

# **The Standards of Quality (SOQ)**

**Standard 2. Instructional, Administrative, and Support Personnel**

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# Summary

- **Standard Two addresses:**
  - **Licensure**
  - **Maximum class sizes and staffing ratios**
  - **Instructional positions**
  - **Support positions**
  - **Flexibility provisions for staffing and class sizes**
  - **Miscellaneous requirements**
- **Prior SOQ recommendations**
- **Next steps**



# Standard 2: Licensure

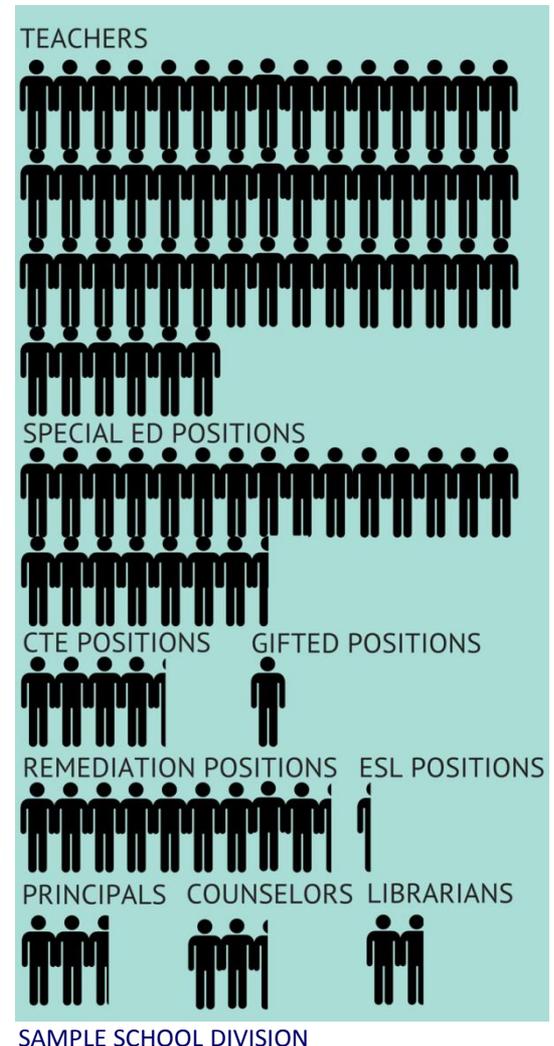
- **Requires the Board to establish requirements for the licensure of teachers, principals, superintendents, and other professional personnel.**
- **Requires school boards to employ licensed personnel qualified in the relevant subject areas.**

*Code of Virginia § 22.1-253.13:2 (A) and (B)*



# Instructional Positions

- Standard Two establishes minimum staffing levels for position categories on a per-pupil basis.
- State and local funds are provided to ensure that these positions are filled.



*Code of Virginia § 22.1-253.13:2 (C) through (J)*

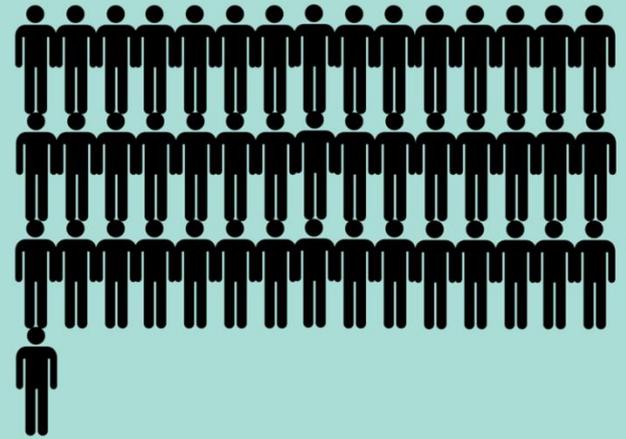


# Support Positions

- **Standard Two requires school boards to provide support positions as determined locally.**
- **State funding is based upon the statewide average number of positions provided by school divisions across Virginia.**
- **School divisions can use support position funding to provide additional instructional positions.**

