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January 23, 2012

Memo To: Members of the Budget Advisory Committee
From: David Means, Director of Administrative Services
Subject: Questions and Answers from the Committee

I have received several e-mails with questions from committee members. Sometimes several different members have asked about the same subject, so I have combined questions into one generic question while trying to answer everyone's question.

I am answering (or seeking answers when I need information) only on questions asked by committee members. I have noticed that sometimes members of the public are asking questions when they are submitting input through the budget input e-mail process. I am not answering those questions, unless a committee member, through its chair, wishes that I answer it.

What follows are questions and answers that we heard at the committee meeting along with additional questions that were submitted to Barbara Thurston and me.

Q1: Please provide an analysis of how the Alaska Airlines miles were used last year.

Alaska Airline miles are generated from the use of three Bank of America (BOA) credit cards. One card is used for District-wide expenses; the second card is used for Juneau-Douglas High School (JDHS) student activities; and the third card is used for Thunder Mountain High School (TMHS) student activities.

The District receives a monthly statement. Based on this statement, miles are recorded by "Miles reported to Alaska Airlines" and the purchases made using each of the three cards. The miles reported to Alaska Airlines mileage plan is a combination of purchases (made by the three cards) and bonus miles. Generally, high school cards are used for student activities, and the miles generated from the use of the district card are used for professional development of our staff.

We track the purchases by card; however, the miles generated are recorded into one mileage account so they lose their identity at that point. In order to redeem miles, the superintendent has complete authority on mileage usage. All usage of miles are requested and approved through the superintendent's office. We redeemed miles for 70 tickets for AVID over the last couple of years. We have used miles to bring consultants here for professional development. We know that the high schools have used the miles as well. In particular, they have used miles to bring officials here to Juneau when needed, and have used miles to send teams to playoffs.

Today's balance is approximately 1,900,000 miles.

Q2: Please provide costs, including teacher assignments, of the AVID program. Please provide an evaluation of whether this program is working.

There were several questions about AVID. The District began AVID with the FY 11 school year. We are currently in the second year, and next year will be the third year. Next year's proposed budget expands AVID to Riverbend as well—taking advantage of the elementary AVID program. From the beginning there were 1.00 FTE teachers at each middle school and .40 FTE teachers at each larger high school, all paid with grant funds. The grant paid for extensive professional development with many (approximately 70) teachers attending AVID training the summer of 2010 and also the summer of 2011.

For next year, we are budgeting:

AVID Teachers, as a special allocation in place of the grant, 2.80 FTE	\$271,894
AVID Teachers, as part of the high school allocation, .80 FTE	77,684
AVID Non-Personnel Costs (See page 47)	133,058
Total	\$482,636

District administrators believe that another \$20,000 in tutor support is needed in order to have an effective program next year.

Quick bottom line:

- About 60-70 teachers and counselors trained over two summers (2010 and 2011)
- 200 kids served this year, grades 7-10; 50% Native
- Limited general funds used (luggage fees, a portion of teacher stipend): all training and travel paid for my grants or miles.

Q3: Please provide a list of cabinet, coordinator, and exempt supervisory positions.

Position	FTE Operating Fund	
	FY 2012	FY 2013
<u>Cabinet</u>		
Superintendent	1.00	1.00
Assistant Superintendent (Position eliminated 12/31/2012) (This becomes equivalent to .50 FTE)	1.00	0.50
Director, Administrative Services	1.00	1.00
Director, Curriculum and Instruction	1.00	1.00
Director, Human Resources	1.00	1.00
Director, Student Services	1.00	1.00
Communications Manager	1.00	1.00
<u>Coordinators and Specialists</u>		
Federal Title Programs (position grant funded)	0.00	0.00
K-12 Native Success (position totally or partially grant funded) (The FY 2013 FTE is dependent on obtaining grant or other funding)	0.00	0.75
Career Technical Education	1.00	1.00
Special Education	1.00	1.00
ESL/ELL and EL (position eliminated 7/1/2012)	0.65	0.00
Facilities (Mostly or totally charged to construction projects) (This position is equivalent to .25 FTE in the operating fund)	0.25	0.25
CARES (position is .49 FTE, it is grant funded)	0.00	0.00
<u>Supervisors</u>		
Assessment and Evaluation (position partially grant funded)	0.80	0.80
Finance Officer	1.00	1.00
Payroll Supervisor	1.00	1.00
Information Technology	1.00	1.00
Maintenance Supervisor	1.00	1.00
Custodian Supervisor (position eliminated 7/1/2012)	1.00	0.00
RALLY and Community Schools (Completely program funded)	0.00	0.00
Food Service (Completely program funded)	0.00	0.00

Q4: What are the financial implications if the Juneau Community Charter School were eliminated?

