Standards of Quality (SOQ) Proposals

for Board of Education Consideration

Presented to the Board of Education on June 19, 2019

Contents

[Targeted Compensation Adjustments 2](#_Toc11231010)

[At-Risk Add-On 4](#_Toc11231011)

[Teacher Leader and Teacher Mentor Programs 6](#_Toc11231012)

[English Learner Teachers 9](#_Toc11231013)

[Specialized Student Support Personnel 10](#_Toc11231014)

[School Counselors 12](#_Toc11231015)

[Elementary School Principals 13](#_Toc11231016)

[Assistant Principals 13](#_Toc11231017)

[Recession-Era Savings and Flexibility Strategies 14](#_Toc11231018)

[Improve Available Data about Prevailing Practices 14](#_Toc11231019)

[For Future Consideration 15](#_Toc11231020)

## Overview of activity since the April 24, 2019, Board of Education Retreat

Since the Board’s April 24, 2019, retreat, regional focus group meetings and public hearings were conducted across the state along with other public engagement activities. At each of these meetings and events, input was solicited from key statewide education associations and partner organizations. Based upon the feedback received from the Board, stakeholders, and public comments, Department of Education staff has proposed revisions to the April 24, 2019, SOQ proposals.

## Summary of Estimated Annual Costs of Proposals

|  |  |
| --- | --- |
| Targeted Compensation Adjustments | $23.9 million to $121.6 million |
| At-Risk Add-On | $76.2 million |
| Teacher Leader and Teacher Mentor Programs | $57.4 million |
| English Learner Teachers | $26.7 million |
| Specialized Student Support Personnel | around $100 million |
| School Counselors | $88.2 million |
| Elementary School Principals | $7.9 million |
| Assistant Principals | $83.9 million |
| Recession-Era Savings and Flexibility Strategies | $371.6 million |

# Targeted Compensation Adjustments

**Establish provisions in the Standards of Quality to provide targeted compensation adjustments for experienced teachers in high-poverty schools.**

## Explanation

* This proposal would provide a compensation adjustment to encourage skilled teachers to teach in high-poverty schools.
* The compensation adjustment would be 25% of the state-recognized SOQ cost, providing an additional $12,792 for secondary teachers and an additional $12,074 for elementary teachers.
* To qualify for the adjustment, teachers would need to have a renewable license, and at least five years of teaching experience with a “proficient” or above evaluation rating.
* The adjustment would be provided to both teachers in the existing school who meet the criteria as well as those recruited from other schools and divisions.
* Teachers would continue to receive the adjustment in subsequent years, so long as they remain employed at the qualifying school, even if the school no longer meets the qualifying criteria.
* Language is added to the SOQ to direct school boards to equitably assign experienced teachers among all of its schools.
* **Projected Costs:**

|  |  |  |
| --- | --- | --- |
| **If qualifying school benchmark is:** | **Then projected annual cost is:** | **Number of qualifying schools**  **(% of Va. Schools)** |
| **75% + econ. disadvantaged** | **$23.9 million** | **101 (5.5%)** |
| **70% + econ. disadvantaged** | **$48.0 million** | **195 (10.7%)** |
| **65% + econ. disadvantaged** | **$77.8 million** | **297 (16.3%)** |
| **60% + econ. disadvantaged** | **$121.6 million** | **448 (24.6%)** |

## Proposed Language

**§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.**

C. School boards shall assign licensed personnel in a manner that provides an equitable distribution of experienced, high-quality teachers and other personnel among all of its schools. To the maximum extent possible, experienced, high-quality teachers and other personnel shall be distributed equitably across all schools within a school division. School divisions shall not assign personnel in a manner that results in the concentration of high performing teachers or low performing teachers in any school or group of schools within a school division.

R. For the purpose of this subsection:

(i) "qualifying school” means a school where at least **[75/70/65/60]** percent of the students are identified as economically disadvantaged.

(ii) “targeted compensation adjustment” means a supplemental pay adjustment of at least 25% of the state-recognized statewide prevailing salary, as provided in the Appropriation Act.