*Code of Virginia § 22.1-253.13:2 (O)*

SUPPORT POSITIONS:  
SUPERINTENDENTS,  
CENTRAL OFFICE ADMINISTRATION,  
SOCIAL WORKERS,  
PSYCHOLOGISTS,  
SCHOOL NURSES,  
ATTENDANCE,  
CLERICAL SUPPORT,  
OPERATIONS AND MAINTENANCE,  
SECURITY,  
PUPIL TRANSPORTATION



SAMPLE SCHOOL DIVISION

# Instructional and Administrative Positions



# Maximum Class Sizes

Grade	Maximum Class Size
Kindergarten	No larger than 29 students, Full-time aide required if more than 24 students.
Grades 1-3	No larger than 30 students.
Grades 4-6	No larger than 35 students.
Grades 7-12	No maximum.

*Code of Virginia § 22.1-253.13:2(C)*



# Maximum Student to Teacher Ratios

School Boards are required to assign licensed instructional personnel not to exceed these division-wide student to staff ratios:

Category	Maximum Ratio
Kindergarten through Grade 3	24:1
Grades 4-6	25:1
Grades 6-12 English	24:1
<i>Special education teachers are excluded from this ratio.</i>	
<i>Flexibility language in the Appropriation Act allows school divisions to exceed these maximum ratios by one student.</i>	

***Code of Virginia § 22.1-253.13:2(C), &  
2015 Appropriation Act, Item 136.A.16***



# Maximum Student to Teacher Ratios

School Boards are required to assign licensed instructional personnel not to exceed a school-wide student to staff ratio:

Category	Maximum Ratio
Elementary School	None
Middle and High School	21:1

*Code of Virginia § 22.1-253.13:1(C)*



# Principals and Assistant Principals

Position	School	Staffing Requirement
Principals	Elementary	0-299 students: one-half time 300 or more students: one full-time
	Middle and High	one full-time, 12-month employee
Assistant Principals	Elementary	600-899 students: half-time 900 or more students: one full-time
	Middle and High	1 full-time per 600 students
	<p><i>School divisions are required to meet this requirement on a <u>division-wide</u> basis and may assign assistant principals to schools according to area of greatest need, regardless of whether such school is elementary, middle, or high.</i></p>	

**Code of Virginia § 22.1-253.13:2(H)**



# Guidance Counselors

School	Staffing Requirement
Elementary	One hour per day per 100 students; one full-time at 500 students; and one hour per day additional time per 100 students or major fraction thereof
Middle	One period per 80 students; one full-time at 400 students; one additional period per 80 students or major fraction thereof
High	One period per 70 students; one full-time at 350 students; one additional period per 70 students or major fraction thereof

*School divisions are required to meet this requirement on a division-wide basis and may assign guidance counselors to schools according to area of greatest need, regardless of whether such school is elementary, middle, or high.*

*The Appropriation Act waives these staffing requirements for new hires.*

***Code of Virginia § 22.1-253.13.2(H), &  
2015 Appropriation Act, Item 136.A.16***



# Librarians

School	Staffing Requirement
Elementary	0-299 students: one-half time 300 or more students: one full-time
Middle and High	0-299 students: one-half time 300-999 students: one full-time 1,000 or more students: two full-time

*School divisions are required to meet this requirement on a division-wide basis and may assign librarians to schools according to area of greatest need, regardless of whether such school is elementary, middle, or high.*

*The Appropriation Act waives these staffing requirements for new hires.*

**Code of Virginia § 22.1-253.13.2(H), &  
2015 Appropriation Act, Item 136.A.16**



# Elementary Art, Music, PE & Reading

Position	Staffing Requirement
Elementary Resource Teachers (Art, Music, and PE)	Five per 1,000 students in grades K-5
<i>The Appropriation Act waives this staffing requirement. However, school divisions continue to be required to provide the curriculum.</i>	

Reading Specialists	One in each elementary school at the discretion of the local school board.
<i>School divisions may use Early Reading Intervention Initiative Funds (lottery funds) to employ reading specialists.</i>	

**Code of Virginia § 22.1-253.13.2(G) and (I), & 2015 Appropriation Act, Item 136.A.16**



# Remediation Positions

Position	Staffing Requirement
Prevention, Intervention, and Remediation Instruction	One hour of additional instruction per day for students identified at risk of educational failure at a pupil-teacher ratio of 10:1 to 18:1, based upon division-level failure rate on English and mathematics SOL tests.