The question actually referred to an analysis done a year ago. That analysis said that the net effect of the Juneau Community Charter School (JCCS) was \$4,900.

JCCS is projected to have 101 students next year. Whenever doing financial comparisons, it is assumed that their students would attend regular brick and mortar schools within the District—an assumption that may not be true. Shifting the students from JCCS to other schools means that the District would not get the revenue in the foundation formula generated by JCCS, but get foundation formula revenue generated by the elementary and middle schools attended by JCCS students instead. In last year's analysis that was estimated at \$243,000 less revenue overall to the District, including less CBJ revenue. Shifting 101 students to other schools means that they will need five more teachers – some elementary, some middle school, and more supply money. After comparing the expenditure budget with and without a charter school, it would cost the District \$238,000 less without a charter school. But when the revenue budget was combined together with the expenditure budget, it cost the District \$4,900.

The Juneau Community Charter School budget is actually part of the District's operating fund budget. Next year's budget estimates an allocation to them of \$889,632. Likewise the operating fund budget provides an allocation to schools in terms of teachers, principals, classified staff, and supplies. The difference is that JCCS parent advisory committee decides how to allocate their budget, and the District, provides a mixture of staff and other resources to each of the District's other schools.

Q5: How much money is in the proposed budget for drug testing? All costs. Personnel, contract, etc. In past two years approximately how much legal expense has District incurred in setting up policy, defending it, etc. (ballpark). It seems as if the District costs would be over \$45,000 a year.

The proposed budget eliminates the drug testing service, but is on the addback list should funds become available. The annual contract runs an estimated \$45,000 a year. However, there are other costs as well. Most of them involve people, as part of their assigned duties: escorting students to the tests, communicating the program, working with community volunteers, and following up with students if the mandatory tests are adverse. These other costs are difficult to estimate, and if the program were eliminated, their positions would not be eliminated because of this program.

It is impossible to give an exact accounting of legal costs associated with our drug-testing program. Our legal counsel provided a spreadsheet with hours worked and a description of tasks associated with the hours worked. Because there are numerous tasks associated within the block of hours charged, it is impossible to isolate hours worked only on drug-testing-related activities. We have given a total cost of legal services with “drug” or “drug testing”, etc., that was in the description (FY 09, \$ 9,270 -- FY10, \$62,427 -- FY11, \$11,895 -- year-to-day FY12, \$2,900). If further analysis is requested, legal counsel has indicated they would be willing to try and provide an estimate of time based on the descriptions.

Q6: Is the District providing more than the legally required minimum level of service for the English Language Learners Program? Did the administration consider reducing the number of ESL/ELL teachers, and what were the reasons for deciding against recommending that?

Our ELL plan must be supported with services. This includes assessment, individualized educational support based on assessment and developing the individualized service plans. We don't believe ELL is providing non-required or additional services past the minimum. However, we can review services to make sure they are matching the ELL plan sent to Alaska Department of Education and Early Services.

The District administration intends to assign English Language Learners teachers based on student needs next year. For example, a teacher may spend two days a week at one school, and three days a week at another school. These plans have not been finalized.

Q7: Can you provide us with a brief description of the extended learning (EL) plan as being proposed by the administration? What services will middle school and high school teachers and counselors provide? Why does Dzantiki Heeni have a greater allocation than Floyd Dryden with more students?

The administrative proposal was proposed by the EL Committee (Proposal #2). In a summary, each elementary school will receive FTE based on the number of identified EL students. EL teachers will be responsible for individual instruction, plan development, assessment and consultation with other teachers.

The current teacher allocation for secondary schools is:

- FDMS is .80 FTE
- DZMS is 1.0 FTE
- JDHS is .60 FTE
- TMHS is .40 FTE

Teachers are responsible for providing accelerated instruction to identified EL students as well as other advanced students.

