

**Wake County Public School System
Superintendent's Proposed Budget 2017-18
Board of Education Work Session Q&A
April 25, 2017**

1. Class Size –

- a) **How did WCPSS arrive at including \$13 million of the \$26 million for the class size reduction?**
See page 121 of the Superintendent's Proposed Budget. <http://www.wcpss.net/Page/30358>

Teacher - Regular Classroom - Class Size Legislative Requirement																																		
Area	Schools																																	
Description	The 2016-17 state budget requires that school districts bring their average class sizes in grades K-3 in line with the state's prescribed teacher-student ratio, which varies by grade. Beginning in 2017-18, this will directly impact the Wake County Public School System (WCPSS) elementary school formula used for calculating teacher Months of Employment (MOE).																																	
Funding Formulas	<p>Current Formula: Elementary School: Integer((Kindergarten/21.27 + (Grade 1)/19.27 + (Grade 2 + Grade 3)/20.27 + (MYR Grade 4 + MYR Grade 5)/24.27 + (Trad Grade 4 + Trad Grade 5)/26.27 + (SYR Grade 4 + SYR Grade 5)/26.27)*10)</p> <p>New Formula: Elementary School: Integer((Kindergarten/18 + (Grade 1)/16 + (Grade 2 + Grade 3)/17 + (MYR Grade 4 + MYR Grade 5)/24.27 + (Trad Grade 4 + Trad Grade 5)/26.27 + (SYR Grade 4 + SYR Grade 5)/26.27)*10)</p>																																	
Calculations	<p>2017-18 MOE Needed with Current Formula</p> <table><tr><td>Projected MOE</td><td>66,373</td></tr><tr><td>Less MOE Allotted in 2016-17</td><td><u>- 65,000</u></td></tr><tr><td>Equals Additional MOE Needed for 2017-18</td><td>1,373</td></tr></table> <p>2017-18 MOE Needed with New Formula</p> <table><tr><td>Projected MOE</td><td>70,995</td></tr><tr><td>Less MOE Allotted in 2016-17</td><td><u>- 65,000</u></td></tr><tr><td>Equals Additional MOE Needed for 2017-18</td><td>5,995</td></tr></table> <p>MOE Needed with New Formula 5,995</p> <table><tr><td>Less MOE Needed for Current Formula</td><td><u>-1,373</u></td></tr><tr><td>Equals Additional MOE Needed for 2017-18</td><td>4,622</td></tr></table>				Projected MOE	66,373	Less MOE Allotted in 2016-17	<u>- 65,000</u>	Equals Additional MOE Needed for 2017-18	1,373	Projected MOE	70,995	Less MOE Allotted in 2016-17	<u>- 65,000</u>	Equals Additional MOE Needed for 2017-18	5,995	Less MOE Needed for Current Formula	<u>-1,373</u>	Equals Additional MOE Needed for 2017-18	4,622														
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Proposed Funding	Although the class size legislation would require an additional 462 teachers, WCPSS staff is optimistic there will be a partial solution by the legislature; therefore, only half of the cost is included as a request in the proposed budget.																																	
Strategic Objective	Learning & Teaching																																	
Budget Adjustments	<table><tr><th>Description</th><th>MOE</th><th>State</th><th>Local</th><th>Total</th></tr><tr><td>Current Budget</td><td>65,000.00</td><td>\$ 348,426,216</td><td>\$ 108,643,607</td><td>\$ 457,069,823</td></tr><tr><td>Budget Adjustments:</td><td></td><td></td><td></td><td></td></tr><tr><td>Teachers Local MOE</td><td>2,311.00</td><td>\$</td><td>\$ 13,174,000</td><td>\$ 13,174,000</td></tr><tr><td>Total</td><td>2,311.00</td><td>\$ -</td><td>\$ 13,174,000</td><td>\$ 13,174,000</td></tr><tr><td>Proposed Budget</td><td>67,311.00</td><td>\$ 348,426,216</td><td>\$ 121,817,607</td><td>\$ 470,243,823</td></tr></table>				Description	MOE	State	Local	Total	Current Budget	65,000.00	\$ 348,426,216	\$ 108,643,607	\$ 457,069,823	Budget Adjustments:					Teachers Local MOE	2,311.00	\$	\$ 13,174,000	\$ 13,174,000	Total	2,311.00	\$ -	\$ 13,174,000	\$ 13,174,000	Proposed Budget	67,311.00	\$ 348,426,216	\$ 121,817,607	\$ 470,243,823
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- b) **What will be the impact if the legislature does not make accommodations?**

See materials for April 18, 2017 Board of Education Work Session.

<https://simbli.eboardsolutions.com/Meetings/ViewMeetingOrder.aspx?S=920&MID=3240>

Dr. Merrill presented a PowerPoint presentation to the board of education of implications, options, and next steps.

WCPSS Class Size

April 18, 2017

The Challenge

	Maximum Class Size				WCPSS
	Current Legislation 2016-17	Current Legislation Effective 7/1/17	District average shall never exceed	HB 13 End of second school month and for remainder of year; individual class may not exceed	
K	24	18	21	24	21.27
1	24	16	19	22	19.27
2	24	17	20	23	20.27
3	24	17	20	23	20.27

Issues to Examine Related to Shifting Class Size Limits

- Programs
- Policies
- People
- Space
- Costs
- Options
- No solutions today; merely the enormity of the potential disruption within multiple solutions available

Programs

- NC Standard Course of Study
 - Expectations for instruction in the arts, music and physical education
 - Consider who is best to teach the standards
- The Basic Education Program G.S. 115C-81
- DPI has individual teacher certifications for art, music, and P.E.

NC Standard Course of Study

Examples from NCDPI K-12 Standards, Curriculum and Instruction

- North Carolina Essential Standards: First Grade Music
- 1.ML.2 Interpret the sound and symbol systems of music. (ML=musical literacy)
 - 1.ML.2.1 Interpret rhythm patterns that use iconic or standard notation for quarter notes, quarter rests and beamed eighth notes.
 - 1.ML.2.2 Execute three-pitch songs with voice and/or instruments.
 - 1.ML.2.3 Use iconic symbols to notate quarter notes and quarter rests.

NC Standard Course of Study

Examples from NCDPI K-12 Standards, Curriculum and Instruction

- North Carolina Essential Standards Third Grade Visual Arts
- 3.V.3 Create art using a variety of tools, media, and processes, safely and appropriately. (V=visual literacy)
 - 3.V.3.1 Understand how a single tool can be manipulated in multiple ways, safely and appropriately.
 - 3.V.3.2 Use a variety of media with refined skills.
 - 3.V.3.3 Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology.

