

# School Finance Hot Topic 7.17.19

## Upcoming Training Opportunities

### CL of Personnel Training:

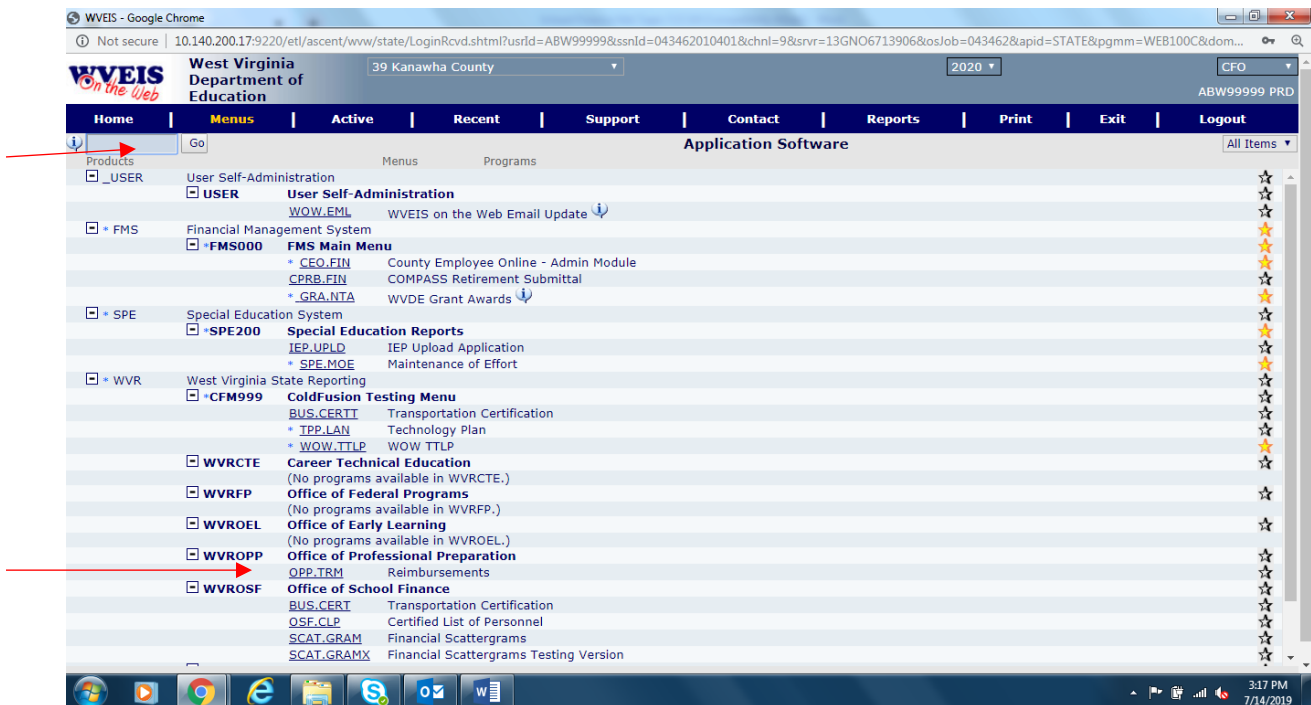
- Thursday, August 1, 2019 at the Robert H. Mollohan Research Center, Fairmont WV
- Webinar for Experienced CL Preparers – August 6, 2019

**SEQUEL Training by Kim Harvey:** Wednesday, July 31, 2019 at the Harrison County Board of Education

**New Treasurer/CSBO Training – TBD (September)**

## WOW Application for WVDE National Board and Tuition Reimbursements

As a reminder, there is an application in WOW that CSBOs can utilize to project the amount of their year-end grants for Tuition Reimbursement and National Board Reimbursement from WVDE. All individuals with the CFO role in WOW have access to the application. The application can be found under WVROPP (Office of Professional Preparation) and then OPP.TRM (Reimbursements). See screen print below. If the application isn't visible from your WOW Menu screen, you can type OPP.TRM in the box in the upper left corner and then hit the Go button.



After you access the menu, there will be an option for three forms on the left side: Form 36 for Tuition Reimbursements, Form 37 for National Board Reimbursements and Form 33 for Student Support Fees. See Screen print below.

Once you click on one of the forms, it will pull up all of the applications that WVDE has received for the fiscal year for that particular form number. See the example below. It will list the name, license number, and approved amount for each individual who applied for reimbursements. There is a section for approved applications, denied applications, and pending applications.

These reimbursement grants typically aren't processed by WVDE until year-end due to the timing of when applications can be cut-off for the year. As such, county boards may not receive the grant award until the very end of June or even early July. For budgetary purposes, you can use the WOW application to determine the appropriate amounts to supplement the expected grant award into your current year budget prior to June 30<sup>th</sup> since payments are made by county boards of education throughout the year as applications are approved by WVDE.