The current counselor allocation for high schools is:

- TMHS .50 FTE
- JDHS .50 FTE

Counselors are responsible for the course selection and Individual Learning Plans.

Q8: Could the number of elementary instructional coaches be reduced from six to three teachers? Are they really "busy" all day? Could we keep the same six but add some additional responsibilities such as literacy support that will take some of their time?

Yes, the six elementary instructional coaches are indeed busy all day, and usually put in many more hours than a typical school day supporting teachers. If we reduced the coaches from six to three at the elementary level, they would not be able to consistently support the teachers with whom they work.

Without the continual support of our elementary instructional coaches, the various trainings currently underway (i.e.: reading/literacy; balanced mathematics) would not be implemented into the classrooms. We know through Bruce Joyce and Beverly Showers' research, the power of coaching has on implementation of new learning (Joyce and Showers, 2002). Research-based strategies and practices that show true gains for students are often abandoned before they are transferred into classroom practice. When a coach works alongside teachers, supporting them, providing feedback, and modeling new techniques and strategies, there is a much greater likelihood that the new techniques will be used in the classroom.

All of our elementary school principals highly value the instructional coaching positions, and feel the coaches were instrumental in their work to improve student achievement.

For more information go to: <http://www.juneauschools.org/district/instructional-services/instructional-coaching>.

Q9: Is it more cost effective if the District continues to provide a district license for the Fast ForWord program?

We own unlimited use, perpetual licenses to Fast ForWord at all but two of our schools (TMHS and YDAHS). There are no annual fees for using the software as it exists.

There is an annual service fee of \$3,500 per school to have access to Progress Tracker (the data system used to monitor individual student progress through the intervention) and for software upgrades and tech support. Schools can use what they have without paying the \$3,500 service fee, but without Progress Tracker, it would be difficult to monitor and gauge student progress and performance. Other than the annual service fee, there are no other costs or fees to Scientific Learning to run the program.

Q10: How much does our contract with NANA food services cost? How much would we save if we canceled the contract?

The contract with NANA runs about \$1,000,000 a year. A few years ago we analyzed whether it is more cost effective to contract with NANA or prepare and serve the food ourselves with our employees. We concluded that NANA's contract is less expensive, especially when all the related costs are estimated such as hiring, payroll, purchasing, and freight.

This question also asks about Mac's Cache. The District had to transfer \$64,000 from the Food Service to Juneau-Douglas High School Activities fund to pay off accumulated losses from

Mac's Cache. The District has made considerable effort to bring the food service program into compliance with federal laws and regulations. It cannot return to the former model.

Q11: Please explain when it is financially beneficial to have a separate school under the foundation funding program.

There was discussion a few years ago trying to optimize student funding under the State's foundation funding program. In essence, if Yaakoosge Daakahidi's enrollment exceeded 175 students, then it would not be counted as an alternative school but rather as its own school. After counting and reporting students by school to the Alaska Department of Education, alternative school enrollments are combined with the school that has the largest enrollment. The consequence is that the District receives less funding when their numbers are combined than if they were counted separately. This is one reason why the District shifted students at Montana Creek and Miller House (part of the Juneau Youth Services program) from Thunder Mountain to Yaakoosge Daakahidi two years ago. The combined enrollment at Yaakoosge Daakahidi never reached 175 students.

Hypothetically, shifting 30 students from Thunder Mountain High School to Yaakoosge Daakahidi next year brings in an additional \$732,000 in state foundation, and if CBJ would appropriate the funds, an extra \$168,000 from their appropriation.

Q12: Please provide a list of positions moved into the operating fund from expiring grants.

Please see the attached table. The Alaska Department of Education and Early Development expressed concern a year ago about having the instructional services specialist paid from the NCLB grant. We chose to move the remaining portion of that position into the operating fund because we expect that the NCLB grant will be funded at lesser level next year.

