #16**

**School Board Member Requesting Info:** Eleanor Goettee

**Answer Prepared by:** Karen Hamilton, Senior Director, Counseling and Student Services  
Marvin Connelly, Assistant Superintendent, Student Services

**Date Prepared:** March 14, 2008

**Question:** Page 199 - the additional 2 classes at the elementary level that to be added - where?

**Response:**

We are working with Facilities as well as Growth and Planning to identify a regular school site to locate the Bridges expansion classes. The expansion classes will be aligned with services at Bridges and staffed to ensure the safety of students, as well as the campus and to maintain fidelity to the program. [We will amend the case in the next documents to indicate “Add two classes at the elementary level for services to elementary-age children, similar to the Bridges program.”](#)

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**Question #17**

**School Board Member Requesting Information:** Eleanor Goettee

**Answer Prepared by:** David Rockefeller, Director, Career and Technical Education

**Date Prepared:** March 17, 2008

**Question:** Page 201 – WCPSS formula for allocation to CTE – how is this formula configured? – has it proven to be a valid indicator in the past?

**Response:** The state allots CTE MOE to each school district in the state, based on its grades 8 - 12 enrollment. Wake County allots these MOE to the schools based on their grades 6 -12 enrollment, so middle schools receive allotments based on their grades 6-8 enrollment, even though the state does not allot MOE for students in grades 6 and 7. Our school system's total CTE MOE allotment is distributed among grades 6-12, while we are only allotted MOE from the state based on our grades 8-12 enrollment.

During allotment season, principals send me their requests for CTE allotments. At times, some principals do not require or request the number of MOE that the formula indicates they can be allotted, while others ask for more MOE to meet their school's needs. Both formulas are intended to be starting points that even the playing fields, based on total school enrollment. From there, small increments of MOE are added or subtracted in collaboration with the principals.

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**Question #18**

**School Board Member Requesting Info:** Eleanor Goettee

**Answer Prepared by:** Trisha Posey, Senior Administrator, Finance

Donna Hargens, Chief Academic Officer

**Date Prepared:** March 17, 2008

**Question:** Page 202 - Please explain the '08-'09 MOE and amount - both state and local

**Response:** The state funds are for months of employment needed based on an increase of 6% in ESL students. The local funds are to cover teacher supplement pay with benefits and dental cost.

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**Question #19**

**School Board Member Requesting Info:** Eleanor Goettee

**Answer Prepared by:** Marvin Connelly, Assistant Superintendent, Student Services

Donna Hargens, Chief Academic Officer

**Date Prepared:** March 17, 2008

**Question:** Pg. 203 - Intervention MOE

**Response:**

We have adjusted the method of allocation for the 08-09 school year. Elementary and middle schools are allocated Months of Employment (MOE) to provide supplemental math, reading, and language arts instruction to Level I and II students in grades three through eight. We anticipate an increase in the percent of Level I and II students due to the re-norming of the end of grade (EOG) reading spring 2008 assessments.

Beginning with the 2008-09 school year Intervention months of employment will be allotted from state ALP, local Challenged School, and Intersession MOE's with an equitable distribution. Schools will receive a non-categorized allotment of Intervention MOEs.

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**Question #20**

**School Board Member Requesting Info:** Eleanor Goettee

**Answer Prepared by:** Marvin Connelly, Assistant Superintendent, Student Services  
Donna Hargens, Chief Academic Officer

**Date Prepared:** March 17, 2008

**Question:** Intersession Remediation

**Response:**

We have adjusted the method of allocation for the 08-09 school year. Elementary and middle schools are allocated Months of Employment (MOE) to provide supplemental math, reading, and language arts instruction to Level I and II students in grades three through eight. We anticipate an increase in the percent of Level I and II students due to the re-norming of the end of grade (EOG) reading spring 2008 assessments.

Beginning with the 2008-09 school year Intervention months of employment will be allotted from state ALP, local Challenged School, and Intersession MOE's with an equitable distribution. Schools will receive a non-categorized allotment of Intervention MOEs.