(iii) “qualifying teacher” means a teacher who has a renewable license as defined in § 22.1-298.1 and at least five years of teaching experience, as evidenced by receiving an evaluation rating of proficient or above for each of the previous five years. Such teaching experience may have been accrued outside of Virginia.

To ensure students in Virginia’s high poverty schools have equitable access to high-quality teachers, targeted compensation adjustments shall be provided to qualifying teachers to encourage the recruitment and retention of experienced, high-quality teachers in qualifying schools.

Once a teacher has been deemed a qualifying teacher, such teacher shall continue to receive targeted compensation adjustments until the teacher (i) no longer meets the definition of a qualifying teacher; or (ii) no longer teaches in a qualifying school, except that if a school no longer is a qualifying school, the teacher shall continue to receive targeted compensation adjustments as long as they continue to teach at the previously qualifying school.

## Changes since April 24 Board retreat

* The original proposal would have deemed a school as a “qualifying school” if it had a high incidence of first-year teachers in the prior year. The proposal was amended to qualify a school based on poverty rates.
* Rationale for changes:
  + Recognizes that some schools already serve challenged populations, and provides those teachers with compensation adjustments.
  + Concentrations of first year teachers will vary greatly from year-to-year, while student poverty indicators are more likely to remain stable, meaning the schools qualifying for the adjustments would remain relatively consistent.

# At-Risk Add-On

## Background

* The At-Risk Add-On is an incentive program established in the Appropriation Act. For the 2019-20 school year, the General Assembly appropriated $120.95 million in general and lottery funds for the At-Risk Add-On.
* The At-Risk Add-On provides an additional per-pupil payment to school divisions, based upon the percent of students eligible for free lunch in each school division. The additional per-pupil payment ranges from one to 16.5 percent of the basic aid amount:
  + For school divisions with the highest percent of students eligible for free lunch, an additional 16.5 of the basic state aid amount is provided per each student eligible for free lunch.
  + For school divisions with the lowest percent of students eligible for free lunch, an additional one percent of the basic state aid amount is provided per each student eligible for free lunch.
* School divisions accessing these funds are required to:
  + Certify annually that these funds have been budgeted to be used for programs for students who are educationally at risk, which may include:
    - teacher recruitment programs and incentives,
    - Dropout Prevention,
    - community and school-based truancy officer programs,
    - Advancement Via Individual Determination (AVID),
    - Project Discovery,
    - Reading Recovery,
    - programs for students who speak English as a Second Language,
    - hiring additional school guidance counselors,
    - testing coordinators,
    - licensed behavior analysts,
    - programs related to increasing the success of disadvantaged students in completing a high school degree and providing opportunities to encourage further education and training.
  + Provide a local match, based on the Local Composite Index.
* All school divisions currently utilize these incentive funds.
* School divisions recognize the At-Risk Add-On program as a source of relatively flexible funds that can be used to enhance services for disadvantaged students. However, there is limited data on how these funds are used.
* A 2016 study revealed that the Virginia school divisions experiencing the highest rates of poverty spend about $6,600 less than is predicted to be needed to support average student outcomes.

## Proposal for Consideration

**As an alternative to the Targeted Compensation Adjustment program, move the At-Risk Add-On program into the Standards of Quality, provide additional funds, and reform the program to distribute additional positions and to provide targeted compensation adjustments for experienced teachers to teach in high poverty schools. Estimated cost: $76.2 million/year.**

## Explanation

* Moves the At-Risk Add-On program language from the Appropriation Act, into the Standards of Quality.
* Increases the $120.95 million currently provided for the program to approximately $197.15 million.
* Eliminates all of the allowable non-personnel uses of the funds.
* Allocates additional percent of instructional positions to school divisions based upon the school division’s poverty rate.
* Could be used for class size reduction at any grade level.
* Provides flexibility in the use of the funds, allowing them to be used for additional student support positions, and for targeted compensation adjustments or other recruitment or retention incentives to be used in high-poverty schools.
* Requires school divisions to report to the department on the uses of the funds to allow analysis of program effectiveness.

