
INTEROFFICE MEMORANDUM

TO: BOARD MEMBERS
TIM WYROSDICK, SUPERINTENDENT

FROM: DON LEWIS LYNN, JR.
ASST. SUPT./HUMAN RESOURCES

SUBJECT: STAFFING PLAN REVISIONS

DATE: 03/03/15

Attached you will find suggested revisions to the 2015-2016 District Staffing Plan. It includes underlines of new language and strikethroughs of language to be deleted. A summary of the changes are as follows:

Page 1 – New language to address Race to the Top requirements for staffing in schools with a high percentage of low income students and the distribution of highly effective teachers.

Page 3 – Changes allocation of Assistant Principals to include at least one Assistant Principal at each school site.

Page 5 – Adds a description of Athletic Director staffing into our plan for the first time even though we have been including these positions in schools for many years.

Page 5 – Changes Intervention unit formula to be based on a combination of school size and school grade.

If you have any questions concerning these recommendations, please call me at 983-5030.

STAFFING PLAN SANTA ROSA COUNTY SCHOOL BOARD

Introduction

A personnel committee was formed in January, 1990, to study the allocation of personnel for the school system and draft a plan for the equitable allocation of personnel. After a study of the 1987 staffing plan, state requirements, and staff demands, the committee submitted a staffing plan to the School Board for recommendation and approval. The committee also recommended that the plan be reviewed annually to determine if adjustments are needed due to budget, curriculum, or legislative mandates.

One significant aspect of sustaining the school improvement process and preparing all students to be college and career ready is ensuring an equal distribution of highly effective and effective teachers and administrators among all district schools.

School staffing plans that have the highest percentages of low income students and minority students will be monitored to make sure there is both an equitable distribution of highly effective and effective teachers and principals in these schools. Each year after final evaluations have been released (generally in October) the Human Resources department will conduct an analysis of these evaluation totals school by school. Any school with a free and reduced lunch population that exceeds sixty percent or any school where the total minority population exceeds ten percent will be compared with the district totals. If the percentage of highly effective and effective teachers in any of these schools is less than the district percentages, a plan will be developed by the Human Resources department and submitted to the Superintendent for approval which will address this issue. This plan will include a time table to bring any school's percentages of highly effective and effective teachers in line with the district's percentages before the beginning of the next school year. At a minimum, any school in this category will be required to have a principal who received at least a minimum overall score of effective on the administrative evaluation plan for the past two evaluation cycles. Included in the plan will be an analysis of each school's instructional evaluation ratings by grade level/subject area and by experience level. An incentive plan will be negotiated (amount of bonus to be paid after three months in the new position) to encourage current teachers who have received highly effective or effective for a minimum of two years in the district to transfer to these schools as vacant positions occur. Until these schools reach district level percentages new hires would be limited to experienced teachers with a current evaluation rating of highly effective or effective, if available. Upon the school's reaching district evaluation percentages, the Superintendent will report these accomplishments to the school board.

Schools must make every effort to comply with the staffing allocations. In the event a school exceeds the staffing allocation for an area other than instructional and administration, replacement positions will not be granted until a school is within staffing guidelines. It is further recommended that when a school exceeds the staffing plan, transfer of appropriate personnel be considered. Approval from the superintendent is required before a school may exceed the staffing allocation.

Procedure

The staffing plan for instructional personnel, administrative, and educational support personnel is based on the projected student membership. Adjustments to personnel may be made

if an adequate funding base can be demonstrated.

Instructional units are rounded off to the nearest whole number. Personnel from specific grants are considered additional instructional units.

SECTION I - ADMINISTRATIVE

1. All administrative positions must be approved by the Superintendent.
2. Each school designated as a school entity shall have a principal. Depending upon enrollment, a school may be assigned a *teaching principal*.
3. Each school may designate assistant principal position(s) based upon the following requirements: All elementary and middle schools will be allocated one assistant principal or administrative intern as determined by the Superintendent. High schools will be assigned assistant principal s using the following requirements:

<u>Elem.</u>	<u>Middle</u>	<u>High</u>
1-649=0	1-649=0	Below 999=1
650+=1	650+=1	1000-1500=2
		1500+=3

Locklin Technical Center and Santa Rosa Adult/Santa Rosa High School will each be assigned one assistant principal or administrative intern as determined by the Superintendent.

