Update to the Virginia Association of Counties Education Committee

Board of Education Comprehensive Plan 2018-2023:
- Priority 1: Provide high-quality, effective learning environments for all students.
- Priority 2: Advance policies that increase the number of candidates entering the teaching profession and encourage and support the recruitment, development, and retention of well-prepared and skilled teachers and school leaders.
- Priority 3: Ensure successful implementation of the Profile of a Virginia Graduate and the accountability system for school quality as embodied in the revisions to the Standards of Accreditation.

Staff’s Draft Proposals to Revise the Standards of Quality:
- Teacher Leader and Teacher Mentor Programs
  - Ensure all first- and second-year teachers are assigned a teacher mentor. Currently, only first-year teachers are provided mentors.
  - Provide positions to serve as teacher leaders and teacher mentors.
  - Provide instruction-free time for collaboration, coaching, and mentoring.
  - Establish quality standards for leaders and mentors.
- English Learner Teachers
  - Differentiate the distribution of English Learner teachers based on the proficiency level of English Learner students in each school division. Currently, these positions are distributed based only upon whether a student is identified as an English Learner, regardless of the instructional supports the student may need.
- Specialized Student Support Personnel
  - Remove the school nurse, school social worker, and school psychologist position from the “support position” category.
  - Create a new staffing category for these positions, with a staffing ratio of 4 positions per 1,000 students.
- Reading Specialists
  - Provide reading specialist positions, based upon the number of students identified as needing supports.
- Work-Based Learning Coordination
  - Establish a state- and regional-level network to coordinate and foster relationships between school divisions and the business community to advance work-based learning opportunities.
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- Principal Mentorship
  - Establish a statewide principal mentorship program to strengthen and support the expanding role of quality school leaders to support teacher retention and student achievement.

- School Counselors (*2016 recommendation*)
  - Provide one school counselor for every 250 students.

- Elementary School Principals (*2016 recommendation*)
  - Provide one full-time principal in every elementary school.

- Assistant Principals (*2016 recommendation*)
  - Provide one assistant principal for every 400 students.

- Recession-Era Savings and Flexibility Provisions (*2016 recommendation*)
  - Eliminate measures implemented during the recession:
    - “Support position cap” methodology.
    - Waived requirements to provide certain positions.

- Targeted Compensation Adjustments
  - Provide a compensation adjustment as an incentive to recruit and retain experienced (5 years or more) teachers to high poverty schools.
    - Approx. $12,000 adjustment to teach in a school with more than 70% free lunch eligibility.
    - Approx. $6,000 adjustment to teach in a school with 55-69% free lunch eligibility.

- At-Risk Add-On
  - Move At-Risk Add-On into the SOQ, and expand funding provided to support economically disadvantaged students.
  - Require funds to be used to provide additional teaching or student support positions, or to provide recruitment and retention incentives in highest-poverty schools.

- Class Size Reduction
  - Move K-3 class-size reduction program into the SOQ, and expand to grades 4-6

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