The screenshot shows the WVDE web application interface. The left sidebar contains a menu with 'National Board (Form 37)' highlighted. The main content area displays 'National Board Reimbursements - Form 37 Grant County 2019'. Below this, there are three sections: 'Approved National Board Reimbursements', 'Denied National Board Reimbursements', and 'Pending National Board Reimbursements'. The 'Approved' section contains a table with the following data:

License No.	Name	Date Received	Resolution	Status	Amount Requested	Amount Approved	Action
		20190103	20190104	Approved	\$600.00	\$600.00	<a href="#">View Details</a>
		20181109	20181115	Approved	\$1,250.00	\$1,250.00	<a href="#">View Details</a>
		20180702	20180725	Approved	\$950.00	\$950.00	<a href="#">View Details</a>
<b>Total</b>						<b>\$2,800.00</b>	

The 'Denied' and 'Pending' sections are currently empty, showing only their respective column headers.

## PEIA Changes for FY20

WVDE will be sending a salary data file to PEIA in mid-July 2019 (for FY20). The primary purpose of this initial file is to give PEIA a best estimate of the FY20 salaries for county board of education employees so PEIA can assign the initial IDX code correctly for the employees after they change the IDX ranges for FY20. PEIA recently sent an email to benefit coordinators regarding their plan to change the IDX ranges

as a result of the salary increases granted by the Legislature to state and county board of education employees.

We have explained to PEIA that this initial file may not be entirely accurate since the salaries will not yet contain the three-step salary increases for certain special education and math teachers that were granted by HB206. However, if county boards of education have all other FY20 contract changes in WVEIS, it should result in fewer issues with the first few PEIA invoices of the new fiscal year.

After this initial July file is sent, the plan will be to send PEIA monthly files. In recent years, we have only sent PEIA a Certified List of Personnel data file. That data is as of October 1st annually and we typically can't transmit it to them until at least December. Giving PEIA more frequent salary data for county board of education employees will hopefully result in fewer reconciling items throughout the year since PEIA won't always be looking at outdated information for comparison purposes. This won't fix all of the issues that may arise during the year (such as leaves of absences), but PEIA has indicated that receiving a data file more frequently may assist with issues related to employee spouses or mid-year employer changes.

PEIA provided some guidance regarding the proper way to determine an employee's IDX code, including some specific examples for part-time employees and individuals who start mid-school year. See Attachment #1.

## **HB 206 Summary of Major Provisions**

### **1. Education Sales Tax Holiday (§11-15-9s)(p.13)**

Starting 7/1/21, provides sales tax holiday (essentially first weekend in August) for certain purchases of school supplies, instructional materials, computers, and sports equipment.

### **2. Mountaineer Challenge Academy (MCA) Expansion (§15-1B-24)(p.15)**

Directs Governor to expand MCA located in Preston County to enroll students up to its capacity. Also directs Governor to expand MCA to second location in Fayette County (capacity not specified).

### **3. Mountain State Digital Literacy Project (§18-2E-12)(p.16)**

Requires WVBE to implement digital literacy pilot project beginning in 2020-2021 school year. Schools participating are to be provided with instructional resources for students and teachers that feature extensive curriculum related to digital literacy and internet safety. The WVBE is to report to the Governor and LOCEA in 2025 an evaluation of pilot project's impact on performance and progress at pilot schools.

4. County BOE Policies Promoting School Effectiveness (§18-5-14)(p.18)

Removes requirement that policies adopted by county BOEs to promote school board effectiveness be filed with WVBE. Removes requirement that county BOE meet annually with LSIC at each school and replaces it with the requirement that the county BOE meet annually with LSIC of each school deemed to be low performing per accountability system. At least 30 days before such meeting, county BOE required to submit to the LSIC a meeting agenda requiring school principal and LSIC chair to conduct dialogue at meeting where parents, students, employees, business partners, and other interested parties are given opportunity to make specific suggestions on how to address issues which are seen to affect the school's academic performance. Reports by county superintendent concerning school's performance are also to be addressed. The requirement that county BOE report details concerning LISC's meetings to WVBE is removed.

5. Student Transfers (§§18-5-16 & 16a)(p.20)

Prospectively revises the inter-county transfer process (county-to-county, not school-to-school within a county) by authorizing a county BOE to establish an open enrollment policy that is to include admission criteria, application procedures, transportation provisions, timelines, and restrictions due to building constraints. Preferences may be given to certain students, such as students that move out of county, children of county employees, students living substantially closer to a school in neighboring county, etc. Allows counties the option to provide transportation to out of district students and requires that transportation be provided to any out of district student that has an IEP that specifies transportation is necessary. Also permits county BOE, at its discretion, to pay agreed upon tuition for students that it sends out of state (clean-up language for sunseting of 18-5-16a). Clarifies that a county's open enrollment policy does not alter or supersede the SSAC's eligibility requirements.