Position Title	School/Department	FTE	Budget Cost
<u>Fed Ed Jobs Bill</u>			
Teacher - PE/Health	Floyd Dryden	1.0000	97,105
Teacher - Art	Dzantikiki Heeni	1.0000	97,105
Administrative Assistant--Homeless	Student Services	0.5000	29,454
Administrative Assistant--IEP	Student Services	1.0000	56,842
Administrative Assistant--IEP	Student Services	1.0000	58,242
Speech Language/Assistive Technology	Student Services	0.2500	24,277
Instructional Coach Secondary	Instructional Services	1.0000	97,105
<i>Total</i>			<u><u>460,130</u></u>
<u>Transitions II</u>			
Teacher - Art/Employability	Yaakoosge Daakahidi	1.0000	97,105
Teacher - AVID	Juneau-Douglas	0.4000	38,842
Teacher - AVID	Floyd Dryden	1.0000	97,105
Teacher - AVID	Dzantikiki Heeni	1.0000	97,105
Teacher - AVID	Thunder Mountain	0.4000	38,842
District Specialist - Native Studies	Instructional Services	0.4000	45,991
Administrative Assistant - Native Studies	Instructional Services	0.5000	38,170
Teacher - Tlingit	Yaakoosge Daakahidi	0.2000	19,421
<i>Total</i>			<u><u>472,581</u></u>
<u>Goldbelt Contracts</u>			
Teacher - TCLL Lit Leader	Harborview	1.0000	97,105
Teacher - TCLL Lit Leader	Harborview	1.0000	97,105
District Specialist - Native Studies	Instructional Services	0.3500	39,669
<i>Total</i>			<u><u>233,879</u></u>
<u>NCLB</u>			
Instructional Services Specialist	Instructional Services	0.2500	<u><u>29,876</u></u>

Q13: There are many questions concerning the Health Assistant proposal and nursing services.

We are currently working on developing a job description, establishing minimum qualifications, and developing a training program with school nurses and information from other districts. We will check with legal counsel when budget reductions are finalized concerning legal implications.

We actually bill Medicaid for 2 nursing services - dispensing prescriptions and prescription monitoring. Currently these are the only 2 billable Medicaid services. Eligible students must be

SPED/have an IEP including an individualized medical management component, and be eligible for Medicaid.

Nursing services can be billed to third party billing. There are some school districts that do this. It must be established that there is a medical necessity for services during the school day, obtain a doctor's service "prescription" and obtain parent consent for billing their insurance. These would take establishing procedures and getting billing service support and require an additional administrative assistant position.

There are currently several medical insurance companies that do not support school-based nursing services. Some of the big ones include: Blue Cross/Blue Shield, Qual Choice, Tyson's, Health Advantage, Harrington Benefit Services, Claim Management Services, United Medical Resources, Golden Rule, INCENTUS, and Employee Benefit Management Services EBMS. As said before, we would need parent consent to bill their insurance and district would be liable for the "co-pay."

We must remember that federal IDEA legislation states that schools must provide a "free and appropriate public education." Any services that are educationally based or support the student's access to education are the responsibility of the school district.

Q14: Are there savings in high school activities? Why does the budget spend \$391,834 to administer a fund of just over \$1,000,000? Explain duties of the District Wide Teacher for activities at \$97,000? If scheduling, wouldn't that not have to be a teacher, but an employee at an assistant cost. Has the District looked at increasing the adult tickets for games? Would a competitive bid for travel services save money versus going with the same business year after year? Why is the District using miles from student activity purchases for other travel needs in the District? Isn't the Student Activities Account a separate account?

The proposed budget includes maintaining 4.00 FTE activity administrative assistants and adding 1.00 FTE teacher position to serve as a district wide activities coordinator. Currently there are four administrative assistants, but coordination and supervision is provided by a teacher (JDHS), and an assistant principal (TMHS). With the reduction of two assistant principals, the cabinet believed that activities supervision and coordination needed to be shifted to a single, district-wide position. The activities director (as the position is typically known in high school circles) coordinates facilities and game equipment, obtains officials and their assistants, coordinates the hiring of coaches and advisors, approves purchases and oversees the finances, oversees fundraising, makes many different travel arrangements, represents the school or district at regional and state meetings, works to schedule appropriate opponents, and monitors student's academic eligibility to participate in activities. It is a very detailed and comprehensive position. It should be noted that the activities director and staff oversee the high school activities fund, plus all the accounts in the schools agency fund (booster clubs) whereby students, parents, and the community fundraise for activities. The number of students participating in activities has

increased by 40% in the last six years. Ticket revenues are part of the fundraising, and help defray costs.

