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HOUSE BILL NO. 203

Offered January 12, 2000

A BILL to amend and reenact §§ 22.1-253.13:1 and 22.1-253.13:3, as they are currently effective and as they may become effective, and §§ 22.1-253.13:5 and 22.1-253.13:6 of the Code of Virginia, relating to educational technology.

Patrons—Plum, Almand, Amundson, Baskerville, Brink, Callahan, Christian, Darner, Dillard, Jackson, May, Scott, Van Landingham, Van Yahres and Watts; Senator: Ticer

Referred to Committee on Education

Be it enacted by the General Assembly of Virginia:

1. That §§ 22.1-253.13:1 and 22.1-253.13:3, as they are currently effective and as they may become effective, and §§ 22.1-253.13:5 and 22.1-253.13:6 of the Code of Virginia are amended and reenacted as follows:

§ 22.1-253.13:1. (Effective until July 1, 2000) Standard 1. Basic skills, selected programs, and instructional personnel.

A. The General Assembly and the Board of Education believe that the fundamental goal of the public schools of this Commonwealth must be to enable each student to develop the skills that are necessary for success in school and preparation for life, and find that the quality of education is dependent upon the provision of the appropriate working environment, benefits, and salaries necessary to ensure the availability of high quality instructional personnel and adequate commitment of other resources.

B. The Board of Education shall establish educational objectives to implement the development of the skills that are necessary for success in school and for preparation for life in the years beyond. The current educational objectives, known as the Standards of Learning, shall not be construed to be regulations as defined in § 9-6.14:4; however, the Board of Education may, from time to time, revise these educational objectives to maintain academic rigor. In order to provide appropriate opportunity for input from the general public, teachers, and local school boards, the Board of Education shall conduct public hearings prior to establishing new educational objectives. Thirty days prior to conducting such hearings, the Board shall give written notice by mail of the date, time, and place of the hearings to all local school boards and any other persons requesting to be notified of the hearings and publish notice of its intention to revise these educational objectives in the Virginia Register of Regulations. Interested parties shall be given reasonable opportunity to be heard and present information prior to final adoption of any revisions of these educational objectives.

The Board shall seek to ensure that any revised educational objectives are consistent with the world's highest educational standards. These objectives shall include, but not be limited to, basic skills of communication, computation and critical reasoning including problem solving ~~and~~, decision making, *and proficiency in the use of computers and related technology* and the skills to manage personal finances and to make sound financial decisions, and the development of personal qualities such as self-esteem, sociability, self-management, integrity, and honesty.

With such funds as are made available for this purpose, the Board shall regularly review and revise the competencies for vocational education programs to require the full integration of English, mathematics, science and social studies Standards of Learning. Occupational vocational programs shall be aligned with industry and professional standard certifications, where they exist.

The Standards of Learning in all subject areas shall be subject to regular review and revision to maintain rigor and to reflect a balance between content knowledge and the application of knowledge in preparation for eventual employment and lifelong learning.

School boards shall implement these objectives or objectives specifically designed for their school divisions that are equivalent to or exceed the Board's requirements. Students shall be expected to achieve the educational objectives utilized by the school division at appropriate age or grade levels.

With such funds as are available for this purpose, the Board of Education may prescribe assessment methods to determine the level of achievement of these objectives by all students. Such assessments shall evaluate knowledge, application of knowledge, critical thinking, and skills related to the Standards of Learning being assessed. The Board, with the assistance of independent testing experts, shall conduct a regular analysis and validation process for these assessments.

By July 1, 1999, the Board shall develop and approve objectives for mathematics, at the middle and high school levels, for personal living and finances, which shall focus on money management skills for individuals and families. The personal living and finances objectives shall require instruction in those

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60 skills necessary to handle personal business and finances and shall include, but need not be limited to,
61 the following: opening a bank account and how to judge the quality of a bank's services; balancing a
62 checkbook; completing a loan application; the implications of an inheritance; the basics of personal
63 insurance policies; consumer rights and responsibilities; dealing with salesmen and merchants; debt
64 management, including retail and credit card debt; state and federal tax computation; local tax
65 assessments; computation of interest rates by various mechanisms; understanding simple contracts; and
66 how to contest an incorrect bill. These personal living and finances objectives shall not be required to be
67 included in the Board's Standards of Learning, and shall be developed in a manner to ensure that
68 instruction in the Standards of Learning shall not be de-emphasized. The Board shall not be required to
69 evaluate student achievement concerning such objectives in the Standards of Learning Assessment Tests
70 required by § 22.1-253.13:3.

71 C. Local school boards shall develop and implement a program of instruction for grades K through
72 12 which emphasizes reading, writing, speaking, mathematical concepts and computations, ~~technological~~
73 *proficiency in the use of computers and related technology*, and scientific concepts and processes;
74 essential skills and concepts of citizenship, including knowledge of history, economics, government,
75 foreign languages, international cultures, health and physical education, environmental issues and
76 geography necessary for responsible participation in American society and in the international
77 community; fine arts, which may include, but need not be limited to, music and art, and practical arts;
78 knowledge and skills needed to qualify for further education and employment or, in the case of some
79 handicapped children, to qualify for appropriate training; and development of the ability to apply such
80 skills and knowledge in preparation for eventual employment and lifelong learning. School boards shall
81 strive to employ licensed instructional personnel qualified in the relevant subject areas, including
82 qualified teachers, licensed through the Board of Education's provisional licensure procedures, who have
83 professional expertise in the relevant subject areas.