6. Teacher-pupil Ratio (§18-5-18a)(p.24)

Requires WVDE to survey districts on overcrowding and submit a plan for reducing class size in such areas by 7/1/20. The survey is to include the effect of class size limits on: (1) student learning when limits placed in elementary school, and in middle school where students have different teachers for different subjects; (2) equity among teachers in middle school where class size is limited for some teachers and not others, including additional pay for classrooms exceeding class limits; and (3) school system's ability to offer elective courses at secondary level.

7. School Counselors (§18-5-18b)(p.26)

Modifies the percentage of counselor time spent on direct counseling services to students and administrative duties by: (1) increasing time on direct counseling services from 75% to 80%, and (2) decreasing time on administrative duties from 25% to 20%.

8. Student Promotion (§18-5-46)(p.27)

Declares that teacher's recommendation on whether a student is to advance to the next grade level shall be the primary consideration when making that determination.

9. Exceptional Needs Expenditures (§18-5-48)(p.27)

Allows (optional) county BOE to adopt policy establishing exceptional needs fund from surplus funding for students likely to perform better outside the public school setting. The policy may include, in addition to anything county BOE deems appropriate: (1) allowing funds for services/materials necessary for educational success not met within the district, (2) amount of funds that is to be deposited into fund (may differ yearly based on surpluses), (3) what funds may be used for, (4) measures protecting against improper use, (5) conditions when payments from fund should cease, (6) eligibility requirements for education service providers to accept funds, and (7) requirement that overpayment of funds shall revert back to fund.

10. Local School Improvement Councils (LSIC) (§18-5A-2)(p.28)

Increases number of at-large members on LSIC from 2 to 3. Increases number of additional representatives that may be appointed at MCVCs and comprehensive middle and high school LSICs from 2 to 4. Increases the notice requirement a principal is required to give of organizational meeting from 2 employment days to 5 employment days. Removes limitation on number of terms a LSIC member may serve as chair (currently 2). Increases the notice requirement a LSIC chair is required to give for meetings from 2 employment days to 5 employment days. Replaces required annual LSIC meeting on discipline be replaced with meeting on school's academic performance and standing as determined by measures adopted by WVBE. There is to be dialogue at such meeting where parents, students, employees, business partners, and other interested parties are given opportunity to make specific suggestions on how to address issues which are seen to affect the school's academic performance; LSIC required to give 10 employment days notice for this meeting. Acknowledges LSIC ability to propose alternatives and seek waivers of rules, policies, and statutes regarding operation of the school (via §18-5A-3). Schools are to cooperate with LSICs in policies adopted relating to encouraging students to adopt healthy lifestyles and communicate to students common skills and attributes sought by employers in prospective employees. Removes requirement that LSIC annually develop report to countywide council on productive and safe schools.

11. County BOE Authority to Designate Innovation Schools; LSIC Waiver Process (§18-5A-3)(p.33)

Authorizes county BOE to approve proposals submitted by LSIC containing alternatives school operations requirements and designate such schools as innovation schools. County BOE is also authorized to provide funding to support the proposal. Sets forth approval process for exemptions from county BOE policies, WVBE policies, state superintendent interpretations, and state statute to be granted to effectuate the proposal (entity that created the policy/rule is the entity that must approve any requested exemption). LSIC proposals requires a 2/3 vote of LSIC supporting the proposal. Clarifies that LSIC is not precluded from permitting off-site classrooms developed in conjunction with local business provided sites meet requirements established by county BOE.

12. Public Charter Schools (§18-5G-1, et seq)(p.41)

Key Provisions:

- Public charter schools (PCS) are part of the state's public education system.
- Prohibition on conversion of private school into a PCS.
- Limit of 3 may be established between now and 2023; thereafter, an additional 3 may be authorized every 3 years.

- No PCS can start prior to the 2021-2022 school year.
- Applicant defined as parents, community members, teachers, school administrators, institutions of higher education in WV who are interested in organizing a PCS and have obtained/are obtaining 501(c)(3) status.
- Authorizer limited to:
  - County BOE where PCS's recruitment area is wholly within the county's boundaries; or
  - Two or more county BOEs where PCS's primary recruitment area is within boundaries of such counties; or
  - WVBE when it has intervened in a county where PCS applicant has submitted an application or county BOE requests WVBE to serve as authorizer in its place.
- Bill sets forth in specific detail the application process, the duties and responsibilities of a PCS governing board, and what must be included in a charter contract.
- PCS applications and charter contracts, whether approved/denied or renewed/not renewed, are to be submitted to the WVBE/WVDE.
- PCS must adhere to general summative assessment and accountability system requirements.