4. In all instances, regarding administrative staffing allocations, the Superintendent reserves the right to determine when administrative allocations are filled.
45. Schools may request that the superintendent designate an assistant principal position based upon program needs, membership, and performance based funds.

Forma
Numbe
Alignec

Forma

SECTION II - INSTRUCTIONAL

In elementary and middle schools the projected student membership will be used to generate instructional units. In high schools the projected FTE number will be used to generate instructional units.

Personnel from specific grants are considered additional units.

The number used as a divisor to allocate units constitutes a formula and does not necessarily equate to class size. Class size is monitored and units allocated to meet class size amendment requirements.

1. **Music and Art**

All schools will be allocated .5-for Music and .5 for Art.

2. **Physical Education** (Elementary Only)

$$0-174 = 0.5$$

$$175-399 = 1.0$$

$$400-699 = 2.0$$

$$700-999 = 3.0$$

Schools with 3 P. E. teachers will have the flexibility to reallocate one P.E. unit and create 1.0 unit in Art and 1.0 unit in Music if the principal decides this would best serve the students' needs. If additional units were to become available, schools above 500 would receive 1.0 unit for Art and 1.0 unit for Music.

3. **Guidance**

Elem.

$$1-399=.5$$

$$400+=1.0$$

Middle

$$1-499=.5$$

$$500+=1.0$$

High

$$1-499=1.0$$

$$500-999=2.0$$

$$1000-1500=3.0$$

$$1500+=4.0$$

4. **Media**

<u>Elem.</u>	<u>Middle</u>	<u>High</u>
1-249=.5	1-249=.5	1-249=.5
250+=1.0	250+=1.0	250+=1.0

5. **Dean**

<u>Elem.</u>	<u>Middle</u>	<u>High</u>
1 - 349=0.0	1-499=0.0	1-499=.05
350-649=0.5	500+= 1.0	500-999=1.0
		1000+=2.0

6. Athletic Director

Each high school with a full athletic program (including a football program) will have a .5 unit assigned as athletic director.

67. **Intervention**

~~Intervention Unit: This allocation will be based on the number of level 1 and level 2 students from the previous school year, divided by 54. Any remainder will be rounded off to the nearest .5 unit.~~

~~Example: 60 Level 1 and 2 students = $60/54 = 1.11 = 1.0$ units; level 1 and 2 students = $93/54 = 1.72 = 1.5$ units~~

~~These intervention units will work with students in grades 3-5 in FCAT remediation. Intervention units will be allocated to elementary schools based on the formula listed below. Additional units will be added based on the school grade.~~

<u>Students</u>	<u>Units</u>	<u>School Grade</u>
200-500	1.0	A/B - add 0.0
501-800	1.0	C - add 0.5
801-1100*	2.0	D/F - add 1.0

*Including all intermediate schools

78. **Academic Intervention Specialist**

In order to meet the goals detailed in each year's Title I grant, each Title I school may be assigned an Academic Intervention Specialist (AIS) funded through the grant. The district could not fund these positions without the Title I grant. Also, in order to allow replication of research based education programs at Non-Title I schools, the district may provide Non-Title I AIS positions for those schools as funding permits.

89. **Title I Academic Intervention Specialist**

Title I Academic Intervention Unit: All Title I schools with an enrollment of >149 students by the designated Title I Date Certain for the coming grant year will earn an Academic Intervention Specialist Unit.

Example: Title I Date Certain for the 2014-2015 Title I grant is May 13, 2014. On Date Certain, Elementary School A has an enrollment of 93 students. Elementary School A does not meet the criteria for an Academic Intervention Specialist Unit. Elementary School B has an enrollment of 160 students. Elementary School B meets the criteria for an Academic Intervention Specialist.

These intervention units will work with students who demonstrate below proficiency skills in reading and/or math.

910. Title I

Title I funds, allocated to schools, are determined by district procedures. Expenditure of funds is determined by the School Improvement Plan. All expenditures of funds must be approved by the Director of Federal Programs.