## Proposed Language

**§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.**

H. In addition to the positions required elsewhere in this section, state funding shall be provided for additional instructional positions in support of student achievement for at-risk students, based upon the concentration of economically disadvantaged students in each school division. Such additional instructional positions shall be calculated based upon ranking each school division by the three-year average percent of identified economically disadvantaged students. The school division ranking with the lowest percent of economically disadvantaged students shall provide one percent additional instructional positions, and the school division with the highest percent of economically disadvantaged students shall provide sixteen and one-half percent additional instructional positions. The additional percent of positions required to be provided in school divisions ranking in between shall be incrementally between one and thirty percent, based upon the ranking.

To provide flexibility in the deployment of these funds, school divisions may use these funds (i) to employ specialized student support positions, including school social workers, school psychologists, school nurses and other school health and behavioral positions, or (ii) to provide targeted compensation adjustments or other incentives to attract or retain experienced teachers in schools that have greater than **[75/70/65/60]** percent of students identified as economically disadvantaged.

School divisions shall annually report on the deployment of these funds, in a manner prescribed by the Department of Education.

# Teacher Leader and Teacher Mentor Programs

**Establish a new Teacher Leader program, and expand the existing Teacher Mentor program, whereby additional compensation and additional time is provided during the instructional day for locally-designated staff to serve in leadership and mentorship program roles. Estimated cost: $57.4 million/year.**

## Explanation

* The existing statutes that require mentors to be provided would be moved into the Standards of Quality, and expanded to encompass teacher leaders. The programmatic requirements would be set out in Standard Five, which establishes professional development expectations. The staffing requirements would be set out in Standard Two, with other school staffing ratios. Moving the program into the SOQ would express the Board’s expectation that leadership and mentorship programs are foundational components of Virginia’s education system, and ensure that adequate state support is continually provided.
* Sets expectations for teacher leaders to support their peers by coordinating mentorship programs and professional development, and consulting and observing teachers.
* Board guidelines would further set expectations for teacher leadership and teacher mentorship programs.
* Requires school boards to staff teacher leadership and teacher mentorship programs at a ratio of one position for every 24 first and second year teachers, and one position for every 100 teachers with three or more years’ experience.
* Encourages school boards to split these full-time positions among several teachers, allowing them to teach part-time and serve as a leader or mentor.
* Provides a compensation supplement of 20% of the state-recognized SOQ cost, providing an additional $10,233 for secondary teachers and an additional $9,660 for elementary teachers, which is to be divided amongst several teachers if the position is split among several teachers.
* Provides local flexibility for divisions to determine whether staffing focus is needed on leadership or mentorship.

## Proposed Language

**§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.**

D. School boards shall provide teacher leadership, and mentorship programs, as provided in § 22.1-253.15:5(H). Teacher leaders support all teachers through peer-level leadership, observation, consultation, and coordination of mentorship programs and professional development. Teacher mentors (i) assist new teachers with a successful transition into the teaching profession and (ii) ensure adequate supports are in place for new teachers. To support these programs and roles, school boards shall provide full-time equivalent positions based upon the following ratios:

1. One position for every 24 first- and second-year teachers, or fraction thereof; and

2. One position for every 100 teachers with three or more years of experience.

School boards are encouraged to deploy these positions on a fractional basis shared among current teachers to provide current teachers opportunities to serve as leaders and mentors while remaining in active teaching roles. School boards shall not utilize these positions to fill teaching positions, or to serve school administrator functions, such as coordination of student discipline or testing.

Instructional staff filling these full-time equivalent positions shall be provided a compensation adjustment of at least 20 percent of the state-recognized statewide prevailing salary, on a pro-rata basis if the position is shared among several staff, as provided in the Appropriation Act.

**§ 22.1-253.13:5. Standard 5. Quality of classroom instruction and educational leadership.**

H. The Board of Education shall establish, and school boards shall provide, teacher leadership and mentorship programs utilizing specially trained public school teachers. The Board shall issue guidelines for teacher leadership and mentorship programs and shall set criteria for beginning and experienced teacher participation, including self-referral, and the qualifications and training of teacher leaders and teacher mentors. Such guidelines shall provide that the programs be administered by local school boards, with the assistance of an advisory committee made up of teachers, principals, and supervisors.