NC Standard Course of Study

Examples from NCDPI K-12 Standards, Curriculum and Instruction

- North Carolina Essential Standards: **Physical Education**
- 2.MS.1 Apply competent motor skills and movement patterns needed to perform a variety of physical activities. (MS – motor skills)
 - PE.2.MS.1.1 Execute combinations of locomotor skills in different pathways, levels, or directions.
 - PE.2.MS.1.2 Execute a variety of manipulative skills while maintaining good balance and follow-through.
 - PE.2.MS.1.3 Generate smooth and timely transitions between sequential locomotor skills.
 - PE.2.MS.1.4 Apply non-locomotor movements with locomotor patterns and levels in a variety of movement sequences

NC Standard Course of Study

Examples from NCDPI K-12 Standards, Curriculum and Instruction

- Do I have to offer health and physical education to all students?
- Yes, according to the implementation of the BEP, the Healthful Living Standard Course of Study, and G.S. 115C-81 (e1), healthful living should be offered to all students K-high school.
- How much physical activity should K-8 students receive?
- State Board Policy, HRS-E-000 states that appropriate amounts of recess and physical activity shall be provided for students. Physical activity required by this policy must involve physical exertion of at least a moderate intensity level and last for a duration sufficient to provide a significant health benefit to students. Structured recess and other physical activity may not be taken away as a form of punishment.

Basic Education Program

- G.S. 115C-81
- (a1) The Basic Education Program shall describe the education program to be offered to every child in the public schools. It shall provide every student in the State equal access to a Basic Education Program. Instruction shall be offered in the areas of arts, communication skills, physical education and personal health and safety, mathematics, media and computer skills, science, second languages, social studies, and vocational and technical education.

WCPSS Applicable Policies and R&P

- R&P 5120 Healthful Living
- D. Physical Education
 - Students enrolled in kindergarten through eighth grade will participate in physical activity as part of the district's physical education program. Physical education courses will follow the North Carolina Healthful Living Standard Course of Study.
 - 1. Elementary School Physical Education
 - A minimum of thirty minutes of moderate to vigorous physical activity shall be provided for all elementary school students daily. Each elementary school student shall receive 150 minutes of physical activity per week. This may include physical education, recess, or other class activities. Included in this physical activity shall be at least one day per week of physical education with a certified physical education specialist. This physical activity shall be in addition to classroom instruction in health.

WCPSS Applicable Policies and R&P

- Policy 3430 Reduction in Force: Certified Employees

– A. Definitions

- 1. Reduction in Force (RIF) - A justifiable decrease in the number of positions due to district reorganization, decreased enrollment, or decreased funding.
- 2. District Reorganization - defined as declining enrollment, financial exigency, or any other cause that warrants closing, consolidation, elimination, curtailment, or reorganization of schools, facilities, programs, or curriculum offerings.
- 5. Employee Groups - for the purpose of implementing a reduction in force under this policy, personnel shall be grouped in system-wide employee groups as follows:
 - d. K-12 teachers grouped separately by special subject certification areas (e.g., physical education teachers)

People

- Current WCPSS special teachers in positions of art, music, drama, PE, or dance at elementary schools—356
- Of these 356
 - 41 have elementary certification
 - 11 certified in other areas, but not elementary ed
 - 288 do not have additional areas of certification
 - 16 are on terminating contracts
 - 55 of the 356 also hold National Board Certification

People

- Demand (teachers needed)
 - 461 under current law effective 7/1/17 (\$)
 - 32 under HB 13 (\$)
- Supply (teachers available)
 - 90 school based instructional resource teachers (IRT's)
 - 80 have elementary certification
 - 3 certified in reading
 - 7 on terminating contracts
 - 308 staff in central office who are certified in elementary education

People (Supply Continued)

- Possible to provisionally license 288 elementary specials teachers (\$)
- Snapshot Data as of 3/29/17
 - 487 elementary education teachers on terminating contracts
 - 5 secondary art, music, P.E. vacancies currently
 - 23 secondary art, music, P.E. on terminating contracts
- Applicants
 - Sufficient applicants in Applitrack show qualifying elementary certification
 - Have not vetted or verified interest and suitability

Implications

- Elimination of elementary specialty teachers (reduction in force) vacates positions to make room for regular elementary classroom teachers
- Elementary special student offerings would be lost
- Experience loss of human capital when reassigning school-based and central support coaches, teachers and trainers who are certified in elementary education
- Less than ideal educational impact with provisionally licensed teachers and sub-standard applicants
- Year round schools will need to reconfigure tracks as soon as possible

Program: Categorical and Block Allocation Effect

- Elementary art, music and P.E. historically were allotted by the state to school systems as a separate teacher category in addition to elementary certified classroom teachers
- These multiple allocations were combined into a single, block allocation in the mid 1990's
- School districts have continued to provide the elementary special teachers from that same block allocation, in accordance with DPI manuals and General Statutes
- Block allocation enables flexible determination of the resources at the school level, but it also allows for challenges to school-based decision making

Space

- 66 elementary schools are short 286 spaces
- 45 elementary schools have 214 spaces available
- Mobiles require 12 months to be moved and made habitable (\$)

Costs

- Total number new positions needed times average cost per teacher
 - \$26M effective 7/1/17 if no change to law and preserving all elementary specials (460)
 - \$1.8M HB 13 (32)
- \$115,000 if district pays for provisional licensure for all transferred specialty teachers into elementary positions (288)
- \$86,000 per unit: mobile relocation, upfit, and preparation
- As much as \$21,000 per unit: classroom upfit in existing schools with vacant rooms

Options

- Eliminate elementary specials and hire elementary certified teachers
- Eliminate one or two of the elementary special teacher categories if partial funding is provided
- School board decides, or allows school to decide, which special to eliminate if partial funding is provided
- Change allocation formulas in grades 4-12 to partially assist in K-3
- Increase students per classroom with 2 assigned certified teachers present
- Reassign students from schools without space to schools with space
- Any combination of these and other possibilities

Next steps

- Continue to seek Senate resolution
- Since time is of the essence, meet with year-round principals and direct their actions to comply with impending class size requirements
- Freeze elementary staffing recommendations
- Seek board direction for preferred solution for traditional-calendar schools

2. How will the additional funding requested for counselors and social workers be used? Will certain high-risk schools be prioritized? How would the additional staff be allocated?

For the proposed expansion of counselor/social workers in schools, Wake County Public School System (WCPSS) staff is developing an acuity model for the distribution of additional counselor/social work positions to schools. Schools with greater needs/greater concentration of students with needs will be prioritized in the model. WCPSS already uses an acuity model to assign nursing support to schools. Counselor and social worker positions are the focus of this additional request, and would be allocated in 10 or 11 month positions, depending on school calendar.

3. Of the items listed on pages 7 and 8 in the book, which were included in the proposed budget? Which were not? What are the corresponding costs for the listed items?

The list below shows the business case(s) pertaining to the board's focus areas listed on pages 7 and 8 of the Superintendent's Proposed Budget. This list only includes increases included in the proposed budget, not efforts to address focus areas using current funding.