1011. Exceptional Student Education

Exceptional Student Education staffing allocations are included in the school based projections and are added to the basic instructional allocation calculated as shown in formula. The ESE Department will determine 7000 level course recommendations based upon student membership projections and WFTE. The instructional division will work with individual principals to determine the necessary number of inclusion staffing units. The school based administrator is responsible for ensuring compliance with federal and state regulations, as well as meeting the individual needs of students.

1112. Pre-K Programs

All Pre-K students (including ESE, Early Intervention and Head Start) will be used as membership numbers to staff the following positions:

1. Assistant Principal
2. Secretary
3. Clerical Data Assistants

The Pre-K enrollment is not used to staff basic teacher assistants.

1213. Locklin Technical Center and Santa Rosa Adult School

Staffing at Locklin Technical Center, Santa Rosa Adult School, and Santa Rosa Community School is based on an identified need and performance rather than the staffing plan. A combination of projected student membership and performance based funds is utilized.

SECTION III - EDUCATIONAL SUPPORT

1. Secretaries

Elementary

Elementary school secretaries are earned on the following student membership:

Student membership

1-399	= 1 internal funds bookkeeper (I, II, or III), 12 months
400-999	= 1 secretary (I, II or III), 12 months, 1 internal funds bookkeeper (I, II, or III), 12 months
1000-1399	= 2 secretaries (I or II and III), 12 months, 1 internal funds bookkeeper (I, II, or III), 12 months
1400-2000	= 3 secretaries (I or II, and III - 12 months, #3 may be a I or II - 11 months), 1 internal funds bookkeeper (I, II, or III), 12 months

In addition to the allocation above, a bookkeeper assistant will be added to Chumuckla, TR. Jackson, and BAC Admin Complex. This additional allocation was made in 2006 a part of the new plan which introduced the position of Internal Funds Bookkeeper.

Middle

Middle school secretaries shall be earned on the following student membership:

Student membership

1-399	= 1 internal funds bookkeeper (I, II, or III), 12 months
400-999	= 1 secretary (I, II or III), 12 months, 1 internal funds bookkeeper (I, II, or III), 12 months
1000-1399	= 2 secretaries (I or II and III), 12 months, 1 internal funds bookkeeper (I, II, or III), 12 months
1400-2000	= 3 secretaries (I or II, and III - 12 months, #3 may be a I or II - 11 months), 1 internal funds bookkeeper (I, II, or III), 12 months

High

High school secretaries shall be earned on the following student membership:

Student membership

1-399	= 1 internal funds bookkeeper (I, II, or III), 12 months
400-599	= 1 secretary (I, II or III), 12 months, 1 internal funds bookkeeper (I, II, or III), 12 months
600-1399	= 2 secretaries (I or II and III), 12 months, 1 internal funds bookkeeper (I, II, or III), 12 months
1400-2000	= 3 secretaries (I or II, and III - 12 months, #3 may be a I or II - 11 months), 1 internal funds bookkeeper (I, II, or III), 12 months

An additional secretary will be designated to assist with internal funds bookkeeping and other secretarial responsibilities at appropriate high schools.

All levels: An internal funds bookkeeper position should be filled by a position title of Internal Funds Bookkeeper I, II, or III.

Before being transferred from one title to another, an employee must be on the list of eligibles for interviewing.

Example: Secretary III vacant—a Secretary II must be on the Secretary III list of eligibles for interviewing.

2. **Paraprofessionals/Teacher Assistants**

Formula is based on average membership on FTE week “date certain” of **prior** school year. If enrollment declines, transfers may be required to meet staffing plan allocation.

Elementary

Paraprofessionals/Teacher Assistants are earned on the basis of student membership, excluding ESE students with a matrix level of 254 and 255. A paraprofessional/teacher assistant is assigned to positions/tasks within the school as determined by the administrator.

All schools are assigned a minimum of one paraprofessional/teacher assistant.

A. Paraprofessional/Teacher Assistant:

One (1) paraprofessional/teacher assistant for each 150 students (round up above .25).

B. No media teacher assistant is allocated by the staffing plan.

C. Chumuckla Elementary, T. R. Jackson Pre-Kindergarten and Berryhill Administrative Complex are each allocated a Bookkeeper Assistant position.

Middle

Paraprofessionals/Teacher Assistants are earned on the basis of student membership, excluding ESE students with a matrix level of 254 and 255. A paraprofessional/teacher assistant is assigned to positions/tasks within the school as determined by the administrator.