**§ 22.1-303. Probationary terms of service for teachers.**

A. A probationary term of service of at least three years and, at the option of the local school board, up to five years in the same school division shall be required before a teacher is issued a continuing contract. ~~School boards shall provide each probationary teacher except probationary teachers who have prior successful teaching experience, as determined by the local school board in a school division, a mentor teacher, as described by Board guidelines developed pursuant to § 22.1-305.1, during the first year of the probationary period, to assist such probationary teacher in achieving excellence in instruction.~~ During the probationary period, such probationary teacher shall be evaluated annually based upon the evaluation procedures developed by the employing school board for use by the division superintendent and principals in evaluating teachers as required by subsection C of § 22.1-295. A teacher in his first year of the probationary period shall be evaluated informally at least once during the first semester of the school year. The division superintendent shall consider such evaluations, among other things, in making any recommendations to the school board regarding the nonrenewal of such probationary teacher's contract as provided in § 22.1-305.

**~~§ 22.1-305.1. Mentor teacher programs.~~**

~~A. The Board of Education shall establish, from such funds as may be appropriated by the General Assembly, mentor teacher programs utilizing specially trained public school teachers as mentors to provide assistance and professional support to teachers entering the profession and to improve the performance of experienced teachers who are not performing at an acceptable level.~~

~~The Board shall issue guidelines for such mentor teacher programs and shall set criteria for beginning and experienced teacher participation, including self-referral, and the qualifications and training of mentor teachers. Such guidelines shall provide that the mentor programs be administered by local school boards, with the assistance of an advisory committee made up of teachers, principals, and supervisors, and that mentors (i) be classroom teachers who have achieved continuing contract status and who work in the same building as the teachers they are assisting or be instructional personnel who are assigned solely as mentors; (ii) be assigned a limited number of teachers at one time; however, instructional personnel who are not assigned solely as mentors should not be assigned to more than four teachers at one time; and (iii) guide teachers in the program through demonstrations, observations, and consultations to promote instructional excellence. Local school boards shall strive to provide adequate release time for mentor teachers during the contract day.~~

~~B. The local school board shall serve as fiscal agent for the participating school boards in matters concerning the mentor teacher programs. The Department of Education shall allocate, from such funds as are appropriated, moneys to participating school divisions for the purpose of supporting such programs which shall include, but not be limited to, compensation for mentor teachers.~~

## Changes since the April 24 Board Retreat

* Consolidates the Teacher Leader and Teacher Mentor proposals into a single proposal that maintains local flexibility to determine how to staff each local program.
* Teacher Coaching component of proposals is shifted to an item for future consideration.
* Expands the Board’s authority to establish mentorship program guidelines to include leadership program guidelines.
* Reduces fiscal impact by lowering the number of positions created
  + The two prior proposals had a total fiscal impact of $182.3 million.

# English Learner Teachers

**Amend the staffing requirements for English Learner teachers to differentiate the distribution of positions based upon the proficiency level of students in each school division, while maintaining local flexibility in deploying those positions. Estimated cost: $26.7 million/year.**

## Proposed Language

**§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.**

F. In addition to the positions supported by basic aid and those in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided to support divisionwide ratios of English learner students in average daily membership to full-time equivalent teaching positions in addition to those required by subsection C, as follows:

1. for each English language learner identified as proficiency level one, one position per 25 students;

2. for each English language learner identified as proficiency level two, one position per 30 students;

3. for each English language learner identified as proficiency level three, one position per 40 students; and

4. for all other English language learner students, one position per 58 students.

~~17 full-time equivalent instructional positions for each 1,000 students identified as having limited English proficiency, which~~ Teaching positions filled using these funds may include dual language teachers who provide instruction in English and in a second language.

To provide flexibility in the instruction of English language learners who have limited English proficiency and who are at risk of not meeting state accountability standards, school divisions may use state and local funds from the Standards of Quality Prevention, Intervention, and Remediation account to employ additional English language learner teachers or dual language teachers to provide instruction to identified limited English proficiency students. Using these funds in this manner is intended to supplement the instructional services provided in this section. School divisions using the SOQ Prevention, Intervention, and Remediation funds in this manner shall employ only instructional personnel licensed by the Board of Education.

