

SIMPLIFY/MODERNIZE

SUBSTITUTE PAY

This is an area where West Virginia's focus on controlling the minutia of administration leads to significantly increased staff work with no discernible benefit. Here is how substitute pay is currently calculated:

There are 3 separate PAY STEPS a professional substitute goes through...

P-SUB 1: The first 10 days a substitute is paid at 80% the rate of their highest degree, but not for any experience. Employees utilize the West Virginia "Pay scale without equity". The employee must work 10 consecutive days to move from P-SUB 1 to P-SUB 2. Therefore, you cannot simply track total days, but must track consecutive days as well.

P-SUB 2: The next 20 days a substitute is paid at 100% of the rate of their highest degree, but not for any experience.

P-SUB 3: For all days after 30, a substitute is paid for both their degree and experience.

JEFFERSON EFFECT: As seen in the preceding chart, Jefferson County Schools utilizes nearly 500 professional substitutes per week. More than 10% of instruction is delivered weekly by someone other than the child's trained teacher. For every school system to calculate the substitute rate based on each individual and then to have to change it every 10 days is an astonishingly inefficient system for a finance department to enact. A flat rate system calculated to the top of the teacher pay scale would both attract quality substitutes and significantly reduce the finance department workload.

FLEXIBILITY TO MEET FAMILY NEEDS

INSTRUCTIONAL PROGRAM

Modern families have many more options for employment, travel, and communication than ever before. Families who wish to take advantage of this flexibility through alternative scheduling, alternate location, and personalized learning content are often frustrated by the limitations imposed under WV Code.

JEFFERSON EFFECT: There are currently 700 children in Jefferson alone whose families choose to provide home or private schooling to their children. For some, their reasons are personal, religious, and/or value based. For others, they would like to take advantage of the services paid for with their tax dollars, but are unable to access those services because they want a degree of flexibility in schooling their children. A flexibility that WV is unwilling to permit in public school.

DRIVERS EDUCATION

West Virginia currently requires school systems to provide behind-the-wheel drivers education to students. This function can be provided by parents or private organizations. The demands of preparing students for rigorous college coursework and to meet elevated mathematics and language arts performance, while offering dual enrollment and certification coursework are significant. Removal of this requirement will allow local communities the flexibility to develop programming they agree is best suited to their population. Local communities would be able to determine if they would like to utilize the resources toward this service, or towards other instructional goals.

JEFFERSON EFFECT: Currently, the drivers education program costs JCS \$250,000 annually to operate. The minor insurance discount received by parents for completion of the course is not universally offered and is comparable to the discount provided for strong academic grades. Flexibility would funnel those resources into the development of coursework that is in demand in our community.

JCS LEGISLATIVE GOALS



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FUNDING

PEIA

In 2013, legislation was enacted to change the PEIA funding formula. The current system heavily penalizes school systems with local support. Currently, there is not a single county in the state that is not ABOVE the formula.

JEFFERSON EFFECT: The state allows 1,084 employees to be funded through the minimum "formula". Jefferson only has 1,019 employees who actually use the state's insurance. However, because we have 1,194.5 actual employees, the state levies a 20% penalty and reduces the minimum number of employees who can get insurance by 20% BELOW the minimum number the state allows.

EMPLOYEE FUNDING FORMULA

Currently, the state funding formula does not fund Social Workers, Occupational Therapists, Physical Therapists, or Professional Education Interpreters (i.e.: Sign Language Interpreters)—despite the reality that hundreds of individuals in these professions are required to serve more than 38,000 students with disabilities annually. The vast majority of school systems in West Virginia contract these services out to private companies (including those based out of state) because they cannot hire individuals to provide the services "under the formula".

JEFFERSON EFFECT: Jefferson currently expends \$250,000 annually in Professional Education Interpreters alone. We expend more than \$637,000 annually on OT/PT services.

We request appropriate funding for a 4 year salary package for teachers, service personnel, and public employees with automatic cost of living increases.

JEFFERSON EFFECT: Jefferson currently competes directly with two different states with starting pay scales that exceed those in Jefferson by as much as 32%.

A state tax exemption of up to \$500 on out-of-pocket classroom expenses accrued by educators is available. Our educators expend a considerable percentage of their own funds to support the children in their classroom.

HUMAN RESOURCES

SICK LEAVE

The 2015 change enacted by the legislature prevented loyal West Virginia school employees from saving up their sick leave to apply to their years of service in retirement. Employees who have earned a "benefit" may only receive it if they do not come to work to serve children.

JEFFERSON EFFECT: Jefferson County Schools averages a 15% absenteeism rate on Mondays and Fridays during the school year; a significant loss of qualified staff to effectively serve children. There is currently no incentive for staff to save these days toward retirement.

Day	Total # of Teachers Absent	Total # of Substitutes
MON	96 (14%)	88 (8% unfilled)
TUES	108 (15%)	94 (13% unfilled)
WED	87 (12%)	79 (9% unfilled)
THUR	87 (12%)	79 (9% unfilled)
FRI	112 (16%)	96 (14% unfilled)
TOTAL	490 (14% avg.)	436 (11% avg. unfilled)

RETIREMENT

Many school systems rely on part-time employees to benefit its students. This measure of flexibility allows individuals with high skill levels, who have other commitments, to provide services to benefit our students. However, the current system REQUIRES these individuals to work 5 days per week rather than allow them to accumulate days as needed. This takes away the flexibility that makes part-time work attractive to employees and forces us to hire full-time employees, when part-time is all that is necessary.

JEFFERSON EFFECT: For instance, a certified accountant taking a part-time position is unable to work a full day T, W, and ½ day Thursday. Instead, they must work ½ day M-F in order to qualify for retirement. Due to this, we have significant turnover in part-time positions.

In addition, we support an automatic cost of living increase for all West Virginia school employee retirees.

SERVICE CLASSIFICATION UPDATE

The classifications for service personnel is WOEFULLY outdated. For instance, the secretary certification still requires a typing test rather than any expectation of proficiency with computer programs. Furthermore, service staff are not compensated for certifications or associate degrees. The current legislation should be revised to include more than "licensure" to incentivize service personnel who have worked diligently to increase their skill set, but may not have a bachelor's degree.

JEFFERSON EFFECT: We currently have electricians, plumbers, and certified public accountants who have certification or associate degrees, but are not compensated sufficiently.