PCS Criteria, Governance Structure, Applicable Laws:

- PCS cannot be home school based or affiliated with any specific religious denomination or any group whose espoused beliefs attack/malign an entire class of people.
- PCS cannot have requirements that would exclude a child from enrollment who would not be excluded at a noncharter school.
- PCS must provide programs/services to a student with a disability per student's IEP; PCS has option of delivering services directly or contracting with county BOE or other provider to deliver services (spelled out in charter contract).
- County BOE prohibited from harassing, threatening, disciplining, discharging, retaliating or otherwise discriminating against an employee involved with a charter application.
- PCS employees previously employed by the county BOE accrue seniority with county BOE in same manner as they would if employed at noncharter school.
- PCS is exempt from all statutes and rules except:
  - All federal laws applicable to noncharter schools
  - FOIA laws and Open Governmental Proceedings Act
  - Immunization requirements
  - Compulsory school attendance requirements (§18-8-1)
  - School calendar requirements (§18-5-45)
  - General summative assessment
  - Student Data Accessibility, Transparency and Accountability Act (§18-2-5h)
  - Required to use WVEIS to report required information
  - Reporting information on student/school performance in same manner as noncharter schools
  - Applicable accounting and financial reporting requirements that noncharter schools are subject to
  - Criminal history check of employees to same extent required at noncharter schools
  - Zoning rules and building codes applicable to noncharter schools
  - If transportation is provided, same student transportation safety laws applicable to noncharter schools

West Virginia Board of Education Responsibilities & PCS Rules:

- WVBE is required to consult with nationally recognized PCS organization and establish a database of best practices for PCS.
- By February 2020, WVBE is to provide forms to authorizers so they may solicit PCS applications and establish a quality charter school contract that includes framework for performance standards. Forms must include deadline of August 2020 for any PCS to begin operation for the 2021-2022 school year.
- WVBE must provide training programs for PCS applicants, administrators, and governing board members.
- WVBE responsible for receiving/expending gifts, grants, and donations made for purpose of supporting PCSs.
- WVBE must apply for any federal funds that may be available to implement PCS programs.
- WVBE is to establish reporting requirements so it may monitor performance and legal compliance of authorizers and PCSs.
- Annual report must be submitted by WVBE to Governor and Legislature within 60 days of school year's end summarizing specific data points and information relating to PCSs.
- WVBE charged with establishing rules containing the following:
  - Outline the requirements for PCS funding, which must include that 90% of the per pupil total basic foundation allowance follows the student to the PCS. Rule can include allowance for student transportation and current expenses that do not decrease as result of transfer of students from noncharter school to PCS.
  - WVBE required to follow federal requirements to ensure federal funds follow students to PCS.
  - PCS accountability for student performance and accountability for authorizers.
  - Allowable authorizer costs for overseeing PCS.
  - Any unforeseen issues relating to the implementation of PCS.

13. Student Unexcused Absences (§18-8-4)(p.83)

Beginning in 2019-20 school year, removes the requirement to send a written notice to a parent/guardian when a student receives 3 and 5 unexcused absences. Instead requires the principal or attendance director to make “meaningful contact” with the parent/guardian upon 3 and 5 unexcused absences to ascertain reasons for the absences and what measures school may employ to assist student in attending school and not incurring additional unexcused absences.

14. Professional Student Support Personnel (§18-9A-2)(p.87)

Beginning in the 2019-20 school year, expands the statutory definition of “professional student support personnel” from just nurses and counselors to include any professional personnel providing direct social and emotional student support services to students and professional personnel addressing chronic absenteeism (i.e., social workers, attendance officers, Communities in Schools site coordinators, etc.)

15. Aid to Small Counties (§18-9A-2)(p.87)

For 2019-20 school year, the adjusted net enrollment used to calculate a county's basic foundation program allowance will be increased by 10% for counties with net enrollment below 1,400, capped at a maximum of 1,400 students for funding purposes.

16. Local Share Adjustment (§18-9A-2)(p.87)

Beginning in 2019-20 school year, modifies §18-9A-2 to reduce local share percentage for purposes of state aid from 90% to 85%, thereby allowing counties to retain an additional 5% of regular levy dollars for discretionary use.

17. Step 5 Funding (§18-9A-8)(p.90)

Beginning in 2019-20 school year, increases Step 5 funding for Professional Student Support Personnel by removing the current statutory cap and inserts a 5.0 ratio of per 1,000 students.

18. Step 6a Funding (§18-9A-9)(p.91)

Beginning in 2019-20 school year, increases Step 6a funding for current operations by 1%.

19. Faculty Senate Funding (§18-5A-5, §18-9A-9)(p.36, 91)

Increases faculty senate allotment for each classroom teacher and librarian by an additional \$200 (increase from \$100 to \$300).

