



FY 2019 Recommended Budget Budget Question

Board Question #: 11

BUDGET QUESTION: Of the 60 new position included in the School Board's proposed budget, please identify those that are mandated and those that are required to meet requirements/standards. Are any of the 60 not associated with mandates or meeting requirements/standards?

RESPONSE: Each one of the 60 new positions will have a direct influence in the classroom. Outlined below are details supporting the rationale for each position/mandate. The text in blue below is to identify what is an SOQ requirement, Federal requirement, or best practice.

5 - Social Workers

Per the Standards of Quality - 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:

- Student support positions, including (i) social workers and social work administrative positions; (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 positions, including school nurses and school psychologists;
- Our School Social Worker (SSW) to student ratio is currently 1:1600 based on 15 full-time SSWs. National SSW Association states best practice is 1:250. The Virginia Association of School Social Workers recommends a staffing standard of 1:1000.
- Based on changes in attendance laws, 720 truancy meetings (as of 1/5/18) were required this year that were not required last year. Of these, 360 students require progress monitoring and a Child in Need of Services (CHINS) petition if attendance does not improve. These requirements are new this year.
- Threat assessments and risk assessments require a mental health professional's guidance. 2016-2017 saw 193 threat assessments and 243 risk assessments. Changes in threat assessment laws now require us to assess community members who pose a threat as well (new this year).
- At-risk youth and families are increasing in Spotsylvania based on DSS 3-year trend data for the Children's Services Act (CSA):
 - 2015 - 211 at-risk youth required CSA assistance
 - 2016 - 212 at-risk youth required CSA assistance
 - 2017 - 246 at-risk youth required CSA assistance
- Number of foster-care children needing support in school has increased. There are 59 additional children in foster-care this December (149) over the number of children in foster-care last December (90).
- In SY 2016-2017, 583 students were identified as homeless. Spotsylvania also had 3,385 who met the criteria for "living in poverty."

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- ***The Role of School Social Workers:***

- Children today are increasingly victims of many social forces that negatively affect their role as students. The family is in a state of change and until it becomes stabilized, in whatever form, children's unmet physical and emotional needs will continue to interfere with their ability to learn and adjust in school.
- School Social Workers are trained mental health professionals with a degree in social work who provide services related to a person's social, emotional and life adjustment to school and/or society. School Social Workers can help to better link the home, school and community in providing direct as well as indirect services to students, families and school personnel to promote and support students' academic and social success.
- Provide crisis intervention.
- Develop intervention strategies to increase academic success.
- Assist with conflict resolution and anger management.
- Help the child develop appropriate social interaction skills.
- Assist the child in understanding and accepting self and others.

3 - Counselors

Elementary SOQ Standard - 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 SOQ Standard - One period per 80 students; one full-time at 400 students; one additional period per 80 students or major fraction thereof

High SOQ Standard - One period per 70 students; one full-time at 350 students; one additional period per 70 students or major fraction thereof

- In order to meet SOQ expectations, 2 additional counselors are needed in elementary schools to achieve 1:500 counselor to student ratio. To meet HS SOQ expectations, 2 additional counselors are needed to achieve 1:350 ratio. We are taking a tiered approach to meeting this SOQ.
- The American School Counselor Association (ASCA) best practice guidelines call for 1:250 for all grade levels.
- School counselors teach social/emotional regulation skills (through guidance lessons, small groups, and individual sessions) that support successful classroom learning behaviors. They facilitate individualized career exploration activities for every student - helping young learners understand their interests, abilities, and how their learning connects with the world of work they will enter someday.
- With fewer than 1 School Social Workers per school, School Counselors conduct the majority of risk assessments.
- Last academic year SCPS assessed 243 students for suicide risk and facilitated 193 threat assessments.
- Coming this 2018 - 2019 school year, Profile of a VA Graduate expects us to offer an internship/work experience to every student. Counselors are needed to facilitate

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internship/work experiences and to help students map these experiences to college/career plans. Cooperative learning - this year, 211 HS students (less than 3%) requested to participate in a Co-op course (where students participate in a work experience as part of a HS course).

- Counselors are the primary source of information on scholarships and funding opportunities for college. In 2016-2017, working with their counselors, students earned over \$44 million in scholarships. More counselors = more opportunities to help students find support.
- With the limited availability of School Social Workers, counselors facilitate many of the newly required attendance contacts and conferences for truant students. As of 1/5/18, over 700 conferences were required this year that were not mandated under last year's guidelines.

1- Assistant Principal

600-899 students: half-time 900 or more students: one full-time. Currently, we meet this standard.

- Adding an additional AP position at the elementary level will bring RE Lee (513) elementary school to the same staffing standard as SCPS elementary schools of a similar size [Spotswood (545) and Courtland (495)].

2- Administrative Interns

Currently there is not an SOQ standard for this position.