● Must Have

- Alternative learning ●
 - alternative to suspension for academic and behavioral success – [Connections Alternative Middle School \(p. 148\)](#) and [Second Chance Online Resource for Education \(SCORE\) School \(p. 150\)](#)
- Communities of belonging ●
- Strategic communication to parents ● - [Let's Talk Customer Service \(p.108\)](#) and [Schoolwires Content Management System \(98\)](#)
- Fully funding Strategic Plan
 - Office of Equity Expansion (Core Belief #2) ● - [Office of Equity Affairs Expansion \(p. 153\)](#)
- Additional Counselor positions & Social Worker ● - [School Counselors \(p. 94\)](#) and [Counselors and Other Instructional Support \(p. 149\)](#)
- Additional Nurse positions in all schools (1 per school) ● ● ●
- School Staff/student ratio in the classroom ●
- Teacher Assistant in all K-2 classrooms and 10 MOE ● ● ●
- Behavioral Modification in ALC in/out-school, Core teaching ● ● - [Connections Alternative Middle School \(p. 148\)](#) and [Second Chance Online Resource for Education \(SCORE\) School \(p. 150\)](#)
- Middle School Music Program ● - [Middle School Academics Teachers \(p. 82\)](#)
- Student Performance ESM schools (move the needle-45% currently) ● - [Outside the Calendar Professional Learning Days – Elementary Support Model \(p. 102\)](#), [Elementary Counselor Coordinator for Elementary School Model and At-Risk Schools \(p. 105\)](#), and [Office of Equity Affairs Expansion \(p. 153\)](#)
- Explore whole child trauma in form ●
- Transportation ●
 - Collaboration with city & county public transportation
 - Strategic alignment of tiered transportation services with district goals (long term)
- Transportation-fully fund (Magnet, Special Education, shorter ride time) omit express buses ● ● ● - [New Schools and School Changes – Bus Drivers \(p. 69\)](#) and [Exceptional Children \(EC\) Operations \(p. 99\)](#)

- Would like to have
 - Expand Pre-K in all low SES ●●
 - Expand Teacher Planning Time ●
 - Fund Technology in the Operating Budget ● - Business Intelligence Software (p. 114), Single Sign-On Support (p. 115), Device Repair Services (p. 157), Hardware and Software Management Software (p. 158), School Connectivity (p. 159), and School Technology Fund (p. 160)
 - Increase Pay for non-certified staff ● - Legislative Salary Increase (p. 119) and Market Responsive Compensation (p. 136)
 - More choice models in and around central Wake ●
 - Full-time social worker and smaller class sizes with greater than 60 percent ● - Counselors and Other Instructional Support (p. 149)
 - Extra Duty pay ● - Extra Duty Salary Increase (p. 111)
 - Fund a market study on teachers ●
 - Communications/Customer Service-lack of response Tools (Marketing) ●● Let's Talk Customer Service (p.108)
 - Mental Health (collaborate with the county) ●
 - AIG funding ● - New Schools and School Changes – AIG Teachers (p. 69) and Academically and Intellectually Gifted CogAT/IOWA Assessment Scanning (p. 96)
 - Arts funding ● - New Schools and School Changes – Academics Teachers (p. 70) and Middle School Academics Teachers (p. 82)
 - Middle School Support Model (Restart) ●
 - Protected teacher planning time ●●
- Defer
 - Expansion of Pre-K (Ready to Learn Centers) ●
 - Communications/Customer Service-lack of response Tools (Marketing) ●
 - Full Custodial Services ●
 - Funding for Maintenance/Operations ● - New Schools and School Changes (p. 69-70), Facility Maintenance Technician (p. 155), and Integrated Pest Management Master Craftsman (p. 156)
 - Recruitment and retention ● - Market Responsive Compensation (p. 136) and Future Teachers Program (p. 112)
 - Foreign language instruction in elementary grades ●●
 - Redesign and enhance CMAPP (Curriculum Management Application) ●●●

Non-rated items

- Alternative Programs - - Connections Alternative Middle School (p. 148) and Second Chance Online Resource for Education (SCORE) School (p. 150)
- Programs for academically at-risk students (LEP, SWD, ED)
- Programs for AIG students
- Flex academy/alternative learning center for suspended students - Connections Alternative Middle School (p. 148) and Second Chance Online Resource for Education (SCORE) School (p. 150)
- Reformulate & enhance the arts
- Reduce testing
- ESM schools: PD, staff strong teachers and incentives - Outside the Calendar Professional Learning Days – Elementary Support Model (p. 102), Elementary Counselor Coordinator for Elementary School Model and At-Risk Schools (p. 105), and Office of Equity Affairs Expansion (p. 153)
- Resources toward Equity Efforts - Office of Equity Affairs Expansion (p. 153)
- Middle Schools – literacy, social services, electives, Arts, textbooks, salaries, incentives - Middle School Academics Teachers (p. 82)
- PD Human Capital - Office of Equity Affairs Expansion (p. 153)
- Leadership development
- Tech Support
- Tech Device Plan
- Equity Study
- Instructional supplies/Resources – Instructional Supplies (p. 67)
- Increase Principal Pay - Legislative Salary Increase (p. 119)
- Increase Teacher Pay - Legislative Salary Increase (p. 119)
- Fully funding Strategic Plan-PD to support 4 C's - Office of Equity Affairs Expansion (p. 153)
- Staff salaries (living wage) - Legislative Salary Increase (p. 119)
- Salaries of outsourced contract support (living wage)
- Customer Service (Improve)
- Supplies for Classrooms - Instructional Supplies (p. 67)
- Social/Emotional Learning (K-12) - Social Emotional Foundations for Early Learning Coach (p. 106), Connections Alternative Middle School (p. 148), and Counselors and Other Instructional Support (p. 149)
- Counselors at national (norm/level) - Counselors and Other Instructional Support (p. 149)

4. **How does the budget address the “remarkable” items discussed in January 27th meeting? - provided by Cmsr. Portman.**

a) **Music/arts**

Deferred case for 75 Months of Employment to support Middle School Arts programming.

b) **Counselors and social workers**

Business case on page 149 - for year one of a three-year implementation plan to increase counselors and other instructional support (social workers).

c) **Foreign language**

No expansion requested in the Superintendent's proposed budget.

d) **Teacher salaries – what is the target? Are we making progress towards that target?**

See response to question #6.

e) **K-2 Teaching Assistants**

No specific expansion request for TA's, we are assuming that the state will continue to fund growth.

f) **School Nurses**

No specific expansion request in the Superintendent's Proposed Budget. WCPSS partners with Wake County Human Services (WCHS) to expand nurses, and WCHS is slated to provide an additional eight nurses and one additional nurse supervisor.

5. **Is the NC school boards working together to address the General Assembly and reduce the impacts on funding?**

Yes, the North Carolina School Boards Association (NCSBA) works with member districts to have a collective voice and impact at the legislature.

6. **What is WCPSS current goal for teacher pay? The goal below was extracted from the 2014-15 WCPSS Budget. What is the most recent turnover rate for teachers? What is the average dollar amount of the teacher supplement for FY17? Has benchmarking of salaries been conducted and what did the benchmarks show?**

- By 2020, the Wake County Public School System will pay its teachers at the national average of teacher salaries. The current Wake County Schools average salary is \$45,512, while the latest national average teacher salary is \$56,383. This goal calls for an additional \$130 million. (Note that an increase in local per pupil funding would be addressing this goal concurrently.)

In 2014-15, the Superintendent's budget provided the WCPSS average teacher salary of \$45,512, with the goal of reaching the then national average of \$56,383, a difference of \$10,871. Currently, the WCPSS average teacher salary, as reported in November 2016, is \$50,803. Based on the latest information available, the national average (based on the National Education Association (NEA) averages in May 2016) is \$58,064. This is a difference of \$7,261.

