

WCPSS Class Size

April 18, 2017

The Challenge

| | | Maximum Class Size | | | |
|---|-----------------------------------|---|---|--|----------------------|
| | | | District average shall never exceed | HB 13 End of second school month and for remainder of year: individual class may not exceed | WCPSS |
| | Current Legislation 2016-17 | Current Legislation Effective 7/1/17 | | | Allotment formula |
| K | 24 | 18 | 21 | 24 | 21.27 |
| 1 | 24 | 16 | 19 | 22 | 19.27 |
| 2 | 24 | 17 | 20 | 23 | 20.27 |
| 3 | 24 | 17 | 20 | 23 | 20.27 |

Issues to Examine Related to Shifting Class Size Limits

- Programs
- Policies
- People
- Space
- Costs
- Options
- No solutions today; merely the enormity of the potential disruption within multiple solutions available

Programs

- NC Standard Course of Study
 - Expectations for instruction in the arts, music and physical education
 - Consider who is best to teach the standards
- The Basic Education Program G.S. 115C-81
- DPI has individual teacher certifications for art, music, and P.E.

NC Standard Course of Study

Examples from NCDPI K-12 Standards, Curriculum and Instruction

- North Carolina Essential Standards: First Grade **Music**
- 1.ML.2 Interpret the sound and symbol systems of music. (ML=musical literacy)
 - 1.ML.2.1 Interpret rhythm patterns that use iconic or standard notation for quarter notes, quarter rests and beamed eighth notes.
 - 1.ML.2.2 Execute three-pitch songs with voice and/or instruments.
 - 1.ML.2.3 Use iconic symbols to notate quarter notes and quarter rests.

NC Standard Course of Study

Examples from NCDPI K-12 Standards, Curriculum and Instruction

- North Carolina Essential Standards Third Grade **Visual Arts**
- 3.V.3 Create art using a variety of tools, media, and processes, safely and appropriately. (v=visual literacy)
 - 3.V.3.1 Understand how a single tool can be manipulated in multiple ways, safely and appropriately.
 - 3.V.3.2 Use a variety of media with refined skills.
 - 3.V.3.3 Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology.

NC Standard Course of Study

Examples from NCDPI K-12 Standards, Curriculum and Instruction

- North Carolina Essential Standards: **Physical Education**
- 2.MS.1 Apply competent motor skills and movement patterns needed to perform a variety of physical activities. (MS – motor skills)
 - PE.2.MS.1.1 Execute combinations of locomotor skills in different pathways, levels, or directions.
 - PE.2.MS.1.2 Execute a variety of manipulative skills while maintaining good balance and follow-through.
 - PE.2.MS.1.3 Generate smooth and timely transitions between sequential locomotor skills.
 - PE.2.MS.1.4 Apply non-locomotor movements with locomotor patterns and levels in a variety of movement sequences

NC Standard Course of Study

Examples from NCDPI K-12 Standards, Curriculum and Instruction

- **Do I have to offer health and physical education to all students?**
- Yes, according to the implementation of the BEP, the Healthful Living Standard Course of Study, and G.S. 115C-81 (e1), healthful living should be offered to all students K-high school.

- **How much physical activity should K-8 students receive?**
- State Board Policy, HRS-E-000 states that appropriate amounts of recess and physical activity shall be provided for students. Physical activity required by this policy must involve physical exertion of at least a moderate intensity level and last for a duration sufficient to provide a significant health benefit to students. Structured recess and other physical activity may not be taken away as a form of punishment.

Basic Education Program

- G.S. 115C-81
- (a1) The Basic Education Program shall describe the education program to be offered to every child in the public schools. It shall provide every student in the State equal access to a Basic Education Program. Instruction shall be offered in the areas of arts, communication skills, physical education and personal health and safety, mathematics, media and computer skills, science, second languages, social studies, and vocational and technical education.

WCPSS Applicable Policies and R&P

- R&P 5120 Healthful Living
- D. Physical Education
 - Students enrolled in kindergarten through eighth grade will participate in physical activity as part of the district's physical education program. Physical education courses will follow the North Carolina Healthful Living Standard Course of Study.
 - 1. Elementary School Physical Education
 - A minimum of thirty minutes of moderate to vigorous physical activity shall be provided for all elementary school students daily. Each elementary school student shall receive 150 minutes of physical activity per week. This may include physical education, recess, or other class activities. Included in this physical activity shall be at least one day per week of physical education **with a certified physical education specialist**. This physical activity shall be in addition to classroom instruction in health.