All schools are assigned a minimum of one paraprofessional/teacher assistant.

A. Paraprofessional/Teacher Assistant:

One (1) paraprofessionalteacher assistant for each 225 students (round up above .25).

B. No media teacher assistant is allocated by the staffing plan.

High

Paraprofessional/Teacher Assistants are earned on the basis of student membership, excluding ESE students with a matrix level of 254 and 255. A paraprofessional/teacher assistant is assigned to positions/tasks within the school as determined by the administrator.

All schools are assigned a minimum of one paraprofessional/teacher assistant.

A. Paraprofessional/Teacher Assistant:

One (1) paraprofessional/teacher assistant for each 275 students (round up above .25).

Title I - determined by the School Improvement Plan.

Exceptional Student Education - ESE Paraprofessionals/Teacher Assistants will be earned on the basis of specific programs and/or student needs as determined by the ESE Department and the school administration.

Teacher Assistant for Technology

A school may use the Teacher Assistant for Technology position **in lieu** of an earned teacher assistant position. **This is not an additional staffed position.**

3. **Clerical Data Assistant**

A Clerical Data Assistant is provided for data entry with a minimum school enrollment of 300. This position is not earned if a school is over the earned allocation in teacher assistants and/or secretaries, as determined by the staffing plan. This is a 10 month position for all schools under 1100 membership; for schools over 1100 membership this is a 12 month position.

A second Clerical Data Assistant will be earned when membership reaches 1250. This is a **10** -month position.

4. **School Helper**

This position will be phased out as personnel resign. However, this position may be used, when necessary, to meet Workers' Compensation Return to Work Guidelines.

5. **Food Service Personnel**

Determined by Director of Contract Services and Sodexo, Inc.

6. **Custodians**

Determined by Southern Management.

7. **Locklin Technical Center and Santa Rosa Adult School**

All non-instructional staffing at Locklin Technical Center, Santa Rosa Adult School, and Santa Rosa Community School is based on an identified need and performance rather than the staffing plan. A combination of projected student membership and performance based funds is utilized.

DEFINITIONS

Adjustments - Revisions to allocated staffing units may be made provided adequate student membership is verified or other funding method can be demonstrated.

FTE - - Full time equivalent membership hours.

Instructional Unit - - All certificated personnel except the Principal and Assistant Principal. (Includes: ESE teacher(s), guidance, media, classroom teachers, deans, etc.)

Membership - - Student membership is defined as the **average membership on “date certain” of the October and February FTE count periods.**

Educational Support Personnel - - Non-teaching, non-certificated persons such as secretaries, clerical data assistants, teacher assistants, food service workers, custodians, and maintenance employees.

WFTE - - Weighted full-time equivalent membership hours.

PARAPROFESSIONALS/TEACHER ASSISTANTS

The number of I and II Paraprofessionals/Teacher Assistant positions at a school is determined by the following chart:

<u>Total at School</u>	<u>Number of I's</u>	<u>Number of II's</u>
1	0	1
2	1	1
3	2	1
4	2	2
5	3	2
6	3	3
7	4	3
8	4	4
9	5	4
10	5	5
11	6	5
12	6	6
etc.		

If a school is presently overstaffed with II's, demotions will not be required. However, as positions become available, they will be I positions in order to work within the chart.

Before an employee may be promoted from a I to a II position, the employee must be on the II list of eligibles for interviewing.

Title I schools must meet Federal requirements for employing paraprofessionals. The Teacher Assistant II, Paraprofessional job description meets the minimum qualifications in the Federal Regulations.

At Title I sites the chart above may be adjusted as necessary.

Teacher Assistant for Technology will not affect the number of IIs in the chart above but will be counted in total allocation of teacher assistants for each site.

DISTRICT OFFICES

A secretary at a district office may work under the leadership of several different individuals.

If a Secretary III position is allocated to a department, it may be designated initially as a Secretary I or a Secretary II. When the position is filled and as skills are developed for the specific office and efficiency standards, the person may be eligible for promotion to another range. However, the individual must be on the appropriate eligible list for interviewing.

As district personnel are reassigned, secretarial allocations may be reviewed.

When approved by the Superintendent, staffing adjustments may be made for Directors who have more than one responsibility in job title.