- Principals and Assistant Principals are essential to teaching and learning. Providing Administrative Interns would allow more opportunities for administrators to be working alongside teachers to support instruction.
- Administrative Interns were at all middle and high schools previously. These positions were lost with the decline of the economy. It is important to grow and evolve our staff to become future administrators.
- Balancing student discipline with an instructional focus is challenging in some of our middle and high schools. Three out of five high schools have two assistant principals. They are expected to cover the same amount of duties that a high school with 4 assistant principals cover (i.e. MHS and RHS).
- Post Oak Middle School received support of an Admin Intern to assist with discipline, supervision and duties. This should allow the principal to better monitor instruction throughout the building. We have received requests for Interns in the past to assist in similar circumstances but were not able to provide.
- 4 out of 5 High Schools requested an intern for next year.
- 4 out of 6 Middle Schools requested an intern for next year.

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2- Speech/Language Pathologists (SLPs)

Currently there is not an SOQ standard for this position. However, these services are a required component of a student's individualized education plan (IEP). The Regulations Governing Programs for Students with Disabilities in Virginia requires SLP caseloads averages to be no more than 68 students. In SCPS, currently our caseloads average from 55 to 75 students depending on the school and special education programs at a school location.

- The focus of school-based speech language pathologists is the communication abilities of students. The school-based speech-language pathologist's goal is to remediate, improve, or alleviate student communication and swallowing problems within the educational environment. To meet this goal, school-based speech-language pathologists:
 - prevent, correct, improve, or alleviate articulation, fluency, voice, language, and swallowing impairments
 - reduce the functional consequences of the communication and swallowing disabilities by promoting the development, improvement, and use of functional communication skills; and
 - provide support in the general educational environment to lessen the handicap (the social consequence of the impairment or disability) by facilitating successful participation, socialization, and learning (ASHA, 1999).
- Regulations Governing Special Education Programs for Children with Disabilities in Virginia (Virginia Special Education Regulations), 8 VAC 20-80- 10 et al. defines speech-language pathology services as: identification of children with speech-language impairments, appraisal and diagnosis of the impairment, referral for medical or other professional attention, provision of speech-language services for prevention or habilitation of communication impairments, and counseling and guidance for parents, children and teachers regarding speech and/or language impairments. Speech language pathology services are both special education and a related service and may also be provided as part of a general education initiative.
- With the constant expansion of SPED programs across the school division to meet the needs of our student population, additional SLPs are required to keep caseloads at a responsible size and to meet the expressive, receptive, and pragmatic language needs of our students.
- The increase in students with Autism Spectrum Disorder also lends itself to needing additional services such as Speech and Language.
- It's important to note that SLP services can be a special education service as a stand alone disability category and a related service to provide educational benefit to special education services.
- Section 504 eligible students can also access SLP services if determined to be an equal access accommodation.
- We would save money in purchasing services if these positions were added.

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2- Occupational Therapists

Currently there is not an SOQ standard for this position. However, these services are a required component of a student's individualized education plan (IEP). The industry standard for OT caseloads averages are 35 students, currently our caseloads range from 32 to 48 students.

- Occupational therapy practitioners have specific knowledge and expertise to increase participation in school routines throughout the day. Interventions include:
 - Conducting activity and environmental analysis and making recommendations to improve the fit for greater access, progress, and participation
 - Reducing barriers that limit student participation within the school environment
 - Providing assistive technology to support student success
 - Supporting the needs of students with significant challenges, such as by helping to determine methods for alternate educational assessment and learning
 - Helping to identify long-term goals for appropriate post-school outcomes
 - Helping to plan relevant instructional activities for ongoing implementation in the classroom
 - Preparing students for successfully transitioning into appropriate post-high school employment, independent living, and/or further education.
 - Occupational therapy practitioners are key contributors within the educational team.
- With the constant expansion of SPED programs across the school division to meet the needs of our student population, additional OTs are required to keep caseloads at a responsible size and to meet the sensory and fine motor needs of our students.
- The increase in students with Autism Spectrum Disorder also lends itself to needing additional services such as Occupational Therapists.
- Section 504 eligible students can also access OT services if determined necessary as an equal access accommodation.
- We would save money in purchasing services if these positions were added.

1- Signing Assistant for Hearing Impaired

Currently there is not an SOQ standard for this position. However, these services are a required component of a student's individualized education plan (IEP). The Signing Assistant's primary role is to assist in all aspects of the daily instructional program for students who are deaf or hard of hearing. The signing assistant may be responsible for an individual student or small group instruction under the direct or indirect supervision of the teacher.

- The division currently compensates an individual on an hourly basis.
- We would save money in purchasing services if this position was added.

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8- Instructional Technology Assistants (ITAs)

SOQ standard is 1 per 1,000 students in grades K-12. SCPS is currently at a ratio of 18 (1,327.5:1). Need a minimum of 6 to meet the standard.

- This would provide 1 full time ITA in all HS, MS, and 10 of the larger Elementary Schools. Would still have 7 elementary and JJW sharing an ITA. Since school year 2015-2016, we have increased the number of devices by over 6,000 throughout the division with no increase to support personnel. We continue to add additional digital resources for students. Additional ITA's would help free Instructional Coaches (mainly ITRTs) who are assisting with tech support when the ITA is in a different building.