20. Block Grant Funding (§18-9A-19)(p.93)

Beginning in the 2019-20 school year, requires that state aid be disbursed in the form of block grants and free from limitations included in article 9A of chapter 18. Specifically, the following state aid funds are considered restricted and the language of the bill would relieve districts from spending restrictions in these areas:

- Bus Replacement/Additional Bus Funding – currently has flexibility of up to \$200,000 for alternative purposes if certain safety standards are met
- Step 7a (Improvement of Instructional Programs)– currently has up to 50% that can be used for personnel and another 25% that can be used for alternative purposes
- Step 7b (Improvement of Instructional Technology) – currently has flexibility to use up to 100% for TSS positions and up to 50% for alternative purposes
- Step 7c (Advanced Placement) – only \$644,000 statewide but must all be used for AP, Dual Credit or IB courses
- Step 7d (Teacher and Leader Induction) – very broad purpose but no flexibility language
- Academic Classroom Curriculum Trips

The following restricted state aid items come from articles other than 9A and thus would remain in place under the proposed language:

- Professional Staff Development Councils
- Service Staff Development Councils
- Faculty Senate Funding

21. Budget Database & Website (§18-9B-22)(p.94)

Requires State Superintendent to provide State Auditor required county-level data for use on WV Checkbook. Specifies the amount of county level data the State Superintendent is required to provide



the State Auditor and clarifies that the State Superintendent will not violate FERPA in providing the data. Implementation not until July 1, 2020.

22. Teacher Salary Increases (§18A-4-2)(p.96)

Beginning in 2019-20 school year, provides an average 5% across the board pay raise (\$2,120/year) to classroom teachers (including professional student support personnel in Step 5).

23. Supplement for Math Teachers (§18A-4-2)(p.96)

Beginning in 2019-20 school year, for purposes of the salary schedule, provides three additional years of experience for certified math teachers that teach math at least 60% of the time.

24. Supplement for Special Education Teachers (§18A-4-2)(p.96)

Beginning in 2019-20 school year, for purposes of the salary schedule, provides three additional years of experience for certified special education teachers.

25. Equity Payment (§18A-4-5)(p.102)

Beginning in 2019-20 school year, changes the statutory equity payment to teachers and SSP to a state supplement (does not affect amounts that are ultimately received by teachers and SSP). Removes the requirement that salaries of professional educators throughout the state cannot differ by greater than a certain amount. Presently, statute requires that the average of the top 10 counties with the highest teacher salaries and the lowest paid county cannot differ by more than 10%. Removes the same requirement for service personnel.

26. County Salary Supplement (§18A-4-5a)(p.103)

Allows county BOEs to provide salary supplements to teachers that:

- Are certified to and do teach in a critical need and shortage subject
- Teach in schools in remote geographic locations
- Teach in locations that have experienced high rates of turnover in experience teachers
- In addition to regular teaching duties, are assigned as a master teacher, mentor, academic coach, etc. that are providing strong school-based support and supervision to assist licensure candidates in a clinical internship, beginning teachers, and other teachers at the school to improve their professional practice in accordance with the county's comprehensive system of support for teacher and leader induction and professional growth (§18A-3C-3).

27. RIF Process (§18A-4-7a)(p.104)

Starting 7/1/19, if two or more employees with the same certification have an identical seniority date, priority between such employees for purposes of RIF determinations is to be determined via a random selection system approved by county BOE. The random selection is to happen within 30 days of hiring the employees. County BOEs are to adopt a policy that outlines the qualifications upon which RIF decisions are to be based. County BOE is limited to including any or all of the 11 qualifications listed in statute when defining "qualifications" in local board policy. However, to be consistent with other parts of this code section in the House's version of the bill, the qualifications included in the policy should be

(1) seniority, (2) certification, and (3) evaluations. If employee has poor evaluations for 2 consecutive years, he/she can be RIFed over an employee with less seniority.

28. Service Personnel Salary Increases (§18A-4-8a)(p.113)

Beginning in 2019-20 school year, provides an average 5% across the board pay raise (\$115/month) to school service personnel.

29. Unused Leave Bonus (§18A-4-10)(p.124)

Beginning in 2019-20 school year, increases number of “without cause” personal days for all employees from 3 to 4. Classroom teachers that have not used more than 4 personal days are entitled to \$500 bonus at end of year.

30. Underwood Smith Scholarship (§§18C-4-1, set seq., 18C-4A-1, et seq.)(p.127)

Modifies current Underwood-Smith Scholarship program by providing scholarships to individuals agreeing to teacher in critical need areas for at least 5 years. Also modifies teacher education loan repayment program; applicants must agree to work in area of critical need for each year the loan repayment assistance is received.

31. Additional BRIM Coverage (§29-12-5a)(p.137)

Increases the insurance coverage amount counties are required to procure from \$1 million to \$1.25 million per occurrence. Also directs counties to provide written notice, via email or US mail, of insurance coverage, coverage limits, BRIM’s duty to defend, and BRIM’s contact information to all employees.