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**Question #21**

**School Board Member Requesting Info:** Eleanor Goettee

**Answer Prepared by:** Donna Hargens, Chief Academic Officer

**Date Prepared:** March 17, 2008

**Question:** Page 205 - Does this include foreign language?

**Response:**

Elementary Schools are allotted Curriculum and Instruction Months of Employment via a formula of 1 to 13.75. It is required that every elementary school have an IRT (Instructional Resource Teacher) and provide art, music, and P.E. (Physical Education) from those months. Additional months earned can be used to fund foreign language instruction. Foreign language instruction is not, however, required. Magnet elementary schools have magnet months of employment that fund foreign language.

On the secondary level, the regular ADM allotment covers electives which include foreign language. Additional Curriculum and Instruction months are allotted in a small quantity to provide support for electives in the arts. On the middle school level, Curriculum and Instruction months are used to fund an IRT (Instructional Resource Teacher) as well as arts electives.

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**Question #22**

**School Board Member Requesting Information:** Patti Head

**Answer Prepared by:** (a) Donna Hargens, Chief Academic Officer  
(b) Mark Winters, Finance Officer

**Date Prepared:** March 13, 2008

**Question:** (a) Clarification on magnet funding decrease from the budget and then new business case.....(b) would rather have it be “reserved fund balance”

**Response:**

(a) Pg. 334-335 details the dollars associated with the Magnet School Phase-Outs over the next three years for four magnet schools. Magnet Programs will report to the board annually in the spring a status report of the phase-out plan, as well as a review of data on potential future magnet schools. At the direction of the board this spring, two schools could become magnets for 09-10. Pg. 341 details the cost of the potential addition of two magnet schools.

(b) We have not reserved funds for a purpose not yet determined.

[The Board of Education Commitment case on pages 334-335, and the new program case on page 341 will be merged to one Board of Education Commitment case in the Board of Education’s Plan for Student Success.](#)

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**Question #23**

**School Board Member Requesting Information:** Patti Head

**Answer Prepared by:** Mark Winters, Finance Officer

**Date Prepared:** March 13, 2008

**Question:** Use of dollars in Fund 6 dedicated to auditing the accounts every year.

**Response:** An audit position paid for by prorating the expense across all school’s fund 6 has been considered in the past. Many schools have small individual school balances and could not afford the expense. Our current procedure requires each school to pay the yearly license and support for Schoolfunds software.

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**Question #24**

**School Board Member Requesting Information:** Eleanor Goettee

**Answer Prepared by:** Marvin Connelly, Assistant Superintendent, Student Services  
Bob Sturey, Senior Director, Special Education

**Date Prepared:** March 17, 2008

**Question:** Page 207 – Occupational Therapist – Can someone define this role for me?

**Response:** Duties of occupational therapists include:

Adapting materials to address feeding and functional school related self-help skills  
Collaborating with regular and special education teachers regarding handwriting, fine motor, visual motor, and sensory motor development

Coordinating with medical providers regarding feeding safety and progression of oral feeding for children with dysphagia  
Conducting screenings and evaluations on students referred for occupational therapy services  
Participating on IEP, 504 and SST teams

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**Question #25**

**School Board Member Requesting Information:** Eleanor Goettee

**Answer Prepared by:** Marvin Connelly, Assistant Superintendent, Student Services  
Bob Sturey, Senior Director, Special Education

**Date Prepared:** March 17, 2008

**Question:** Page 207, 208, 222 – Laptops for therapists – I don't question the necessity – but the price of \$1,900 each seems to be really high – why so expensive?

**Response:** Laptop - \$1600.00  
Docking station \$180.00  
Tax \$80.00  
Total \$1860.00

Prices of laptops vary based on the job duties of the person they are assigned to. Some itinerant staff require computers that are more costly due to wireless connection and memory requirements. Cost estimates were provided in consultation with Technology Division staff.

Next year, we will develop a standardized price list based on recommended costs by Technology staff for use in consistency in all cases. The standardized list may have two to three levels of laptop or desktop computers based on the criteria needed.

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**Question #26**

**School Board Member Requesting Information:** Eleanor Goettee

**Answer Prepared by:** David Holdzkom, Assistant Superintendent, Evaluation and Research

**Date Prepared:** March 17, 2008

**Question:** Page 212 – Please give examples of what this cost includes – what kind of printing & translation? – Why is the business case from E&R? – I'd just like to know what kind of material this is talking about.