*For state funding purposes, the three-year average free lunch eligibility is used as a proxy for the number of at-risk students.*

*The Appropriation Act waives this staffing requirement. However, school divisions continue to be required to provide remediation services.*

*School divisions may use SOL Algebra Readiness Funds (lottery funds) to fulfill the required algebra readiness intervention services.*

***Code of Virginia § 22.1-253.13.2(E), &  
2015 Appropriation Act, Item 136.B.7***



# ESL Positions

Position	Staffing Requirement
English as a Second Language	17 positions per 1,000 limited English proficiency students.
<i>The Appropriation Act waives this staffing requirement. However, school divisions continue to be required to provide ESL services.</i>	
<i>SOQ Prevention, Intervention and Remediation Funds may be used to employ additional licensed English language learner positions.</i>	

***Code of Virginia § 22.1-253.13.2(F), &  
2015 Appropriation Act, Item 136.A.16***



# Technology Positions

Position	Staffing Requirement
Technology Instruction and Support	Two per 1,000 K-12 students. <ul style="list-style-type: none"><li>• One position is to provide technology support.</li><li>• One position is to serve as an instructional technology resource teacher, a data coordinator, or a blended resource teacher/data coordinator.</li></ul>

*The Appropriation Act waives this staffing requirement for new hires.*

***Code of Virginia § 22.1-253.13.2(J), &  
2015 Appropriation Act, Item 136.A.16***



# Special Education & CTE Positions

Position	Staffing Requirement
Special Education and Career and Technical Education Instruction Positions	Six Instructional Positions per 1,000 K-12 students.
<i>Board Regulations provide more specific staffing requirements for Special Education and Career and Technical Education classrooms.</i>	
<i>The Appropriation Act waives the staffing requirement for Career and Technical Education, except where the Occupational Safety &amp; Health Administration (OSHA) imposes a maximum class size.</i>	

***Code of Virginia § 22.1-253.13.2(D),  
2015 Appropriation Act, Item 136.A.16 & B.7***



# Gifted Positions

Position	Staffing Requirement
Gifted Instruction	One per 1,000 K-12 students.
<i>The Appropriation Act waives this staffing requirement. However, school divisions continue to be required to provide appropriate gifted programs.</i>	

***Code of Virginia § 22.1-253.13.2(D), &  
2015 Appropriation Act, Item 136.A.16 and B.7***



# Support Positions



# Support Positions

- **Local school boards must provide necessary support services for the efficient and cost-effective operation and maintenance of public schools.**
- **State share of funding is provided based upon prevailing support costs statewide.**
- **Support services funds can be used to provide additional instructional services.**

*Code of Virginia § 22.1-253.13:2(O)*



# Support Positions

## Support Positions filled at the discretion of the local school board

Student Support Positions	<p>Includes:</p> <ul style="list-style-type: none"> <li>• Superintendents</li> <li>• Assistant superintendents</li> <li>• School board members</li> <li>• School nurses</li> <li>• School psychologists</li> </ul>	<ul style="list-style-type: none"> <li>• Social workers</li> <li>• Attendance support positions</li> <li>• Administrative support positions</li> <li>• Maintenance and operations</li> <li>• Fiscal and Human resources</li> <li>• Pupil transportation</li> </ul>
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## Minimum Support Position Staff Requirements

School-based clerical staff	Elementary	<p>0-299 students: one part-time            300 or more students: one full-time</p>
	Middle and High	<p>one full-time            one additional full-time for each 600 students beyond 200 students            one full-time for the library at 750 students</p>
<p><i>School divisions are required to meet this requirement on a <u>division-wide</u> basis and may assign librarians to schools according to area of greatest need, regardless of whether such school is elementary, middle, or high.</i></p>		

**Code of Virginia § 22.1-253.13:2(O)**



# Flexibility Provisions



# Summary of Flexibility Provisions

## Student to Staff Ratios are fully waived in the Appropriation Act for:

Guidance Counselors (for new hires only)

Librarians (for new hires only)

Elementary Resource Teachers

Prevention, Intervention and Remediation Positions

English as a Second Language Teachers

Technology Instruction and Support (for new hires only)

Career & Technical Teachers (unless OSHA prescribes a max class size)

Gifted Teachers

***2015 Appropriation Act, Item 136.A.16***



# Summary of Flexibility Provisions

**Division-wide maximum student to teacher ratios are increased by one student for:**

Grades K-6 and English classes in grades 6-12.