## **HB 206 – Frequently Asked Questions**

### ***Professional Student Support Personnel***

**Q1: Are school psychologists and attendance directors funded under Step 1 of PSSP or Step 5 of PSSP after the passage of HB 206?**

**A1:** The existing statutory language for 18-9A-2(e) specifically lists attendance directors and school psychologists as being professional instructional personnel, which is part of Step 1 of the PSSP. While those two positions would also meet the revised statutory language for the definition of professional student support personnel, which states that Step 5 shall “also include professional personnel providing direct social and emotional support services to students, as well as professional personnel addressing chronic absenteeism,” the fact that they are listed specifically by name under Step 1 means that they will be included in the number of state aid personnel employed under Step 1 and not Step 5.

The provisions of HB 206 resulted in a significant increase in the number of Step 5 positions funded under PSSP. County boards of education will be funded at that calculated number of Step 5 positions even if they are under formula. As a result, a county board of education can utilize the additional Step 5 funding to hire additional school psychologists or attendance directors instead of additional counselors, nurses, social workers, etc. if that would best meet the needs of their county. A county board of education that chooses to do so would simply appear to be more over formula in Step 1 and potentially remain under formula on Step 5.

Note that Attendance Officers (Position Code 323) are not specifically listed as being professional instructional personnel and would therefore now fall under Step 5 of the funding formula instead of Step 1 where they were previously classified. They meet the updated definition of addressing chronic absenteeism.

**Q2: What types of positions that were previously not eligible for state aid funding will now be eligible after the changes to the definition of professional student support personnel?**

**A2:** Examples of additional positions that are now state aid eligible under Step 5 of PSSP would be:

- Social Workers (Position Code 324)
- Psychiatrists (Position Code 317)
- Truancy Diversion Specialist (Position Code 325)

Position Code 408 (Psychometrist) still is not eligible for state aid funding since those individuals are primarily performing testing on students instead of providing direct social and emotional support to students.

### ***Attendance Incentive Bonus***

**Q3: For the \$500 attendance incentive bonus for using four or less personal/sick leave days during the year, how will the bonus be handled for part-time teachers?**

**A3:** The bonus will be pro-rated based on the FTE of the individual (ex: 0.5 FTE would receive a \$250 bonus).

**Q4: For the \$500 attendance incentive bonus for using four or less personal/sick leave days during the year, what if someone is a part-time teacher and part-time administrator or other non-eligible position?**

**A4:** The bonus will be pro-rated based on the FTE spent in an eligible position (ex: if they are a classroom teacher for 0.5 FTE, they would receive a \$250 bonus).

**Q5: For the \$500 attendance incentive bonus for using four or less personal/sick leave days during the year, should there be special consideration if an individual does not work a full 200 day contract as the result of not being employed at the beginning of the school year?**

**A5:** Yes, if a classroom teacher does not work the full year, that fact should be taken into consideration in determining eligibility for the bonus. To be eligible for the bonus, a 200-day employee cannot miss more than 4 of the 15 personal days earned during the year, which is 26.67%. For an employee that will earn less than the 15 days during the year as the result of starting the position mid-year, eligibility for the bonus can be determined by applying the 26.67% to the number of personal days actually earned during the year.

For example, if an employee works a 160 day contract, they will have earned 12 personal leave days for the year (1.5 days per month \* 8 employment months of 20 days). That employee could take no more than 3 personal days to be eligible for the bonus (12 x 26.67% = 3.2).

**Q6: For the \$500 attendance incentive bonus for using four or less personal/sick leave days during the year, what happens if the classroom teacher leaves employment during the year?**

**A6:** If a classroom teacher does not complete their contract, they would not be eligible for the attendance bonus. If they complete their employment contract and then leave employment over the summer, they would still be entitled to the bonus since it was fully earned, even though the county board of education may take a few weeks to determine which employees are eligible for the bonus and the individual may no longer be employed.

**Q7: How will WVDE determine what county board of education employees are eligible for the attendance incentive bonus?**

**A7:** WVDE will develop a form for county boards of education to complete upon completion of the school year and the county's determination of eligibility for their district. The process will be similar to the early notification bonus, where WVDE will confirm the eligibility of the classroom teacher position code listed for the employees, calculate the bonus amount based on the FTE, etc.

**Q8: Can county boards of education utilize the attendance incentive bonus funding to fund their current locally funded attendance bonus or will this new state-funded bonus be in addition to any locally funded bonuses?**

**A8:** This new state-funded bonus will be in addition to any locally funded bonuses.

### ***Three-Step Salary Increase for Math and Special Education Teachers***

**Q9: How are substitutes who are filling special education and math positions treated for purposes of the additional three-step salary increase?**

**A9:** If the substitute is fully certified in special education and teaching special education courses or fully certified in math and teaching math at least 60% of the day, the substitute would be paid as follows:

- a. For days 1-10 in a position, the day to day substitute salary would not be impacted regardless of the subject being taught. Those individuals are paid at zero years of experience on the salary tables, so no additional years of experience would be added for special education/math.
- b. For days 11-30 consecutively in the same position, the pay for a substitute is based on their actual years of experience. WVDE does not believe that this would include the additional 3 years of experience for special education/math.
- c. For days 31+, a substitute is paid the full county salary for the position, which includes state basic, state equity plus any county supplements. At this point, the pay for the substitute should include the 3 additional years of experience for special education/math.