**Response:** E&R prints a variety of test materials that are used in conjunction with our K-5 local assessment program. In addition, we print test score reports and related correspondence for parents. In some cases, this requires translation into Spanish so that the needs of these families can be met. Finally, we produce a number of documents that must be printed prior to distribution. Just this month, for example, we printed English and Spanish language versions of a brochure that reviews and summarizes our research on effectiveness for multi-risk students. Multiple copies of these brochures were provided to schools (especially Title I schools) for distribution.

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**Question #27**

**School Board Member Requesting Information:** Eleanor Goettee

**Answer Prepared by:** Marvin Connelly, Assistant Superintendent, Student Services  
Henrietta Adams, Lead Transition Counselor, Counseling and Student

Services

**Date Prepared:** March 17, 2008

**Question:** Page 224 – why isn't "laptop" listed again in '09-'10 and '10-'11 if it is recurring? - or is it indeed recurring?  
It wouldn't seem to be.

**Response:** It is listed in the first block as a recurring cost for three years.

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**Question #28**

**School Board Member Requesting Information:** Eleanor Goettee  
**Answer Prepared by:** Michael Evans, Chief Communications Officer  
**Date Prepared:** March 17, 2008

**Question:** Page 227 – Customer Service Center - this center is responsible for what?

**Response:** The Customer Service Center is responsible for all telephone, email and in-person inquiries to the school district. The number of combined callers, writers and visitors usually ranges between 8,000 and 10,000 per month. Additionally, Customer Service Center personnel lead customer service training sessions for employees throughout the district, make presentations to realtors and representatives from newly relocating companies, assist with ESL induction and Spanish-English translation, participate with Office of Communications colleagues by writing articles and producing television segments, and provide oversight to the central administration mailroom.

This is accomplished with a staff of five: one supervisor, two customer service representatives, one ESL liaison, and one mailroom clerk.

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**Question #29**

**School Board Member Requesting Information:** Eleanor Goettee  
**Answer Prepared by:** Marilyn Moody, Senior Director, Child Nutrition Services  
**Date Prepared:** March 17, 2008

**Question:** Page 231 – "scatter" system lunch model – I know what it is – but others may not – at some point, it should be explained

**Response:** The scatter service noted in on page 231 refers to providing food service lines in various locations on the school property while food is prepared in one central kitchen on the campus. The new high school prototype includes food service lines near the kitchen as well as additional food service/dining space on each of the other floors. Equipment for transporting and holding cooked foods and a freight elevator for trash disposal are examples of additional equipment that are required for this system.

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**Question #30**

**School Board Member Requesting Information:** Eleanor Goettee  
**Answer Prepared by:** Marvin Connelly, Assistant Superintendent for Student Services  
Eddy Adams, Senior Director, Transportation

Bob Sturey, Senior Director, Special Education

**Date Prepared:** March 17, 2008

**Question:** Page 233 - Safety Assistants for Exceptional Children – what do these assistants do?

**Response:** Transportation safety assistants, work as a team with the driver to provide safe and efficient transportation for exceptional students. Safety assistants are only assigned if it is in the students IEP (Individualized Education Plan).

The responsibilities of the Transportation Safety Assistant may include the following:

- Assist students with loading/unloading the school bus.
- Assist students to move to their assigned seated location.
- Restrain students in Child Safety Restraint System as required by the IEP.
- Secure all wheeled mobility devices.
- Secure students' personal equipment
- Monitor medical, behavior needs of students and administer medication if needed.

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**Question #31**

**School Board Member Requesting Information:** Eleanor Goettee

**Answer Prepared by:** Terri Kimzey, Senior Director, Budget

**Date Prepared:** March 17, 2008

**Question:** Is it possible to have “like” items together in budget – Ex. – Pages 212, 225, 234 – they all involve printing, copying, etc.

**Response:** Cases are currently organized by the Chief that submitted them, and then in alphabetical order within each division.

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**Question #32**

**School Board Member Requesting Information:** Eleanor Goettee

**Answer Prepared by:** Terri Kimzey, Senior Director, Budget

**Date Prepared:** March 17, 2008

**Question:** Is it possible, in the future, to have the name of the person submitting each business case – perhaps at the bottom of the page – so BOE members can contact them for questions about content? Those of you working on the budget should not have to take time to route these kinds of inquiries.

**Response:** Yes, we can add a field to the cases to include this information next year.

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**Question #33**

**School Board Member Requesting Information:** Kevin Hill

**Answer Prepared by:** Terri Kimzey, Senior Director, Budget

**Date Prepared:** March 17, 2008

**Question:** Of the \$35m increase in the local request from the County Commissioners, did I understand that \$5m is for new programs? If so, are these above and beyond funding issues related to growth?