The activities directors negotiated a bare-bones travel services contract about a year ago. They solicited proposals and then negotiated the proposal for the best services.

As mentioned above, miles earned by the high schools using the credit card are used by high school student activities.

Q15: High school buses: What is the additional cost of providing bus service so kids can choose their high school ("additional" when compared to the cost of busing them to a school assigned by geographic area)? How many kids attend a high school that's not the one they'd likely be assigned to geographically (assuming the same boundaries as middle school)?

We have estimated that the cost to provide busing from one attendance area to another is \$30,000 to \$34,000. When we asked the question earlier ourselves, we asked that buses that provide services to both high schools not be included—that is, there is a bus that goes out Glacier Highway, there are two high school buses that serve Douglas Island. Setting up attendance areas for the two high schools is an issue that has more ramifications than just budget. If attendance boundaries were established, it may be decided that bus services may need to be provided to this year's 9th, 10th, and 11th grade students as they finish their high school education in their chosen school because changing a high school can impact interscholastic activities eligibility. Elementary school bus service rather than high school bus service is a more significant factor in Juneau in determining bus service.

Staff ran a report on current high school students and where they live as requested. It seems there are a few students whose residential addresses need to be researched and then re-entered into the student information system. (It may be they have post office boxes for mailing addresses.) Here is their report:

TMHS Total Students: 677

TMHS Students living within DHMS Boundary: 145

TMHS Students whose current address could not be verified: 38

JDHS Total Students: 721

JDHS Students living within FDMS Boundary: 219

JDHS Students whose current address could not be verified: 23

Q16: Why would the budget not include additions at our high schools for core classes and credit recovery? This seems to be of great importance when reviewing data of how many high school students flunked classes last year. Also, the need for core classes should be more robust because of change in graduation requirements.

The cabinet is concerned about this as well, especially for the science requirement. If more teachers were allocated to the high schools for core classes, then something else in the budget would need to be reduced or eliminated.

Q17: Why the change in indirect cost recovery?

Indirect cost recovery is a method that central services such as human resources, payroll, accounting, and IT are allocated on a fair and equitable basis to grants (and to RALLY). The District uses the method established by the Alaska Department of Education and Early Development. The Finance Officer recently submitted the application for the FY 2013 rate; it was 5.30%, a decrease from the current year rate of 6.49%. Second, there will be fewer grants in FY 2013 than in FY 2011. The FY 2013 recovery amount was estimated based on FY 2011 data. As shown on page 12 of the budget document, the District recovered \$519,065 in FY 2011.

Q18: With so many different programs in place, can a magnet school be made to accommodate the programs at one site (AVID, YKHS, Montessori, JYC, JYS)?

District officials met with the Alaska Department of Education and Early Development officials two years ago about combining Montessori with Yaakoosge Daakahidi. They are located in the same building under the supervision of one principal. Department officials basically considered the substance of the programs, and said the changing the form of the programs did not change the substance of the programs, so they would not allow the District to combine those two programs to treat them as a combined school. These programs are too varied to be combined. They pointed out that Juneau Youth Services programs are alternative to the typical high school, and as long as it was administered by Yaakoosge Daakahidi, they could be considered part of Yaakoosge Daakahidi. The District made that change. The Charter School is a separate school and parent managed. AVID is a program to help students succeed and provide them the skills to go to college. AVID is not a program per se, it is a series of strategies that can be used in all classes, grades 4 – 12. It belongs in our middle and high schools. Johnson Youth Center and the Juneau Youth Services are residential programs operated by different agencies. Johnson Youth Center is treated as a separate school under the foundation program.

Q19: How are the \$5000 music mini-grants being used in the different elementary schools? To what extent are these funds leveraged to generate larger amounts of money? Can this program be funded by activities money from CBJ?

Every year elementary schools submit a “grant” application to instructional services. Most of them appear very similar: offering a music program such as guitar or band. They request in their budget supply money, and sometimes they wish to purchase musical instruments. Some schools pay for staff through a memorandum of agreement. They may pay a current staff person, or they may for someone with expertise to teach instrumental music for areas such as guitars, brass instruments, woodwind (flutes) instruments, or strings.