Note: If the substitute is not fully certified in the appropriate content area, they are not eligible for the three-step increase in determining their substitute pay.

**Q10: Are speech pathologists eligible for the three-step salary increase for special education teachers?**

**A10:** No, speech pathologists are not eligible for the three-step salary increase.

**Q11: Does the three-step pay increase apply to summer school assignments teaching math or special education?**

**A11:** Yes, the three-step pay increases would apply to eligible summer school assignments. The three-step increase should be factored into the daily rate when appropriate.

**Q12: Are part-time math or special education teachers eligible for the three-step pay increase? If they are eligible, are they paid at the full amount or a partial amount?**

**A12:** For math teachers, HB 206 states that they must be teaching math for at least 60% of the time the teacher is providing instruction to students. If an individual teaches only half of the day, they have to be teaching math for at least 60% of their specific work day. If they meet that 60% threshold and are fully certified, they would be eligible for their appropriate FTE percentage of

the three-step increase on the salary table. For example, if they are half-time, they would receive half the value of the three-step increase.

For special education teachers, HB 206 requires an individual to be “employed as a full-time special education teacher.” The definition of a regular, full-time employee per WVC 18-1-1(i) is “any person employed by a county board of education who has a regular position or job throughout his employment term, without regards to hours or method of pay.” As such, a special education teacher with a 200 day contract but who works less than a full-day is still considered a full-time employee. Assuming the special education teacher also meets all certification requirements, they would be eligible for the appropriate FTE percentage of the three-step increase on the salary table.

**Q13: In some counties, they have elementary teachers who teach math more than 60% of the day. For example, there may be 4 fifth grade classes at a school and one teacher teaches math to all 4 classes, one teacher teaches them all science, one teaches them all social studies, etc. Would such a teacher be eligible for the three-step increase for math? Are there any special certification requirements for elementary math?**

**A13:** An elementary teacher in the situation described would be eligible for the three-step salary increase. There are no special elementary math certification requirements. HB 206 indicates that the individuals must be fully certified in their area of study. Such language could be interpreted to encompass elementary education.

**Q14: How will county boards of education handle the three-step pay increase for math and special education teachers in WVEIS for payroll purposes and the Certified List of Personnel?**

**A14:** After consultation with Kim Harvey and the members of Accounting Committee, WVDE believes that the best way to handle the three-step pay increase in WVEIS will be through a z-addendum code. This will allow the eligible employees to be paid the appropriate amount while retaining the accuracy of the years of experience field in WVEIS.

There will actually be four different z-addendum codes for use by county boards of education. For state aid funding purposes, WVDE will need a distinction between math and special education and will also need a distinction between a three-step increase that does not include the slightly larger jump between years 3 and 4 on the salary tables and a three-step increases that does include that larger jump.

- Math with typical three step bump = ZMATH
- Math with three year bump including years 3 and 4 = ZMATH4
- Special Education with typical three step bump = ZSPED
- Special Ed with three year bump including years 3 and 4 = ZSPED4

Inclusion of the z-addendum code in the employee’s payroll records will populate a flag on the Certified List of Personnel to identify the eligible employees for state aid funding calculation purposes. That will trigger a county to also complete a new field on the CL of personnel for the

eligible endorsement code from the teacher's certificate. Edit checks will be built into the Certified List of Personnel program in WOW to verify that the endorsement code listed is one that meets the eligibility requirements for the position. If the individual doesn't meet the full certification requirements, the county would be prompted to remove the flag in the new three-step field.

More details will be provided at the CL of Personnel training on August 1, 2019.

**Q15: How are county payroll offices supposed to know what employees are eligible for the three-step pay increases for math and special education teachers?**

**A15:** County boards of education should implement an annual payroll form related to the three-step increases that would be completed and returned to the payroll office to notify them that an individual is eligible for the three-step pay increase. While each county may have different requirements for the payroll form, at a minimum, the form should be signed by the school principal since they are the administrator with direct knowledge of the teacher's class schedule to know if they truly meet the 60% requirement for math and full-time requirement for special education). Some county boards may want to require a copy of the teacher's schedule to be attached to the form. The individual who monitors certification for the county should also sign the form to indicate that the classroom teacher has been verified to meet the certification requirements.

It would be permissible to require the classroom teacher to also sign the form to certify they believe they are eligible for the three-step increase, but WVDE does not believe that it would be advisable to require the classroom teacher to initiate the payroll form. It may, however, be in a county's best interest to have school principals notify their staff at the beginning of the school year which classroom teachers at the school were identified for the three-step increase.

Although the payroll form should be completed annually, there may be instances when an employee's eligibility for the three-step increase would change mid-year. In such situations, the school principal should complete a payroll form at the time of the eligibility change to ensure the payroll office knows to remove the additional pay.