**Response:** Of the \$35.0m recommended by the superintendent to be requested from the county commissioners, \$4.6m is for new programs and increases to existing programs. These are above and beyond growth funding issues.

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**Question #34**

**School Board Member Requesting Information:** Kevin Hill

**Answer Prepared by:** Terri Kimzey, Senior Director, Budget

**Date Prepared:** March 17, 2008

**Question:** Is there any way to sort programs/positions between those needed due to growth and those that are new to help with academic progress (tied to above question)?

**Response:** Cases are organized in this way. There is a summary of costs by drivers on page 19 of the Superintendent's Plan for Student Success. A more detailed listing is shown on pages 24-28. Individual cases are located behind tabs for Growth, Systemwide, BOE Commitment, New Programs, and Savings on pages 185-392 of the document. In addition, there are cases within each section that tie to the Curriculum Management Audit recommendations. These are footnoted and identified as such.

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**Question #35**

**School Board Member Requesting Information:** Kevin Hill

**Answer Prepared by:** Terri Kimzey, Senior Director, Budget

**Date Prepared:** March 17, 2008

**Question:** What are the options schools have to replace the \$100,721 cut from "Library Books?" I know principals can convert, but obviously, must they now "rob Peter to pay Paul," to order library books?!

**Response:** There is a decrease of \$100,721 shown on the object code page for library books. However, there is no reduction in funding formulas to schools. This item is footnoted.

There is no allocation to schools at the beginning of the fiscal year in a "library book" object code. School-based allotments for supplies and materials are established in an "supply" account. The chart of accounts established by the Department of Public Instruction requires that library book costs be paid from a separate object code.

As principals decide to spend dollars from the supply account on library books, they transfer a budget to establish library book funds. There is no reduction in the formula to schools. The data on page 129 shows the 2008-09 allotment in a supply account. The 2007-08 figures reflect transfers from supplies to library books that have occurred so far this fiscal year.

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**Question #36**

**School Board Member Requesting Information:** Kevin Hill

**Answer Prepared by:** Don Haydon, Chief Facilities and Operations Officer

**Date Prepared:** March 17, 2008

**Question:** The Special Transportation contract was to be rebid, and the Plan says the bids would not be available until after printing. David said he knew the new bids would be "much more favorable" than the previous contract(s). I would like information on the new bids.

**Response:** I am cautiously optimistic that David Neter is correct and that the new contract will be for less money!! The existing contract was negotiated with 5 firms in 2002 and expires at the end of this fiscal year. Compensation is based on a student per day rate for cars and a bus per day rate for lift buses. New contract will be based on route mileage, and WCPSS will route the cars & buses, just as we do for yellow buses. While new contract will ensure much improved accountability, it is too soon to determine if the price will be lower. The RFP is on-the-street and proposals are due in mid-April.

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**Question #37**

**School Board Member Requesting Information:** Kevin Hill

**Answer Prepared by:** Terri Kimzey, Senior Director, Budget

**Date Prepared:** March 17, 2008

**Question:** Is there any way to attach a \$ value to MOE? I understand the process having worked with it for 7 years, but in chatting with the County Commissioners, I believe it will be much more effective to be able to talk about \$ amounts tied to programs, etc. I can most likely figure things out by flipping lots of pages, but it would be very helpful to have this information.

**Response:** All cases provide months of employment, and corresponding costs in terms of dollars for staffing. Whenever costs analyses are requested for program data, both are typically provided.

The "worth" of a month varies based on the type of data requested. Actual costs of programs will depend on the grade and step of actual employees being paid.

Costs of a month for the conversion process are a standard value published by NCDPI each year based on our average salaries paid in a particular time period.

Beginning level salary values are typically used when costing out cases for new funding. Many times we will use an A02 cost for teacher months. At WCPSS we assign first and second year teachers (A00, A01) to the state budget whenever possible so the state will cover the cost of mentors. We assign experienced teachers to the state budget so they will cover the higher salary, longevity, annual leave payout, etc. costs (A03 and above). It is cheapest for WCPSS to leave A02 teachers on the local budget whenever possible for these reasons.