## Changes since the April 24 Board Retreat

* Because some EL students are not tested for proficiency level they were not included in the original proposal, which established ratios for Levels One through Four. The proposal has been amended to provide positions at a ratio of 1:58 for any student not identified as Level 1, Level 2, or Level 3.

# Specialized Student Support Personnel

**Remove the school nurse, school social worker, and school psychologist position from the SOQ support position category. Create a new staffing category for “specialized student support personnel” in the SOQ, with specified ratios for these positions. Estimated cost: pending, should be about $100 million.**

## Explanation

In 2016, the Board of Education recommended specific ratios for each of these positions:

* School psychologists: One position per 1,000 students
* School social workers: One position per 1,000 students
* School nurses: One position per approximately 550 students

While the recommendation proposed below would not specify ratios for each individual position, it would ensure that students across the Commonwealth have access to student support services. This approach would provide school divisions with flexibility to determine how these positions should be filled based upon local conditions, while also removing these positions from the “support cap.”

## Proposed Language

**§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.**

O. Each school board shall employ at least four specialized student support positions per 1,000 students. For the purposes of this subsection, specialized student support positions include school social workers, school psychologists, school nurses and other school health and behavioral positions.

P. Each local school board shall provide those support services that are necessary for the efficient and cost-effective operation and maintenance of its public schools.

For the purposes of this title, unless the context otherwise requires, "support services positions" shall include the following:

1. Executive policy and leadership positions, including school board members, superintendents and assistant superintendents;

2. Fiscal and human resources positions, including fiscal and audit operations;

3. Student support positions, including (i) ~~social workers and~~ social work administrative positions not included in subsection O; (ii) guidance administrative positions not included in subdivision H 4; (iii) homebound administrative positions supporting instruction; (iv) attendance support positions related to truancy and dropout prevention; and (v) health and behavioral administrative positions not included in subsection O~~, including school nurses and school psychologists~~;

4. Instructional personnel support, including professional development positions and library and media positions not included in subdivision H 3;

5. Technology professional positions not included in subsection J;

6. Operation and maintenance positions, including facilities; pupil transportation positions; operation and maintenance professional and service positions; and security service, trade, and laborer positions;

7. Technical and clerical positions for fiscal and human resources, student support, instructional personnel support, operation and maintenance, administration, and technology; and

8. School-based clerical personnel in elementary schools; part-time to 299 students, one full-time at 300 students; clerical personnel in middle schools; one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students; clerical personnel in high schools; one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students. Local school divisions that employ a sufficient number of school-based clerical personnel to meet this staffing requirement may assign the clerical personnel to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.

Pursuant to the appropriation act, support services shall be funded from basic school aid.

School divisions may use the state and local funds for support services to provide additional instructional services.

## Changes since the April 24 Board Retreat

* To provide local flexibility with respect to the credentials required to fill these positions, added “other school health behavioral positions” to the specialized student support personnel category.

# School Counselors

**Reaffirm the Board of Education’s 2016 recommendation to provide one-full time school counselor for every 250 students. Estimated cost: $88.2 million/year.**

## Proposed Language

**§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.**

H. Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to the type of school and student enrollment:

~~4. Guidance counselors in elementary schools, one hour per day per 100 students, one full-time at 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance counselors in middle schools, one period per 80 students, one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance counselors in high schools, one period per 70 students, one full-time at 350 students, one additional period per 70 students or major fraction thereof. Local school divisions that employ a sufficient number of guidance counselors to meet this staffing requirement may assign guidance counselors to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.~~

K. Local school boards shall employ one full-time equivalent school counselor position per 250 students in grades kindergarten through 12.

## Changes since the April 24 Board retreat

No changes are proposed by staff from the April 24 retreat; however, there has been General Assembly action since that impacts the school counselor staffing standard for the 2019-20 school year.