**Q16: How do you determine if a math teacher is teaching for at least 60% of the day?**

**A16:** Counties could utilize the percentage of total instructional minutes available each day, the percentage of total class periods taught, etc. to determine if the 60% threshold has been met.

For teachers who teach at a school on a block schedule, both semesters should be considered when making the determination of whether a teacher meets the 60% requirement. For example, if a teacher teaches 100% math in the first semester and 0% math in the second semester, that is only teaching math 50% on average for the year and they would not be eligible for the three-step increase. By contrast, a teacher who teaches 50% math in the first semester and 100% math in the second semester would be at 75% on average for the year and they would be eligible.

### ***State Aid Block Grant Funding***

**Q17:** Now that basic state aid funding for FY20 and moving forward will be handled as a block grant, will county boards of education be required to submit an application to use FY20 bus replacement funds for alternative purposes? What about unspent bus replacement funds from prior years?

**A17:** County boards of education will not be required to complete an application and submit it to the State Superintendent to use FY20 bus replacement funds for alternative purposes. HB 206 removes all expenditure requirements and limitations contained in Chapter 18, Article 9A effective for the 2019-20 year and thereafter.

The application process through the State Superintendent would still be in place for unspent bus replacement funding being carried over from prior fiscal years based on the effective date of the block grant language contained in HB 206.

**Q17:** Now that basic state aid funding for FY20 and moving forward will be handled as a block grant, will county boards of education be required to submit justification for the alternative use of Step 7b technology funds or use of those funds to hire Technology Systems Specialists (TSS) as part of their county technology plan?

**A17:** No, county boards of education will no longer be required to provide those justifications as part of their county technology plan. The county will still be required to complete a county technology plan for other purposes (ex: E-rate), but there will no longer be a requirement to complete the Step 7b portion of that technology plan.

We are still working on answering some other questions that have been asked by county boards of education and hope to provide those responses as soon as possible. If you have a question regarding a provision of HB 206 that has not yet been answered, please feel free to email the question to the Office of School Finance for inclusion in the next round of FAQs.



## Salary Calculation for IDX Value

### Per BC Manual:

Employee Contributions are determined by the salary level of the employee, the tier of coverage (single, employee/child(ren), family, family with employee spouse), the plan chosen (PPB, Managed Care), and the health coverage discount status of covered members.

Salaries are collected by PEIA through various agency budget divisions. The salary used is the annualized salary based on the latest figure available. Incidentals such as annual increment, overtime, and additional compensation for extra duties (such as coaching) are not included. Any across-the-board, merit, or promotional increases during the year that change index codes will affect the monthly insurance premium being paid the first of the following month.

Agency Contributions are set annually by the PEIA Finance Board based on the revenue estimate provided by the Governor.

The IDX should be based on the employees annual salary for their primary duties based on their effective rate of pay. The effective rate of pay is the annualized value of an employee's compensation per an employment agreement.

The employees annual salary for IDX determination should not be adjusted due to a reduced contract period. The salary must always be annualized, see examples 5 and 6.

### Example 1

Employee is a 1.0 Full Time Equivalent (FTE) salaried employee with an annual salary of \$50,000.

Calculation:

Salary \* FTE

Annual Salary	\$	50,000
FTE		1.0
IDX Salary	\$	50,000

**Example 2**

Employee is a .75 FTE salaried employee with an annual salary of \$50,000.

Calculation:

Salary \* FTE

Annual Salary	\$	50,000
FTE		0.75
IDX Salary	\$	<u>37,500</u>

**Example 3**

Employee is a 1.0 FTE hourly employee with an hourly rate of \$20.

Calculation:

hourly rate \* FTE \* 2080

Hourly Rate	\$	20
FTE		1.0
Hours		2080
IDX Salary	\$	<u>41,600</u>

**Example 4**

Employee is a .75 FTE hourly employee with an hourly rate of \$20.

Calculation:

hourly rate \* FTE \* 2080

Hourly Rate	\$	20
FTE		0.75
Hours		2080
IDX Salary	\$	<u>31,200</u>

**Example 5**

Employee is a 1.0 FTE Long Term Substitute Teacher with an hourly rate of \$20.

Calculation:

hourly rate \* FTE \* 2080

Hourly Rate	\$	20
FTE		1.00
Hours		<u>2080</u>
IDX Salary	\$	41,600

**Example 6**

Employee is a 1.0 FTE Full-Time Teacher with an annual salary of \$35,000 and a Compass Contract Term of half the year from January to June 2019. (The IDX Salary may not be adjusted due to a shorter contract period. Although the employee may only earn \$17,500 during the contract period, the full contract salary equates to \$35,000. Therefore, they must pay premiums on their rate of pay for a full contract as that is their ability to pay monthly.)

Calculation:

Salary \* FTE

Annual Salary	\$	35,000
FTE		<u>1.0</u>
IDX Salary	\$	35,000