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**Question #38**

**School Board Member Requesting Information:** Kevin Hill

**Answer Prepared by:** Terri Kimzey, Senior Director, Budget

**Date Prepared:** March 17, 2008

**Question:** I hate that we are losing JROTC! What school is losing it and is there a specific reason other than lack of interest (which I find hard to believe)?

**Response:** JROTC is not being reduced. Each high school with a Board of Education approved program for JROTC is provided months of employment from categorical Federal funds. The number of months allotted is dependent upon the contractual agreement with the branch of

service sponsoring the ROTC program. The cost of these months is shown in the 2008-09 budget figures for JROTC teacher on page 125 of the Superintendent's Plan for Student Success.

In addition, high schools in the program typically convert additional regular education ADM teacher months to supplement the JROTC program. Conversions must be submitted on a year-by-year basis in accordance with state law. The 2007-08 figures on page 125 include the impact of conversion processed for that fiscal year. 2008-09 figures will be amended to show conversions/transfers from Teacher to JROTC Teacher as they are processed after July 1, 2008.

We will add a footnote about this in the Board of Education's Plan for Student Success to explain the decrease in that particular object code as presented.

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**Question #39**

**School Board Member Requesting Information:** Eleanor Goettee

**Answer Prepared by:** Terri Kimzey

**Date Prepared:** March 18, 2008

**Question:** p. 238 - Must the breakdown of MOE conform to what you've indicated for AD and Trainer?

**Response:** No. The formula on page 238 is the basis of the allotment formula for equitable distribution of months to high schools. The schools have flexibility once allotments are distributed to each school.

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**Question #40**

**School Board Member Requesting Information:** Eleanor Goettee

**Answer Prepared by:** Terri Kimzey

**Date Prepared:** March 18, 2008

**Question:** p. 239 – "E30 Amberly Park" – did I miss the naming of this school?

**Response:** At the time the document was prepared, E30 Amberly Park was a description of the school designation prior to an official naming. On December 18, 2007, the Board of Education approved Alston Ridge Elementary as the official name for this school. The case will be revised in the next document to reflect the new name.

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**Question #41**

**School Board Member Requesting Information:** Eleanor Goettee

**Answer Prepared by:** Bobby Guthrie, Senior Administrator for Athletics/Driver Education

**Date Prepared:** March 17, 2008

**Question:** p. 247 – Why is the high school allotment so much lower than the MS?

**Response:** High schools have the ability to have much more involvement with booster clubs providing monies for athletics. Some middle schools have booster clubs, but are not able to raise near as much money as high schools. Many school systems around the state have higher allotment amounts than WCPSS.

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**Question #42**

**School Board Member Requesting Information:** Eleanor Goettee

**Answer Prepared by:** David Holdzkom, Assistant Superintendent, Evaluation and Research

**Date Prepared:** March 17, 2008

**Question:** p. 249 – What kind of training does E&R provide to new schools?

**Response:** E&R staff typically provide training in the use of information stored in the QuickPlace site, in ways to utilize other research/information formats that we provide to schools, in how to interpret data, especially when, as in the case of new schools, the students have not been educated or tested in that school. Moreover, we offer training to all schools, including but not limited to new schools, in ways to use computer programs like Excel to manage school-based data, we offer training in various aspects of testing and test item rating (more recently). Finally, we have been providing a short course for volunteers who want to learn more about descriptive and non-parametric statistics.

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**Question #43**

**School Board Member Requesting Information:** Eleanor Goettee

**Answer Prepared by:** Marvin Connelly, Assistant Superintendent for Student Services

**Date Prepared:** March 17, 2008

**Question:** p. 253 – “each large high school” – how large is this? – and is there a job description for this job and a measure of accountability?

**Response:** Every High School gets a 10 month position when it has at least two grade levels. The alternative high schools and small learning community high schools get one five month position.

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**Question #44**

**School Board Member Requesting Information:** Eleanor Goettee

**Answer Prepared by:** Marvin Connelly, Assistant Superintendent, Student Services

**Date Prepared:** March 17, 2008

**Question:** p. 254 – ’08-’09 – Shouldn’t MOE allotted to East Cary Middle School increase a bit because there will be 6<sup>th</sup> and 7<sup>th</sup> graders there – not just 6<sup>th</sup> graders?