WCPSS Applicable Policies and R&P

- Policy 3430 Reduction in Force: Certified Employees

– A. Definitions

- 1. Reduction in Force (RIF) - A justifiable decrease in the number of positions due to district reorganization, decreased enrollment, or decreased funding.
- 2. District Reorganization - defined as declining enrollment, financial exigency, **or any other cause that warrants closing, consolidation, elimination, curtailment, or reorganization of schools, facilities, programs, or curriculum offerings.**
- 5. Employee Groups - for the purpose of implementing a reduction in force under this policy, personnel shall be grouped in system-wide employee groups as follows:
 - d. **K-12 teachers grouped separately by special subject certification areas (e.g., physical education teachers)**

People

- Current WCPSS specials teachers in positions of art, music, drama, PE, or dance at elementary schools—356
- Of these 356
 - 41 have elementary certification
 - 11 certified in other areas, but not elementary ed
 - 288 do not have additional areas of certification
 - 16 are on terminating contracts
 - 55 of the 356 also hold National Board Certification

People

- Demand (teachers needed)
 - 461 under current law effective 7/1/17 (\$)
 - 32 under HB 13 (\$)
- Supply (teachers available)
 - 90 school based instructional resource teachers (IRT's)
 - 80 have elementary certification
 - 3 certified in reading
 - 7 on terminating contracts
 - 308 staff in central office who are certified in elementary education

People (Supply Continued)

- Possible to provisionally license 288 elementary specials teachers (\$)
- Snapshot Data as of 3/29/17
 - 487 elementary education teachers on terminating contracts
 - 5 secondary art, music, P.E. vacancies currently
 - 23 secondary art, music, P.E. on terminating contracts
- Applicants
 - Sufficient applicants in Applitrack show qualifying elementary certification
 - Have not vetted or verified interest and suitability

Implications

- Elimination of elementary specialty teachers (reduction in force) vacates positions to make room for regular elementary classroom teachers
- Elementary special student offerings would be lost
- Experience loss of human capital when reassigning school-based and central support coaches, teachers and trainers who are certified in elementary education
- Less than ideal educational impact with provisionally licensed teachers and sub-standard applicants
- Year round schools will need to reconfigure tracks as soon as possible

Program: Categorical and Block Allocation Effect

- Elementary art, music and P.E. historically were allotted by the state to school systems as a separate teacher category in addition to elementary certified classroom teachers
- These multiple allocations were combined into a single, block allocation in the mid 1990's
- School districts have continued to provide the elementary special teachers from that same block allocation, in accordance with DPI manuals and General Statutes
- Block allocation enables flexible determination of the resources at the school level, but it also allows for challenges to school-based decision making

Space

- 66 elementary schools are short 286 spaces
- 45 elementary schools have 214 spaces available
- Mobiles require 12 months to be moved and made habitable (\$)

Costs

- Total number new positions needed times average cost per teacher
 - \$26M effective 7/1/17 if no change to law and preserving all elementary specials (460)
 - \$1.8M HB 13 (32)
- \$115,000 if district pays for provisional licensure for all transferred specialty teachers into elementary positions (288)
- \$86,000 per unit: mobile relocation, upfit, and preparation
- As much as \$21,000 per unit: classroom upfit in existing schools with vacant rooms

Options

- Eliminate elementary specials and hire elementary certified teachers
- Eliminate one or two of the elementary special teacher categories if partial funding is provided
- School board decides, or allows school to decide, which special to eliminate if partial funding is provided
- Change allocation formulas in grades 4-12 to partially assist in K-3
- Increase students per classroom with 2 assigned certified teachers present
- Reassign students from schools without space to schools with space
- Any combination of these and other possibilities

Next steps

- Continue to seek Senate resolution
- Since time is of the essence, meet with year-round principals and direct their actions to comply with impending class size requirements
- Freeze elementary staffing recommendations
- Seek board direction for preferred solution for traditional-calendar schools