**School Divisions may assign personnel to schools based on need, regardless of whether the school is elementary, middle or secondary, so long as the school-wide staffing requirements are met at the division level, for these positions:**

Assistant Principals

Guidance Counselors

Librarians

School-based Clerical Support

*Code of Virginia § 22.1-253.13.2(H),(J) and (O), &  
2015 Appropriation Act, Item 136.A.16*



# Summary of Flexibility Provisions

## Flexibility is provided in the use of certain state funds:

Early Reading Intervention (lottery) funds may be used to provide Elementary School Reading Specialists.

SOL Algebra Readiness (lottery) funds may be used to provide the SOQ-required Algebra Readiness Intervention services.

SOQ Prevention, Intervention, and Remediation funds may be used to provide additional English as a Second Language positions.

Support services SOQ funds may be used to employ additional instructional positions.

*Code of Virginia § 22.1-253.13:2(E) through (G), and (O)*



# Other Standard 2 Requirements



# Miscellaneous Requirements

- **Middle and High School teachers must be provided one planning period per day.**
- **Establishes methodology to determine staffing requirements for:**
  - Half-day kindergarten
  - Combined Schools
  - Part-time students
  - Virtual school students
- **Requires school boards to annually report on actual elementary school pupil to teacher ratios.**

Code of Virginia § 22.1-253.13:2(C), and (L) through(P)



# Prior Board SOQ Recommendations



# Prior SOQ Staffing Recommendations

<b>Prior Recommendations <u>not adopted</u> by the General Assembly</b>	<b>Estimated FY14 Fiscal Impact</b>	<b>Year</b>
One reading specialist per 1,000 students in K-12.	\$51.3 million	2003
One full-time assistant principal per 400 students in K-12.	\$70.6 million	2003
One full-time principal in every elementary school.	\$8.0 million	2003
Maximum speech-language pathologist caseload of 60 students.	\$5.0 million	2003



# Prior SOQ Staffing Recommendations (continued)

Prior Recommendations <u>not adopted</u> by the General Assembly	Estimated FY14 Fiscal Impact	Year
One mathematics specialist per 1,000 students in K-8.	\$35.0 million	2007
One data coordinator per 1,000 students in K-12.	\$51.3 million	2006
Shift the SOQ review from even to odd-numbered years to be aligned with the legislative budget process.	None	2012



# Prior SOQ Staffing Recommendations

<b>Prior Recommendations <u>adopted</u> by the General Assembly</b>	<b>Estimated FY14 Fiscal Impact</b>
Provide school divisions the flexibility to deploy required school counselors, librarians, and school-based clerical personnel to the schools with the greatest needs, so long as the number of positions provided division-wide meets the SOQ requirements.	None
Require school divisions to provide Early Reading Intervention and Algebra Readiness Intervention, using existing state funds.	None
Include state costs for blind and visually impaired students	\$5.0 million



# Prior SOQ Recommendations for further study

- In 2009 and 2011, the Board's SOQ recommendations included conducting a comprehensive study of several complex funding issues.
- In 2012, the Board recommended JLARC study these issues.
- **Issues identified for further study:**
  - Converting prevailing costs for each major category of support services positions into ratios (for example, based on positions per 1,000 students) for inclusion in the Appropriation Act.



# Prior SOQ Recommendations for further study

- **Issues identified for further study (continued):**
  - Establishing alternative staffing approaches to provide school divisions with additional instructional resources to address identified needs, possibly including ratios based on positions per 1,000 students for certain positions that would reduce funding “cliffs.”
  - Assigning weights for students who may be at-risk and require additional support, including special education services, services to English language learners, and services to disadvantaged students.
  - Updating technology staffing ratios, taking into consideration the increased role of technology in instruction, assessment, and operations since staffing standards were first established in the SOQ.