**Response:** East Cary will in fact receive a 12 month allotment next year out of state funds.

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**Question #45**

**School Board Member Requesting Information:** Eleanor Goettee

**Answer Prepared by:** Marvin Connelly, Assistant Superintendent, Student Services

**Date Prepared:** March 17, 2008

**Question:** p. 258 – NovaNet – why not have it open in the summer too – and at night?

**Response:** We do operate NovaNet in the summer during summer school programs. We currently do not fund teachers to operate NovaNet labs at night.

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**Question #46**

**School Board Member Requesting Information:** Eleanor Goettee

**Answer Prepared by:** Marvin Connelly, Assistant Superintendent, Student Services  
Donna Hargens, Chief Academic Officer

**Date Prepared:** March 17, 2008

**Question:** p. 342 – PBS – I support! – but I'd like to see results from current PBS schools somewhere on this business case as a rationale for expanding the program.

**Response:** This is the third year of PBS. Typically we do not do program evaluations until after the 3<sup>rd</sup> year a program has been in operation. We do have some preliminary results (such as reduction in the number of suspension, reduction in number of office referrals in PBS schools).

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**Question #47**

**School Board Member Requesting Information:** Eleanor Goettee

**Answer Prepared by:** Michael Evans

**Date Prepared:** March 18, 2008

**Question:** p. 358 – What is the rationale for this position? – How do we know we need it? – Senior Administrator for Community Schools Resource Specialist?

**Response:** This person would work to ensure that 1) the nearly \$600,000 per year generated through the rental of facilities which are returned to the schools are properly spent; 2) to assist with the negotiation of "in-kind" services which affect rental rates and income generated.

This person will work directly with school-based administrators to maximize additional revenue generated for schools and ensure alignment with school and district initiatives.

[This position will be paid from enterprise fund fees. The case will be modified in the next document to indicate this.](#)

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**Question #48**

**School Board Member Requesting Information:** Eleanor Goettee

**Answer Prepared by:** Donna Hargens, Chief Academic Officer  
Christy Falba, Senior Director for Elementary Education Services

**Date Prepared:** March 17, 2008

**Question:** p. 363 – Project Achieve – Why is this being eliminated? Shouldn't there be some statement as to the reason listed on the page?

**Response:** Project Achieve is not being eliminated. It, in fact, has been a successful initiative that has been expanded. Project Achieve Schools have used common planning time, common focus lessons, and common assessments. Eleven of the schools at the start of the initiative

received months of employment (a total of 53.50) to provide support. This is no longer a new way of operating for elementary schools. Project Achieve Schools after the original schools did not receive the same months for support. Currently the majority of our elementary schools are using the focus lessons and common assessments and are planning together. The original 11 schools have no needs that are different than other schools. With anticipated decreases in 069 funds, discussions of these reductions began last year.

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**Question #49**

**School Board Member Requesting Information:** Eleanor Goettee

**Answer Prepared by:** Maurice Boswell, Assistant Superintendent, Human Resources

**Date Prepared:** March 18, 2008

**Question:** p. 382 – Bridges to Success – Same question – Why is this being eliminated? Is it not worth continuing with local funds? – what are its results?

**Response:** We received the Transition to Teaching Grant from the U. S. Dept. of Education. It was originally a 5yr. grant but we did receive an additional year which will end in Sept. 08. Knowing this we applied for another grant from the U.S. Dept. of Education- Teach Up- Grow Your Own which targets para-professionals entering into teaching. We received another 5 yr. grant in the amount of 2 million dollars. We were the only school district in N.C. to receive a second grant. This grant is monitored yearly and after the third year a determination will be made for the funding for the remaining two years.

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**Board of Education Member comments about changes in the document.**

Eleanor Goettee - p. 4 I really like the History of Events Section – particularly helpful for newcomers.

Eleanor Goettee - p. 95 I like the Budget Process Calendar

**Edits for the next document.**

p. 26 Data Storage item in Fixed Asset Replacement and Capital Budget section are tied to the Curriculum Management audit. A footnote <sup>1</sup> will be added.

p. 27 Board Policy Revisions and Training for the Board of Education are tied to the Curriculum Management audit. A footnote <sup>1</sup> will be added.

p. 26 In the next document:

Fuel Management system will be moved to Systemwide – Fiscal Accountability

School Buses will be moved to Growth – Student Membership

Services Trucks will be moved to Growth – Student Membership