Currently, the SOQ requires school counselors to be staffed as follows:

|  |  |  |
| --- | --- | --- |
| Elementary Schools | Middle Schools | High Schools |
| One full-time at 500 students | One full-time at 400 students | One full-time at 350 students |

The 2019 General Assembly approved SB1406, which amends the Standards of Quality to partially implement the Board’s 2016 recommendation:

|  |  |  |
| --- | --- | --- |
| Elementary Schools | Middle Schools | High Schools |
| One full-time at 375 students | One full-time at 325 students | One full-time at 300 students |

However, later during the same session, the General Assembly added language to override SB1406, to provide that beginning in the 2019-20 school year, school counselors shall be provided as follows:

|  |  |  |
| --- | --- | --- |
| Elementary Schools | Middle Schools | High Schools |
| One full-time at 455 students | One full-time at 370 students | One full-time at 325 students |

Unless the Appropriation Act language is removed, the provisions of SB1406 will have no effect.

# Elementary School Principals

**Reaffirm the Board of Education’s 2016 recommendation to provide one-full time principal in every school. Estimated cost: $7.9 million/year.**

## Proposed Language

**§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.**

H. Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to the type of school and student enrollment:

1. Principals in elementary schools, ~~one half-time to 299 students,~~ one full-time, to be employed on a 12-month basis ~~at 300 students~~; principals in middle schools, one full-time, to be employed on a 12-month basis; principals in high schools, one full-time, to be employed on a 12-month basis;

## Changes since the April 24 Board retreat

No changes are proposed by staff from the April 24 retreat.

# Assistant Principals

## Proposal for Consideration

**Reaffirm the Board of Education’s 2016 recommendation to provide one full-time assistant principal for each 400 students. Estimated cost: $83.9 million/year**

## Proposed Language

**§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.**

H. Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to the type of school and student enrollment:

2. Assistant principals in elementary schools~~, one half-time at 600 students,~~ one full-time at ~~900~~ 400 students; assistant principals in middle schools, one full-time for each ~~600~~400 students; assistant principals in high schools, one full-time for each ~~600~~400 students; and school divisions that employ a sufficient number of assistant principals to meet this staffing requirement may assign assistant principals to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary;

## Changes since the April 24 Board retreat

No changes are proposed by staff from the April 24 retreat.

# Recession-Era Savings and Flexibility Strategies

**Reaffirm the Board of Education’s 2016 recommendation to eliminate the measures that were implemented during the recession: the “support position cap” and the temporary flexibility language waiving certain staffing requirements. Estimated cost: $371.6 million/year.**

## Proposed Language

To implement elimination of the “support position cap,” Item 136 C.5.k of the Appropriation Act should be stricken:

~~k. For the purposes of funding certain support positions in Basic Aid, a funding ratio methodology is used based upon the prevailing ratio of actual support positions, consistent with those recognized for SOQ funding, to actual instructional positions, consistent with those recognized for SOQ funding, as established in Chapter 781, 2009 Acts of Assembly. For the purposes of making the required spending adjustments, the appropriation and distribution of Basic Aid shall reflect this methodology. Local school divisions shall have the discretion as to where the adjustment may be made, consistent with the Standards of Quality funded in this Act.~~

To implement elimination of the temporary flexibility language that overrides some of the staffing requirements in the SOQ, Item 136 A.17 of the Appropriation Act should be stricken:

~~17. To provide temporary flexibility, notwithstanding any other provision in statute or in this Item, school divisions may elect to increase the teacher to pupil staffing ratios in kindergarten through grade 7 and English classes for grades 6 through twelve by one additional student; the teacher to pupil staffing ratio requirements for Elementary Resource teachers, Prevention, Intervention and Remediation, English as a Second Language, Gifted and Talented, Career and Technical funded programs (other than on Career and Technical courses where school divisions will have to maintain a maximum class size based on federal Occupational Safety & Health Administration safety requirements) are waived; and the instructional and support technology positions, librarians and guidance counselors staffing ratios for new hires are waived.~~

## Changes since the April 24 Board retreat

No changes are proposed by staff from the April 24 retreat.

# Improve Available Data about Prevailing Practices

**Enhance VDOE data collections regarding school staffing to provide better information about staffing practices in local school divisions.**

## Changes since the April 24 Board retreat

No changes are proposed by staff from the April 24 retreat.

# For Future Consideration

* Standards for Facilities
* Principal Mentorship/Induction
* Teacher Coaching Programs
* Special Education Staffing Standards
* Reading and Mathematics Specialists
* Class sizes
  + K-3 class size reduction
* Instructional Technology Resource Teachers