It may be possible to restructure this program as a school activity and to account for this program in the school activities agency fund. Under state guidelines, “(student) activities are non-instructional school sponsored and sanctioned student activities (clubs, interscholastic, etc.)” CBJ appropriates to the District \$200,000 of their roaded service area fund sales tax money. They are not likely, nor able, to increase this appropriation. The District uses \$185,000 of this money for high school activities, and \$15,000 for middle school activities. In theory, the budget could direct this money elsewhere, such as to elementary music in a student activities program.

The Alaska Association of School Boards has provided Glacier Valley a \$25,000 “ICE” grant to assist its music program. We are checking further on this grant’s implications.

Q20: Why are we increasing the moving stipend budget by \$15,000?

This money (\$10,000) was added to the budget a few years ago to attract special education teachers to the District. The actual cost has been between \$18,500 and \$20,000 the last two years for special education teachers. Later, the District also paid out-of-town administrators a moving stipend. This budget change increases the special education teacher moving stipend budget to \$20,000 and establishes a \$5,000 moving stipend budget for principals.

Q21: Does this budget have funds in it for the Next Generation Evaluation?

Yes—the Next Generation budget was not changed from the FY 2012 budget. However, the FY 2012 budget was reduced \$20,000 for evaluation and another \$20,000 for professional development from the FY 2011 budget leaving \$51,000 for Next Generation. And, there was a \$52,000 reduction from the FY 2010 budget to the FY 2011 budget.

Q22: Please explain the reduction in optional programs (\$214,210).

Briefly, Montessori is projected to lose a teacher because of fewer students (\$97,105); TCLL is projected to lose a teacher when the PTR is increased (\$97,105); and the cabinet recommends reducing the HomeBRIDGE supply and services budget by \$20,000.

Q23: Please explain how prep time works in the comprehensive high schools. Do certain teachers get more than one prep period?

Several people asked about this. The Next Generation plan established extra preparation periods for academy and small learning community team leaders, including CHOICE and Early Scholars. JDHS gets the equivalent to 1.40 FTE (7 periods): .20 FTE for each of their 9th Grade Small Learning Communities (SLC); .20 FTE each for each of their themed academies, .20 FTE for CHOICE, and .20 FTE for Early Scholars. TMHS gets the equivalent to .80 FTE (4 periods): .20 FTE for each of their 9th Grade Small Learning Communities (SLC); .20 FTE each for each of their themed academies. Principals have usually set class periods aside for team leaders, but not always, when developing the master schedule for their school.

Q24: Has the District considered a retirement incentive program?

District administration developed a proposal last year, but it had a lot of uncertainty regarding whether it would be cost effective. The Board voted it down.

Q25: Is the District providing more than the legally required minimum level of service for the Special Education Program?

Special Education must provide all services that are indicated in the Individualized Education Plan (IEP). We are not aware of any additional or extra services being provided. We work hard to establish what an appropriate education is and then must provide it by law.

Q26: What are the average teacher costs for FY 2012—the current school year?

The average teacher salary for FY 2012 (the current fiscal year) will be less than expected. The District budgeted an average teacher cost of \$97,105 per teacher for this school year. In January the administration reviewed actual teacher costs to date, and by making some assumptions about the remainder of the school year, drafted a budget revision for the current fiscal that dropped the average teacher salary and benefits figure by \$365,000. That is about 1%. The final costs are not known for this school year. The JEA negotiated agreement allows teachers to submit transcripts to the District in February for horizontal advancement, that is, change their contract for a higher level of academic achievement. Furthermore, the District may need to hire “replacement” teachers during the remainder of the year. So, the average teacher salary is not final yet for the current year. Even so, district administration estimated that teacher salaries would be \$324,000 less than budgeted, and accordingly, after factoring in retirement and social security, recommended in the operating fund budget revision, a reduction of \$365,000 in teacher salary and benefits.

The proposed budget is projecting an average teacher cost of \$97,105, the same figure that was used in FY 2012. The District is currently negotiating salary and benefits for its teachers for next year. The average teacher cost for FY 2013 could be greater, or it could be smaller, all depending on the negotiated agreement that is still to be reached.