The most recent Teacher Turnover Report for 2015-2016 that was submitted to the North Carolina Department of Public Instruction (NCDPI) shows a turnover rate of 12.12 percent.

Average classroom teacher supplement per year is \$8,473.72. Other supplements are included in case they are needed.

	Classroom Teachers			
		Values		
Description	object	Sum of FTE	Sum of Annual Supp	Average Supp
Classroom Teacher	121	9,951.44	84,325,711.58	8,473.72
Interim Teacher	122	5.00	7,026.25	1,405.25
JROTC Teacher	123	16.00	193,848.47	12,115.53
Foreign Exchange (VIF)	124	78.00	540,141.27	6,924.89
Master Teacher (IRT)	127	105.69	1,035,619.76	9,798.77
Total	Total	10,156.13	86,102,347.33	8,477.87
	All Certified Staff			
		Values		
Description	object	Sum of FTE	Sum of Annual Supp	Average Supp
Classroom Teacher	121	9,951.44	84,325,711.58	8,473.72
Interim Teacher	122	5.00	7,026.25	1,405.25
JROTC Teacher	123	16.00	193,848.47	12,115.53
Foreign Exchange (VIF)	124	78.00	540,141.27	6,924.89
Master Teacher	127	105.69	1,035,619.76	9,798.77
Coordinators, Counselors, Media,...	131	928.89	9,264,928.60	9,974.22
Speech Path, Audiologists,...	132	177.85	1,883,057.28	10,587.90
Psychologists	133	106.00	1,392,260.45	13,134.53
Inst. Coaches, Lead Teachers,...	135	314.71	3,247,833.41	10,319.96
Total	Total	11,683.58	101,890,427.07	8,720.82

7. Regarding school counselors, on page 94, a max counselor to student ratio is recommended. Below that is the state formula for instructional support personnel which is below the max from the School Counselor Association. Why are the current ratios for WCPSS listed on that page so much higher than the state funding formula? Is WCPSS not receiving funding from the state to have the 1:218.55 ratio?

The American School Counselor Association's recommended ratio should not exceed 250 students to one school counselor. When school counselors are providing comprehensive school counseling programs, as in the Wake County Public School System (WCPSS), this ratio should not exceed 250 students for one school counselor in order to ensure quality of student outcomes.

State Formula: One position per 218.55 in average daily membership. State Months of Employment (MOE) in Program 007 provides funding for salaries for certified instructional support personnel to implement locally designed initiatives that provide services to students who are at risk of school failure as well as the student's families.

WCPSS receives funding in PRC 007 to fund school counselors, social workers, nurses, media specialists, and psychologists. The state does not delineate ratios for each of the allowable categories in this program code (PRC 007) - certified instructional support.

For 2016-17 totals are:

3,799.0 MOE for School Counseling - WCPSS ratio is 1:628(ES) 1:372(MS) 1:387(HS)
 1,001.0 MOE for Social Workers - WCPSS ratio is 1:1611(ES&MS) Only two HS have social workers
 701.0 MOE for Psychologists - WCPSS ratio is 1:1802
 2,135.7 MOE for Media Specialists - WCPSS ratio is 1:750
 73.0 MOE for School Nurses - WCPSS ratio is 1:1781 (includes 87 positions funded by WCHS)

For the proposed expansion of counselor/social workers in schools, WCPSS staff is developing an acuity model for the distribution of additional counselor/social work positions to schools. Schools with greater needs/greater concentration of students with needs will be prioritized in the model. WCPSS already uses an acuity model to assign nursing support to schools.

8. K-2 Literacy Coaches: Why is the number of months supported decreasing? Why is there less carryover? Do the MOE not reset each fiscal year at the same level?

Positions funded out of this category have been funded, in part, through carryover that accumulated when WCPSS received federal ARRA funding. There is no longer sufficient carryover to continue funding these existing positions. The MOE may increase or decrease based on number of schools receiving support and availability of funds (some positions may move to a different allowable source, maintaining the support but funding differently).

9. North Wake College and Career Academy: Does this bring the school to the level of electives offered at all high schools? Just other early colleges? Or are specialized electives needed for this specific school? What is the standard of elective offerings targeted in this request?

NWCCA will earn core teacher positions through regular Average Daily Membership (ADM) and Career Technical Education (CTE) electives through CTE. The MOE in this case are to ensure that, as a small model school, there are sufficient MOE to offer foreign language, art, and other electives for a comprehensive high school program.

10. Magnet Grant Positions: Why aren't there a total of 45 MOE for the five teachers (9 MOE/teacher)? 67 MOE for five teachers is more than 13 MOE/teacher.

The 67 MOE for teachers and 9 MOE for Instructional Facilitator reflect 8 positions at five magnet schools. A standard teacher position is 10 MOE.

11. Business Intelligence Software – How was the initial software purchase funded in the current year?

It was a one-time allotment from fund balance placed in a Fund 2 code.

12. Which two charter schools are planned to open in 2017-18 and what is their planned enrollment for 2017-18? Have the charters received final approval from the State Board of Education to open?

Wake County has two charter schools opening in the 2017-18 school year. The information was confirmed by the office of Charter Schools. Peak Charter Academy and Pine Springs Prep Academy have planned enrollment of 1,063. The Educational Directory and Demographical Information Exchange has both schools opening 7/01/2017.

93M
 CHARTER: Peak Charter Academy
 TBD
 TBD NC 11111

School	Principal/Director	School Physical Address	Effective Date	Type	Grade Level Current
93M Peak Charter Academy		TBD TBD NC 11111	Opening: 07/01/2017 Closing :	School Type : Regular School Program Type : None Calendar Type: Traditional	:KG:01:02:03:04:05:06

93N
 CHARTER: Pine Springs Preparatory Academy: CFA
 190 Rosewood Center Dr
 Holly Springs NC 27540

School	Principal/Director	School Physical Address	Effective Date	Type	Grade Level Current
93N Pine Springs Prep Academy	Christina Womble E-mail cwomble@pinespringsprep.org	220 Rosewood Center Dr Holly Springs NC 27540 Phone 919-353-7361, Fax 919-200-7136	Opening: 07/01/2017 Closing :	School Type : Regular School Program Type : None Calendar Type: Traditional	:KG:01:02:03:04:05:06

13. What assumptions informed the projected growth for the existing charter schools?

Local revenue levels that are paid on a pro rata basis to charter schools.

WCPSS contacts each charter school with Wake County students and requests an estimate from them of Wake County students that will attend their school in 2017-18. We also get data from the state about any new charter schools that will be opening. The following chart shows historical data of charter school payments. The projection in this chart is a projection using 2016-17 payments as a basis and prorating up based on the increased number of students. It does not take into account that revenues will likely be higher in 2017-18. The business case in the Superintendent's Budget is slightly higher because local revenues will likely be higher next year. All of the variables are subject to change. Therefore, WCPSS included a business case with an estimated increase, as well as a potential risk item due to the likely changes in the variables. Once 2017-18 begins, any actual cost or savings from the estimate included in the Superintendent's Proposed Budget will be reflected in the Net Savings Identified in the Local Budget Report provided to the board of education each quarter.

