

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

April 30, 2003

The Board of Education and the Board of Career and Technical Education met in Senate Room B of the General Assembly Building, Richmond, Virginia, with the following members present:

Mr. Mark C. Christie, President
Mrs. Susan L. Genovese
Mr. Mark E. Emblidge
Mr. M. Scott Goodman
Mr. Thomas M. Jackson, Jr.

Dr. Gary L. Jones
Ms. Susan T. Noble
Mrs. Ruby W. Rogers
Dr. Ella P. Ward

Dr. Jo Lynne DeMary, Superintendent of
Public Instruction

Mr. Christie, president, presided and called the meeting to order at 9:00 a.m.

WORK SESSION

Proposed Revisions to the Standards of Quality

Dr. Gary L. Jones, who chaired the Board's Standing Committee on the Standards of Quality (SOQ), gave a report on the committee's public participation process and the work that the committee has accomplished.

Mr. Dan Timberlake, assistant superintendent for finance, presented fiscal information on the actual number of instructional positions per 1,000 students in fiscal year 2002 by local school division. He also provided information on the estimated state and local funding impact, and the impact on funded positions, of the following, as had been requested by the SOQ Committee at its April 7 meeting: Increasing the number of elementary principals to one full-time position in every elementary school; providing one full-time assistant principal for every 500 students; providing three periods a week for K-5 resource teachers in art, music, and physical education; lowering the secondary school pupil-teacher ratio from 25:1 to 24:1; reducing the caseload for speech-language pathologists from 68 to 60 students; and adding 8 positions per 1,000 students in K-12.

The Board deliberated on these items, and expressed interest in considering the following proposals at its May 28 meeting:

- Elementary principals – one full-time position for every school, regardless of size
Statewide FY 2004 state funding impact – \$6.0 million
Statewide FY 2004 local funding impact – \$4.9 million
Statewide FY 2004 funded position impact – approximately 130 additional funded instructional positions
- Assistant principals – one full-time position for every 500 students (for elementary schools, middle schools, and high schools)
Statewide FY 2004 state funding impact – \$20.5 million
Statewide FY 2004 local funding impact – \$16.7 million
Statewide FY 2004 funded position impact – approximately 592 additional funded instructional positions
The Board requested information on the fiscal impact of lowering the standard to one full-time position for every 450 students, and for every 400 students.
- Resource teachers in art, music, and physical education – three periods a week per student in grades K-5 division-wide
Statewide FY 2004 state funding impact – \$67.2 million
Statewide FY 2004 local funding impact – \$54.9 million
Statewide FY 2004 funded position impact – approximately 2,762 additional funded instructional positions
- Secondary instructional position standard – lowering the standard from 25:1 to 24:1
Statewide FY 2004 state funding impact – \$25.4 million
Statewide FY 2004 local funding impact – \$20.7 million
Statewide FY 2004 funded position impact – approximately 978 additional funded instructional positions
The Board requested information on the fiscal impact of lowering the standard to 23:1, 22:1, and 21:1, and expressed interest in providing a planning period at the secondary level.
- Speech-language pathologist caseload – lowering the caseload from 68 to 60 students
Statewide FY 2004 state funding impact – \$3.0 million
Statewide FY 2004 local funding impact – \$2.5 million
Statewide FY 2004 funded position impact – approximately 125 additional funded instructional positions
- Instructional position add-on – providing an additional eight instructional positions per 1,000 students in K-12
Statewide FY 2004 state funding impact – \$236.1 million
Statewide FY 2004 local funding impact – \$190.1 million
Statewide FY 2004 funded position impact – approximately 9,532 additional funded instructional positions

The Board requested information on the fiscal impact of providing four and six additional positions per 1,000 students. The Board also discussed the possibility of requiring school divisions to hire reading specialists or mathematics specialists if there are schools in the division accredited with warning in English or mathematics.

- Technology specialists – providing one technology specialists per 1,000 students in K-12 (one per 200 computers, assuming one computer for every five students)
Statewide FY 2004 state funding impact – \$27.3 million
Statewide FY 2004 local funding impact – \$22.3 million
Statewide FY 2004 funded position impact – approximately 1,240 additional funded instructional positions
- Remediation – The Board requested that staff develop a proposal for its consideration, as the Stanford 9, on which the SOQ remediation formula is based, is no longer required and state funding is no longer available. The Board suggested a blend of using free lunch as a proxy for student who may be at-risk, and low student performance, to reduce the perverse incentive of reducing funding when students do well on the tests.

Ms. Anne Wescott, assistant superintendent for policy and communications, reviewed possible changes to the statutory language.

The Board will hold another meeting to discuss these proposals further prior to the May 28 meeting, at which time they will be before the Board for first review. Mr. Christie announced that there would be an opportunity for public comment between the May 28 meeting and the June 25 meeting, at which time the proposals will be before the Board for final review.

There being no further business of the Board of Education and Board of Career and Technical Education, Mr. Christie adjourned the meeting at 12:20 p.m.

President

Secretary