POLICY

SOMERSET COUNTY BOARD OF EDUCATION

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	July 1, 1999
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November 18, 2014

1. Purpose

To establish procedures for the accomplishment and maintenance of the professional staffing of all schools in a manner equitable both to needs and comparability.

2. PROCEDURES

The procedures listed below are provided to insure compliance with the intent of the policy:

- A. Student projections should be developed in December, indicating the projected student enrollments of the various schools for the following year.
- B. Regular professional staff allocations are to be requested based upon the projected enrollments. Students are identified as regular students (all students except PreK and the comprehensive Special Education program.) The regular student enrollment for each school is divided by either 20 for Primary and Elementary, 20 for Middle School and 21 for High Schools. The regular staffing is ideally assigned by a determination of the resulting quotient. If the quotient is .5 or above, the teaching staff is increased to the nearest whole number, pending available funds.
- C. Additional staff above regular teachers is assigned as follows:
 - (1) Principals (non-teaching) are assigned to all schools having regular teacher assignments of nine or more teachers.
 - (2) Vice Principals are assigned as follows:
 - (a) As attendance or program needs require.

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- (4) Media Specialist all buildings will be assigned a Media Specialist *as the budget permits*.
- (5) Guidance Counselor at least one to each high school *intermediate school* and elementary school as the budget permits.
- (6) Special Teachers, i.e., work experience, instrumental music, elementary physical education, art, technology, tech ed., etc. are assigned as needs and budget permit.
- (7) Kindergarten ratio not to exceed 20 students per teacher as the budget permits.
- (8) Pre-Kindergarten ratio not to exceed 20 students per teacher as the budget permits.
- D. Adjustment to staff is considered based upon known changes in student enrollments as of September 30.
- E. Significantly smaller schools should not expect equivalent support or special area teachers.