16- General Education Teachers

The SOQ standard for general education teachers vary by level and by content. We are currently meeting the standard, but we are experiencing large class sizes at every level and in most content areas. For example, we have multiple classes with 28 students at the elementary level. We are taking a tiered approach to reducing the class sizes. We would need significantly more General Education Teachers to address all large class sizes.

- General Education Teachers are needed for the growth we experienced in the past as well as the anticipated growth for next year.
- The Governor's low class size initiative provides partial funding to school systems for identified schools. The student to staff ratio requirement as part of this initiative is based on school need. Some schools are required to keep class sizes in grades K-3 no larger than 23:1 while others must maintain a class size no larger than 24:1. The following schools have been added or adjusted for the 2018-2019 school year:
 - Berkeley [adjusted from 24:1 (2017-2018) to 23:1 (2018-2019)]
 - Lee Hill (new to the initiative)
 - Smith Station (new to the initiative)
 - Wilderness (new to the initiative)

1- Gifted Teacher

One per 1,000 K-12 students is SOQ, currently SCPS is 20 (1171:1). We need 4 additional Gifted Resource Teachers to meet the SOQ. We are taking a tiered approach to meeting this standard.

- Gifted Resource Teachers' jobs have changed from supporting only students identified for gifted services, to supporting differentiation for the student body as a whole. They are required to support a range of services and students who are twice-exceptional that require both special education and gifted education support. This restored Gifted Resource Teacher position will be allocated to middle school to bring the total to 7-- one full time for Battlefield Middle School (they currently share with Chancellor). This position was lost several years ago.

4- Early Childhood Special Education Teachers

8- Early Childhood Special Education Paras

The state staffing standard has stricter limitations with teachers serving no more than 8 students and 6 at times depending on the disability category. In accordance with the State

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Regulations Governing Programs for Students with Disabilities in Virginia, for center based classrooms for preschool students with disabilities, SCPS can serve a maximum of 8 students at a time with 100% para-educator support for students identified as having Developmental Delays. For preschoolers with disabilities who are eligible as students with an Autism Spectrum Disorder and Intellectual Disabilities the state staffing standards limits class size to no more than 6 with 100% para-educator support. In addition to school based Early Childhood Special Education (ECSE) services, ECSE teachers and paras are also required to complete home visits as a component of the student's Individualized Education Plan (IEP).

- Currently, SCPS is serving 338 preschoolers with disabilities, based on the 2017 December 1st Child Count. More Early Childhood Special Education programs are required to meet the needs of this growing population due to the increase in needs

2- Special Education Teacher for Courthouse Academy/Gateway Academy

4- Paraeducators for Courthouse Academy/Gateway Academy

Courthouse Academy is the division's public separate Special Education program for students at the secondary level with Emotional Disabilities. Courthouse Academy serves students through a tiered hierarchy of interventions to support instructional progress, therapeutic interventions, and social/emotional supports. Based on State regulations, Courthouse Academy Special Education teachers can serve no more than 10 students with Emotional Disabilities at a time, per content area class. Each class at Courthouse Academy is supported with itinerant para-educator support.

Gateway Academy is the division's public separate Special Education program for students with Autism Spectrum Disorders. Students placed at Gateway Academy require a more restrictive instructional setting due to sensory processing needs, instructional supports, and overall impact of disability in the educational setting. Special Education teachers at Gateway Academy serve no more than 8 students per class and currently classrooms are staffed with 2 to 3 para-educators to assist with student transitions, behaviors, and access to related services.

- As a division, SCPS currently has 5 Behavior Support Programs at the ES level, 6 at the MS level, and 5 at the HS level. As a division we have 97 students placed outside of the school division in private day/residential placements. Over the past three years, we have seen an increase in the amount of students with significant mental health needs and a more restrictive, therapeutic option is required to meet the needs of our students within the division.
- As a division, we currently have 29 programs to meet the needs of school aged students in SCPS. Additionally, we currently serve 24 students with ASD in private day settings. With the increase of 50 students with ASD from the 2016 child count to the 2017 child count, an expansion of GA services is needed to meet the growing needs and intensity of the students we must serve.

1- Adaptive Physical Education Teacher

Currently there is not an SOQ standard for this position. However, these services are a required component of a student's individualized education plan (IEP). Adapted Physical

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Education is physical education which has been adapted or modified, so that it is as appropriate for the person with a disability as it is for a person without a disability.

- Federal law mandates that physical education be provided to students with disabilities and defines Physical Education as the development of:
 - physical and motor skills
 - fundamental motor skills and patterns (throwing, catching, walking, running, etc.)
 - skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports)
- The APE teacher is a direct service provider, not a related service provider, because physical education for children with disabilities is a federally mandated component of special education services [U.S.C.A. 1402 (25)]. This means that physical education needs to be provided to the student with a disability as part of the special education services that child and family receive. This is contrasted with physical therapy and occupational therapy, which are related services. These therapies are provided to the child with disabilities only if he/she needs them to benefit from instruction.
- SCPS currently has one Adaptive PE (APE) teacher that serves low incidence programs across the school division K-12. Currently our APE teacher is serving 51 students across 8 school locations. Additional assistance is needed in meeting the APE needs of our students across the division.