Wake County Public School System						
Charter School History						
			Inc (Dec) from Previous Year		% Change from Previous Year	
	Charter School Membership	Amount Paid to Charter Schools from Fund 02	Charter School Membership	Cost	Charter School Membership	Cost
2017-18 <i>Estimated</i>	13,349	\$ 31,636,368	2,535	\$ 6,007,805	23%	23%
2016-17	10,814	\$ 25,628,563 ¹	981	\$ 2,995,644	10%	13%
2015-16	9,833	\$ 22,632,919	1,239	\$ 4,775,375	14%	27%
2014-15	8,594	\$ 17,857,544	1,826	\$ 4,095,897	27%	30%
2013-14	6,768	\$ 13,761,647	436	\$ 1,047,124	7%	8%
2012-13	6,332	\$ 12,714,523	559	\$ 752,493	10%	6%
2011-12	5,773	\$ 11,962,030	375	\$ 379,133	7%	3%
2010-11	5,398	\$ 11,582,897	192	\$ (1,605,513)	4%	-12%
2009-10	5,206	\$ 13,188,410				
¹ 2016-17 payments are projected based on expenditures to date in March 2017.						

See page 9 of Superintendent's Proposed Budget.

Charter Schools

In accordance with General Statute 115C-238.29H, local current expense revenues are distributed to charter schools based on the number of charter school students. There was a 26 percent increase in charter school students over the last two years. The amount of increase in 2017-18 will depend on student membership of Wake County Public School System (WCPSS) students, Wake County students attending charter schools, and total local current expense revenues. The proposed budget includes an increase of \$6.8 million for 2017-18. The actual increase could be higher. Existing charter schools project an increase of 1,472 Wake County students. Two new charter schools will open in 2017-18 serving another 1,063 Wake County students.

See page 120 of Superintendent's Proposed Budget

Charter Schools

Area Schools

Description In accordance with General Statute 115C-238.29H, local current expense revenues are distributed to charter schools based on the number of charter school students. There was a 26 percent increase in charter school students over the past two years. This business case includes an estimated 26 percent increase in cost for the 2017-18 school year. The amount of increase will depend on student membership of Wake County Public School System students, Wake County students attending charter schools, and total local current expense revenues. There is a potential risk costs could be higher than this estimate which is noted in the Potential Risks section.

Existing charter schools project an increase of 1,472 Wake County students. Two new charter schools will open in 2017-18 serving another 1,063 Wake County students.

The proposed budget includes an increase of \$6.8 million for 2017-18.

Strategic Objective Learning & Teaching

Budget Adjustments

Description	MOE	Local
Current Budget	-	\$ 25,416,563
Budget Adjustments:		
Charter Schools		\$ 6,800,000
Total	-	\$ 6,800,000
Proposed Budget	-	\$ 32,216,563

14. **Page 128 refers to payments to schools beyond allotment formulas and positions paid by individual school accounts. How does WCPSS determine who gets these allocations and what will happen to the positions that were being supported with this allocation now that these costs are being removed?**

Allotments beyond formula occur when a school requests a position due to changes in enrollment, unforeseen circumstances, or need. For example, if class size grows beyond established limits after positions have been finalized for the year, a school requests an additional position that is noted for that year only, so we can track allotments beyond formula. For the following year, the school earns positions based upon projected enrollment, in some cases the position that was allotted beyond formula remains, in other cases it does not remain (depends on projected enrollment). When a school position is paid by an individual school account, that position is only allotted for one year, in the event that the school can no longer support the position the following year.

15. **The County is aware of the budget changes report presented monthly to the Board of Education. What is the most recent budget versus actual for the Local Current Expense Fund and the State Public School Fund? And what is projected to the end of the year? The preferred format would be as follows:**

Wake County Public School System								
Wake County - Purpose and Function Breakdown								
PURPOSE/FUNCTION	FY 16 Amended Budget	FY16 YTD Actual (as of Month)	Budget versus Actual	FY 17 Adopted Budget	FY 17 Amended Budget	FY17 YTD Actual (as of Month)	FY17 Projected	Projected Budget versus
Instructional Services								
Regular Instructional Services				115,559,528	140,691,212			25,131,684
Special Populations Services				41,555,978	30,941,962			(10,614,016)
Alternative Programs and Services				15,271,189	15,729,711			458,522
School Leadership Services				22,292,621	18,210,177			(4,082,444)
Co-Curricular Services				13,106,927	13,177,445			70,518
School-Based Support Services				17,308,650	15,745,468			(1,563,182)
				225,094,893	234,495,975			9,401,082
Systemwide Support Services								-
Support and Developmental Services				9,647,170	9,549,996			(97,174)
Development Services				3,712,918	4,067,132			354,214
Support and Development Services				1,683,811	1,670,859			(12,952)
Technology Support Services				18,935,691	18,608,929			(326,762)
Operational Support Services (Fund 2)				97,830,033	88,287,183			(9,542,850)
Operational Support Services (Fund 4)				1,150,969	1,150,969			-
Operational Support Services (Fund 8)				888,574	888,574			-
Services				14,890,579	15,176,189			325,610
Accountability Services				2,431,361	2,842,159			410,798
Systemwide Pupil Support Services				5,520,977	4,958,767			(562,210)
Relations Services				7,697,461	7,797,805			100,344
				159,399,544	149,998,462			(9,401,082)
Ancillary Services								-
Community Services				-	-			-
Nutrition Services				-	-			-
Adult Services				-	-			-
				-	-			-
Non-Programmed Charges								-
Payments to Other Governmental Units				25,416,563	25,416,563			-
Unbudgeted Funds				-	-			-
Interfund Transfers				-	-			-
				25,416,563	25,416,563			-
TOTAL EXPENDITURES				409,911,000	409,911,000			-