# Prior SOQ Recommendations for further study

- **Issues identified for further study (continued):**
  - Mitigating the perverse incentive of reducing a school division's special education funding when it includes students with disabilities into general education classrooms or uses Response to Intervention (RtI) and/or other instructional supports to meet students' needs without special education services.
  - Updating career and technical education staffing ratios, taking into consideration the implementation of new curricular pathways that require high-tech equipment and specialized instruction.



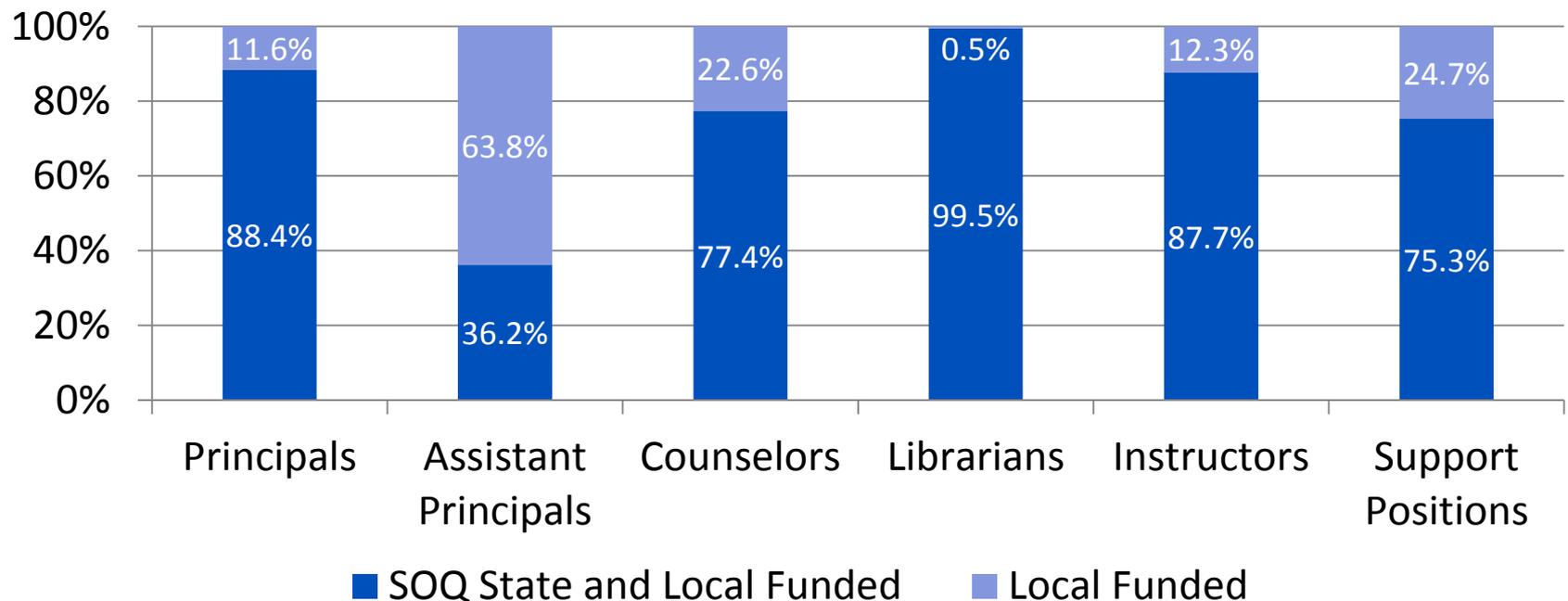
# Next Steps



# Next Steps

Consider available staffing data, such as state-funded positions compared to actual positions provided.

Example – State funding is provided for classifications of positions as follows:



# Next Steps

- **Consider impacts of current policy initiatives and trends, such as:**
  - Redesigned graduation requirements on school counselor workloads.
  - Additional emphasis on career and technical education.
  - Increase in number of students with limited English proficiency.
  - Wraparound services to support increases in student academic achievement.



# Next Steps

- **Determine needs through public outreach**
  - Public hearings
  - Roundtables with key stakeholders
- **Determine additional data needs based upon public outreach.**