Wake County Public School System	State Funds							
Wake County - Purpose and Function Breakdown								
PURPOSE/FUNCTION	FY 16 Amended Budget	FY16 YTD Actual	Budget versus Actual	FY 17 Adopted Budget	FY 17 Amended Budget	FY17 YTD Actual (as of March 31)	FY17 Projected	Adopted Budget vs Amended Budget
Instructional Services								
Regular Instructional Services	465,873,691	460,136,865	5,736,826	486,154,131	483,590,330	370,524,655	487,532,441	(2,563,801)
Special Populations Services	148,305,390	147,075,273	1,230,117	152,412,263	152,385,399	116,793,496	153,675,653	(26,864)
Alternative Programs and Services	38,648,040	35,963,250	2,684,790	34,285,704	35,398,669	28,022,978	36,872,339	1,112,965
School Leadership Services	56,091,728	56,080,547	11,181	61,232,868	63,246,584	46,922,929	61,740,696	2,013,716
Co-Curricular Services	-	-	-				-	-
School-Based Support Services	52,567,495	52,515,496	51,999	58,899,128	61,542,796	47,251,457	62,172,970	2,643,668
	761,486,344	751,771,431	9,714,913	792,984,094	796,163,778	609,515,515	801,994,099	3,179,684
Systemwide Support Services								-
Support and Developmental Services	1,283,794	1,262,537	21,257	1,472,219	1,487,260	1,037,798	1,365,524	15,041
Special Populations Support and Development Services	1,032,999	1,032,999	-	694,155	759,549	576,440	758,474	65,394
Support and Development Services	489,751	489,601	150	401,794	406,594	294,396	387,363	4,800
Technology Support Services	4,904,602	3,616,242	1,288,260	6,557,901	6,439,709	2,465,379	3,243,920	(118,192)
Operational Support Services	72,939,695	72,931,100	8,595	60,733,034	74,783,024	52,239,329	68,735,959	14,049,990
Financial and Human Resource Services	4,138,557	4,138,557	-	4,265,804	4,249,362	3,192,536	4,200,705	(16,442)
Accountability Services	1,263,222	1,257,370	5,852	211,050	215,124	158,586	208,666	4,074
Systemwide Pupil Support Services	414,836	414,836	-	830,267	803,430	621,963	818,372	(26,837)
Policy, Leadership, and Public Relations Services	2,097,620	2,091,420	6,200	2,183,223	2,167,833	1,615,507	2,125,667	(15,390)
	88,564,976	87,234,662	1,330,314	77,349,447	91,311,885	62,201,934	81,844,650	13,962,438
Ancillary Services								-
Community Services				-	-			-
Nutrition Services	14,915	14,906	9	65,728	55,851	54,962	73,283	(9,877)
Adult Services				-	-			-
	14,915	14,906	9	65,728	55,851	54,962	73,283	(9,877)
Non-Programmed Charges								-
Payments to Other Governmental Units								-
Unbudgeted Funds				-	-			-
Interfund Transfers				-	-			-
				-	-	-	-	-
TOTAL EXPENDITURES	850,066,235	839,020,999	11,045,236	870,399,269	887,531,514	671,772,411	883,912,031	17,132,245
*2017 Technology Support Services will have carryover of \$1.5 million								
*2017 Summer Reading Camp will have carryover of \$2 million								

Wake County Public School System	County Appropriation							
Wake County - Purpose and Function Breakdown								

16. Did all LEAs utilize this template to provide information to the General Assembly? It mentions on page 2 of the State Allotment Overview that the NCASA survey format was not completed; was NCASA a comparable survey?

WCPSS does not know if all Local Education Agencies (LEAs) utilized the template.

17. How do the figures in each of the tables relate to the figures immediately following the tables? The totals and grade level figures appear to be different.

FY 2015-16									
	Grade K	Grade 1	Grade 2	Grade 3	Grades 4-6	Grade 7-8	Grade 9	Grades 10-12	Total
Allotted ADM	11,896	12,533	12,587	12,628	35,871	24,640	14,078	33,816	158,049
Classroom Teacher Allotment Ratio	1 18	1 17	1 17	1 17	1 24	1 23	1 26.5	1 29	--
Positions Allotted	661.0	737.0	740.5	743.0	1,494.5	1,071.5	531.0	1,166.0	7,144.5
LEA Reported Average Class Size Ratio	1 20	1 19	1 19	1 19	1 22	1 24	1 19	1 20	--
Positions Required Based on Reported Average	595	659.5	662.5	664.5	1630.5	1026.5	741	1691	7,670.5
LEA Average Teacher Salary Only (no benefits)	\$43,686								
Estimated Cost of Teaching Positions	\$24,223,045	\$26,848,905	\$26,971,038	\$27,052,460	\$66,379,286	\$41,789,842	\$30,166,851	\$68,842,301	\$312,273,726
Number of Traditional Teachers hired from classroom teacher allotment (FTE)									
Number of Traditional Teachers hired from other sources of funds (FTE)									
Number of Program Enhancement Teachers hired from the Classroom Teacher Allotment (FTE)									
Number of Program Enhancement Teachers hired from other sources of funds (FTE)									
Types of Program Enhancement Teachers:	Art, Music, Health/Physical Education, Instructional Resource Teacher								
K-5 Classroom Teacher Allotment	3,349.00								
6-8 Classroom Teacher Allotment	1,382.00								

9-12 Classroom Teacher Allotment	1,786.00
	<u>6,517.00</u>
K-5 Academics Allotment	507.90
6-8 Academics Allotment	80.90
9-12 Academics Allotment	14.90
	<u>603.70</u>
Middle School Teaming	34.90
High School Scheduling Assistance/Athletic Director/Trainer	46.20
Other Teacher	
ES	17.09
MS	31.48
HS	38.84
	<u>87.41</u>
	<u>7,289.21</u>

Per the information provided from Dr. Merrill on April 7:

Regarding the NCASA template, in Attachment 2, WCPSS provided data for each year showing the total number of teachers allotted for regular classroom and for the specials or program enhancement ("Academics") exceed the months NCDPI allotted each year from the Classroom Teacher formula. Therefore, WCPSS applied the full Classroom Teacher allotment to regular classroom teacher and the specials of art, music, dance/drama, physical education, and instructional resources teachers.

The totals provided below the chart show WCPSS allocations to schools. The total months allotted for classroom teacher and the program enhancements "specials" is greater than the allotment provided by NCDPI in the Classroom Teacher category.

18. Why are only the top three lines populated on the FY2014-15 table?

Per the information provided from Dr. Merrill on April 7:

School districts manage the total operating budget resources available to them. Although state funds are the largest funding source, it is one piece of a larger puzzle with multiple categories of funding from state, local, and federal sources that have different requirements, fiscal terms, carryover provisions, and spending limitations.

In order to manage these financial resources to the optimum benefit of the school district, schools districts apply many strategies. One of the most common strategies is to assign the most experienced teachers to the position allotment for Classroom Teacher in program report code (PRC) 001. So although the district may use the resources allotted for regular classroom teacher and art, music, dance/drama, physical education, and instructional resources teachers, those may not be the positions paid from that state allotment.

Districts will choose the most experienced teachers in every category.....regular education, academically gifted (AIG), special education, limited English proficiency (LEP), at-risk, remediation, etc. and assign those teachers to the PRC 001 Classroom Teacher allotment.

At WCPSS we monitor this daily. As we hire experienced staff, we assign their position to the state position allotment and move the position of a less experienced teacher to other funding. Teachers may obtain additional licenses, years on licenses, or national board status during the year that may affect their pay. Because this is monitored daily, the particular positions assigned to state funding will vary by type as the year progresses.

NCDPI monitors use of the position allotments for each district. As long as districts do not exceed the total months, it does not matter which type of teacher districts assign to the state position allotment.

This is why we could not complete the NCASA survey in the format provided. The number of regular classroom and program enhancement teachers in the classroom teacher allotment changes daily (for a large district). WCPSS provided data for each year showing the number of teachers allotted for regular classroom and for the specials or program enhancement ("Academics")

19. What is the calculation of the “Estimated Cost of Teaching Positions”? Is that supposed to be on the “Positions Allotted”, or the “Positions Required Based on Reported Average”? What is the difference between these two position figures?

The North Carolina Association of School Administrators (NCASA) prepared the spreadsheet. The formula for that cell is Positions Required Based On Reported Average divided by LEA Average Teacher Salary Only (no benefits). The Positions Allotted figure is Allotted ADM divided by the state allotment formula. This equals months NCDPI initially allots to school districts at the beginning of the year. LEA Reported Average Class Size Ratio is the average K-8 classroom sizes as reported through the School Activity Report as of the 40th day of the first semester.

Here are the definitions for each field provided by NCASA:

Allotted ADM – The higher of the first two months total projected ADM for the current year or the higher of the first two months total prior year ADM. Data can be found at <http://www.ncpublicschools.org/fbs/accounting/data/>.

Classroom Teacher Allotment Ratio – Allotment ratio has been provided. No data entry necessary.

Positions Allotted – A calculated cell that divides allotted ADM by the classroom teacher allotment ratio. No data entry necessary.

LEA Reported Average Class Size Ratio – The average K-8 classroom sizes as reported through the School Activity Report (SAR) as of the 40th day of the first semester.

Positions Required Based on Reported Average – A calculated cell that divides allotted ADM by the LEA reported average class size ratio. No data entry necessary.

LEA Average Teacher Salary – The LEA's average monthly salary (based on prior year 6th pay period plus legislated salary increases) plus benefit used as the basis for the classroom teacher allotment.

Estimated Cost of Teaching Positions – A calculated cell that multiplies the LEA average teacher salary by number of positions. No data entry necessary.

Number of Traditional Teachers hired from classroom teacher allotment (FTE) – A full-time equivalent count of the number of “traditional” classroom teachers hired with funding from the State classroom teacher allotment.

Number of Traditional Teachers hired from other sources of funds (FTE) – A full-time equivalent count of the number of “traditional” classroom teachers hired from other sources of funds (state, local or federal).

Number of Program Enhancement Teachers hired from the Classroom Teacher Allotment (FTE) – A full-time equivalent count of the number of program enhancement teachers hired with funding from the State classroom teacher allotment.

Number of Program Enhancement Teachers hired from other sources of funds (FTE) – A full-time equivalent count of the number of program enhancement teachers hired from other sources of funds (state, local or federal).

Types of Program Enhancement Teachers – Please provide a list of all types of program enhancement teachers employed in grades K-3 in your LEA (i.e., art, music, PE, etc.).

20. Are dollars fungible between the grades?

Yes, as long as school districts meet class size requirements.

See Chapter 4 Regarding Class Size (<http://www.ncpublicschools.org/docs/fbs/accounting/manuals/sasa.pdf>)

The NCDPI School Attendance and Student Accounting Manual for 2016-17 and for previous years allows class size maximums at 1 to 21 LEA-wide in Grades K-3. The size of an individual class may exceed the LEA-wide ratio by three students (1 to 24) in Grades K-3 so long as the LEA-wide average class size maximums are not exceeded.

School districts in NC are following these procedures and are able to meet these class size requirements when using the Classroom Teacher allotments for regular classroom teacher and the specials of art, music, dance, drama, physical education, and instructional resources teachers.

21. Are all positions on these pages State funded?

Yes for the Allotted ADM at the top.
 No for the responses pasted below the table.

22. FY2016-17
 Total “Positions Allotted” = 7,234
 “Positions Required Based on Reported Average” = 7,596.5
 How is WCPSS funding a greater number of positions (362.5)?

FY2016-17	Grade K	Grade 1	Grade 2	Grade 3	Grade 4-6	Grade 7-8	Grade 9	Grade 10-12	Total	Grade K-3	Grade K-6	Grade 9-12
Positions Allotted	658.5	766.0	739.5	738.5	1,566.0	1,045.0	516.0	1,204.5	7,234.0	2,902.5	4,468.5	1,720.5
Positions Required Based on LEA Reported Avg	592.5	613.0	628.5	660.5	1,634.0	1,001.5	720.0	1,746.5	7,596.5	2,494.5	4,128.5	2,466.5
Allotted - Reported	66.0	153.0	111.0	78.0	(68.0)	43.5	(204.0)	(542.0)	(362.5)	408.0	340.0	(746.0)

That is a mathematical computation in the table. The LEA reported average is a snapshot of data from Powerschool as of one day of the fiscal year.

However, WCPSS allots resources to schools based on formulas. These allocations include all funding sources for the school system...state, local and federal. Schools then have site-based flexibility to use resources as needed for the students at their school. Many schools process position and dollar allotment conversions from one type to another. Actual class sizes result from principals applying all resources at their schools from all funding sources to achieve the strategic objectives for their school to support students.

23. In comparing the two FY16-17 tables, is the aim to demonstrate that funding would be reduced from \$309.3m to \$294.5 by \$14.8m with the 7,234 positions allotted? Then the “Positions Required Based on Reported Average” is still unclear; what is that difference?

FY 2016-17										
	Grade K	Grade 1	Grade 2	Grade 3	Grades 4-6	Grade 7-8	Grade 9	Grades 10-12	Total	
Allotted ADM	11,853	12,259	12,572	12,554	37,580	24,038	13,679	34,927	159,462	
Classroom Teacher Allotment Ratio	1 18	1 16	1 17	1 17	1 24	1 23	1 26.5	1 29	—	
Positions Allotted	658.5	766.0	739.5	738.5	1,566.0	1,045.0	516.0	1,204.5	7,234.0	
LEA Reported Average Class Size Ratio	1 20	1 20	1 20	1 19	1 23	1 24	1 19	1 20	—	
Positions Required Based on Reported Average	592.5	613	628.5	660.5	1634	1001.5	720	1746.5	7,596.5	
LEA Average Teacher Salary Only (no benefits)	\$44,320									
Estimated Cost of Teaching Positions	24121267.5	\$24,955,843	\$25,586,864	\$26,889,616	\$66,521,774	\$40,772,067	\$29,311,920	\$71,101,762	\$309,261,112	
FY 2016-17 (Assuming Allotment Ratio Must Equal Class Size Average)*										
	Grade K	Grade 1	Grade 2	Grade 3	Grades 4-6	Grade 7-8	Grade 9	Grades 10-12	Total	
Allotted ADM	11,853	12,259	12,572	12,554	37,580	24,038	13,679	34,927	159,462	
Classroom Teacher Allotment Ratio	1 18	1 16	1 17	1 17	1 24	1 23	1 26.5	1 29	—	
Positions Allotted	658.5	766.0	739.5	738.5	1,566.0	1,045.0	516.0	1,204.5	7,234.0	
LEA Reported Average Class Size Ratio	1 18	1 16	1 17	1 17	1 24	1 23	1 26.5	1 29	—	
Positions Required Based on Reported Average	658.5	766	739.5	738.5	1566	1045	516	1204.5	7,234.0	
LEA Average Teacher Salary Only (no benefits)	\$44,320									
Estimated Cost of Teaching Positions	\$26,808,194	\$31,184,626	\$30,105,785	\$30,065,074	\$63,753,426	\$42,542,995	\$21,006,876	\$49,036,400	\$294,503,374	
Number of Traditional Teachers that would have hired from classroom teacher allotment (FTE)										
Number of Traditional Teachers that would have been hired from other sources of funds (FTE)										
Number of Program Enhancement Teachers hired from the Classroom Teacher Allotment (FTE)										
Number of Program Enhancement Teachers that would have been hired from other sources of funds (FTE)										
Types of Program Enhancement Teachers:	Art, Music, Health/Physical Education, Instructional Resource Teacher									

* Assume that Section 8.33(b) of S.L. 2016-194 took effect in the current fiscal year.

NCASA would need to answer this question.

The two tables show that NCDPI is currently allotting resources at the ratio prescribed in state law. It does not acknowledge that school districts use these resources for program enhancement (basic education program) teachers such as art, music, dance, drama, physical education in addition to the regular classroom teacher. This provides a duty free period for teachers and assures we deliver the required academic programs.

24. In the chart above, the LEA Reported Class Size Ratio is adjusted for grades other than K-3. Doesn't HB-13 only address class sizes in K-3? Why would grades 4-12 need to be adjusted?

Yes, HB-13 only addresses class sizes in K-3. Because there are no class size maximums in grades 4-12, districts could increase class sizes in those grades and redirect resources to provide more teachers in grades K-3 as one option of complying with legislation July 1.

25. For FY2015-16 and FY2016-17, it appears there are fewer LEA reported positions for K-3 and 7-8, and more allocated for 4-6 and 9-12. What drives those positions and ratios?

- The number of students in each grade in each district.
- Student membership is the denominator for calculations of teacher allotments.
- School-based decisions on applying the resources they earn to configure grade and track level assignments of students.
- School-based decisions on converting resources from one type to another.
- Total resources available to a school from all funding sources.

26. If the discussion of class ratio impacts the 2017-18 school year, why are those estimates not reflected?

NCASA would need to answer this question. The superintendent has included estimates of the impact of current state law in the Superintendent's Proposed Budget.

27. How will the additional schools coming online in FY18 impact the ratio?

New schools do not impact the ratio. The number of schools does not impact resource allotments to schools. The variable is the number of students at each school.

28. These figures are system-wide, what is the picture by school? How many classes are greater or less than the defined ratio for K-3?

Classroom size varies daily as students move into and out of the school system.

29. How are teachers that teach multiple grades accounted for?

When a class contains a combination of grades for more than one grade span, the maximum class size will be determined by the grade span classification which constitutes the majority in the class.

<http://www.ncpublicschools.org/docs/fbs/accounting/manuals/sasa.pdf>

30. Are enhancement teachers being factored into the classroom teacher allotment? If so, for all grades? Only certain grades?

WCPSS uses the Classroom Teacher allotment from NCDPI to provide program enhancement teachers such as art, music, dance, drama, physical education, and instructional resources teachers to schools in all grades. The formulas vary based on school level.

Description: The Elementary School Academics allotments are designed to support the elementary program by funding the following instructional positions:

- **IRT (Instructional Resource Teacher)** – Provides communication between the Elementary School Programs Department and their assigned school(s) and staff(s), supports the classroom teacher in implementing best instructional practices, coordinates and conducts staff development.

- **Health/P.E. (Physical Education) Teacher** – Provides direct instruction to implement the Standard Course of Study for K-5 physical education and health, coordinates physical education opportunities
- **Music Teacher** – Instructs students in learning to read and notate music, sing and play instruments as well as listen to, analyze, and evaluate music.
- **Art Teacher** – Provides fundamental visual arts processes for creating, appreciating, and responding to art.

Visual art requires a dedicated instructional space sufficient for creating art & clean-up (water). Music requires a dedicated instructional space to support singing, instrument playing and movement.

Allotments may only be used to hire instructional personnel to support the instructional program. Priority for the approval of the use of these months is for personnel that provide direct instruction.

Formula: The months of employment are allotted on the formula of 1 month of employment to **14.32 students**. Total includes opening two new schools. If months are available, assistance will be given to small YR and traditional schools. Specialists should be scheduled for 45 minute periods with 10 minutes between classes for materials preparation. Classes may be shortened to 40 minutes for kindergarten and may be lengthened to 50 minutes for 5th grade students. The optimum number of classes per week for visual arts, music and PE teachers is 27 and should be no more than 30. This provides room in the schedule for curriculum integration and school-wide projects (e.g. performances, art displays, fitness testing).

IRT - Traditional calendar elementary schools use 5 MOE of the allotment for the IRT position and year-round calendar elementary schools use 6 MOE of the allotment for the IRT position.

There are a finite number of positions to be distributed over a growing student population. Initial allotments are based on projected student numbers. **Schools must reconcile allotments on the 10th day.**

Description: The Middle School Academics allotments are designed to support the middle school program by funding the following positions:

Instructional Resource Teacher (IRT): IRTs provide communication between the office of Middle School Programs and the middle schools. They support the classroom teacher in implementing best instructional practices. IRTs also coordinate and conduct staff development. They report to and are evaluated by the middle school principal.

Arts: Typically, these positions include dance, instrumental music, and/or band.

Formula: 1 MOE: 50 students enrolled in Grades 6-8 (rounded-down). +2 additional MOE for each year-round school. After applying the formula, small schools may be able to receive additional MOE if enrollment is 650 or under. Above formula allotments for Hilburn (2 MOE), Wake Young Women's Academy (3 MOE), and Wake Young Men's Academy (3 MOE). Traditional calendar and modified calendar middle schools use 5 MOE of the allotment for the IRT position. Year-round calendar middle schools use 6 MOE of the allotment for the IRT position. This allotment will be reconciled based on 10th day of school enrollment.

Description: The High School Academics allotments are designed to support the high school program by funding school-based positions in the Arts.

Formula: MOE are allocated to support grandfathered programs. A standard allotment of 5 MOE is requested for every new traditional high school. Schools with 250 students or less receive 0-3 MOE based on academic program needs.

31. What other positions may be paid from the state allotment besides those mentioned in the highlighted text below?

In order to manage these financial resources to the optimum benefit of the school district, schools districts apply many strategies. One of the most common strategies is to assign the most experienced teachers to the position allotment for Classroom Teacher in program report code (PRC) 001. So although the district may use the resources allotted for regular classroom teacher and art, music, dance/drama, physical education, and instructional resources teachers, those may not be the positions paid from that state allotment.

Districts will choose the most experienced teachers in every category.....regular education, academically gifted (AIG), special education, limited English proficiency (LEP), at-risk, remediation, etc. and assign those teachers to the PRC 001 Classroom Teacher allotment.

At WCPSS we monitor this daily. As we hire experienced staff, we assign their position to the state position allotment and move the position of a less experienced teacher to other funding. Teachers may obtain additional licenses, years on licenses, or national board status during the year that may affect their pay. Because this is monitored daily, the particular positions assigned to state funding will vary by type as the year progresses.

NCDPI monitors use of the position allotments for each district. As long as districts do not exceed the total months, it does not matter which type of teacher districts assign to the state position allotment.

32. What is the estimated cost of Revised House Bill 13?

Wake County Public School System				
Additional Resources Needed for Change in Class Size Legislation				
	Current Legislation	Current Legislation Effective 7/1/17	Original Version House Bill 13	Revised House Bill 13
Maximum Class Size				
K	24	18	21	20
1	24	16	19	20
2	24	17	20	20
3	24	17	20	20
Months of Employment		4,620	350	310
Salary and Benefit Cost		\$26.2 M	\$2.0 m	\$1.8 m
Costs are estimates at this time. Schools earn resources based on actual student membership.				
Estimates are for teacher salary and benefits only.				