84 Local school boards shall also develop and implement programs of prevention, intervention, or
85 remediation for students who are educationally at risk including, but not limited to, those whose scores
86 are in the bottom national quartile on Virginia State Assessment Program Tests, who do not pass the
87 literacy tests prescribed by the Board of Education, or who fail to achieve a passing score on any
88 Standards of Learning assessment in grades three, five, and eight. Such programs may include summer
89 school for all elementary and middle school grades and for all high school academic courses, as defined
90 by regulations promulgated by the Board of Education, or other forms of remediation. Division
91 superintendents shall require such students to take special programs of prevention, intervention, or
92 remediation which may include attendance in public summer school programs, in accordance with clause
93 (ii) of subsection A of § 22.1-254 and § 22.1-254.01. The requirement for remediation may, however, be
94 satisfied by the student's attendance in a program of prevention, intervention or remediation which has
95 been selected by his parent and is either (i) conducted by an accredited private school or (ii) a special
96 program which has been determined to be comparable to the required public school remediation program
97 by the division superintendent. The costs of such private school remediation program or other special
98 remediation program shall be borne by the student's parent. Students required to attend such summer
99 school programs or to participate in another form of remediation shall not be charged tuition by the
100 local school division. Based on the number of students attending and the Commonwealth's share of the
101 per pupil costs, additional state funds shall be provided for summer and other remediation programs as
102 set forth in the appropriation act.

103 Any student who does not pass the literacy tests or all Standards of Learning assessments in grades
104 three, five, and eight shall be required to attend a summer school program or participate in another form
105 of remediation. Such summer school program or other form of remediation shall be chosen by the
106 school division to be appropriate to the academic needs of the student. State funds shall be provided, as
107 set forth in the appropriation act, for the attendance in remediation programs conducted by local school
108 divisions for those students who do not pass the literacy tests beginning with the 1997-1998 fiscal year
109 and for students who do not pass all Standards of Learning assessments in grades three, five, and eight
110 beginning with the 1998-1999 fiscal year.

111 To ensure consistency in program quality, each school board may establish a remediation program
112 standards committee which may include, but need not be limited to, the superintendent or his designee,
113 a teacher, a parent, and one representative of the community at large. The remediation program
114 standards committee shall recommend the program components for the remediation programs and shall
115 evaluate the success of the programs. Such program components may include transition mechanisms for
116 children to ensure the smooth movement between remediation programs and regular programs,
117 pupil/teacher ratios, objectives, and time, site, and duration of the various programs.

118 Such remediation programs shall include, when applicable, a procedure for early identification of
119 students who are at risk of failure of the literacy tests or the Standards of Learning assessments in
120 grades three, five, and eight. The identified students shall be provided appropriate remediation activities.

121 The Board of Education shall establish standards for full funding of summer remedial programs

which shall include, but not be limited to, the minimum number of instructional hours or the equivalent thereof required for full funding and an assessment system designed to evaluate program effectiveness. Based on the number of students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be provided for the full cost of summer and other remediation programs as set forth in the appropriation act, provided such programs comply with such standards as shall be established by the Board, pursuant to § 22.1-199.2.

D. Local school boards shall also implement the following:

1. Programs in grades K through 3 which emphasize developmentally appropriate learning to enhance success.

2. Programs based on prevention, intervention, or retrieval designed to increase the number of students who earn a high school diploma or general education development (GED) certificate. As provided in the appropriation act, state funding, in addition to basic aid, shall be allocated to support programs grounded in sound educational policy to reduce the number of students who drop out of school. From such funds as may be appropriated for this purpose, sufficient funds shall be provided to hold all local school divisions harmless by providing no-loss funding which maintains the level of each school division's funding as allocated for drop-out prevention programs on July 1, 1996, if the level of funding for such school division's drop-out prevention programs would be less than its level of funding for such programs in fiscal year 1995. Effective on and after July 1, 1996, the Board of Education shall develop and implement a funding mechanism to ensure that no school board is penalized in its state funding for drop-out prevention programs for reducing the drop-out rate in its school division.

3. Career education programs infused into the K through 12 curricula that promote knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, the military, career education schools, and the teaching profession, and emphasize the advantages of completing school with marketable skills. School boards may include career exploration opportunities in the middle school grades.

4. Competency-based vocational education programs, which integrate academic outcomes, career guidance and job-seeking skills for all secondary students including those identified as handicapped that reflect employment opportunities, labor market needs, applied basic skills, job-seeking skills, and career guidance. Career guidance shall include employment counseling designed to furnish information on available employment opportunities to all students, including those identified as handicapped, and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subsection.

5. Academic and vocational preparation for students who plan to continue their education beyond secondary school or who plan to enter employment.

6. Early identification of handicapped students and enrollment of such students in appropriate instructional programs consistent with state and federal law.

7. Early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs.

8. Educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Board of Education.

9. Adult education programs for individuals functioning below the high school completion level. Such programs may be conducted by the school board as the primary agency or through a collaborative arrangement between the school board and other agencies.

10. A plan to make achievements for students who are educationally at risk a divisionwide priority which shall include procedures for measuring the progress of such students.

11. A plan to notify students and their parents of the availability of advanced placement classes, the International Baccalaureate program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations.

E. Each local school board shall employ with state and local basic, special education, gifted, and vocational education funds a minimum number of licensed, full-time equivalent instructional personnel for each 1,000 students in average daily membership (ADM) as set forth in the appropriation act. Calculations of kindergarten positions shall be based on full-day kindergarten programs. Beginning with the March 31 report of average daily membership, those school divisions offering half-day kindergarten shall adjust their average daily membership for kindergarten to reflect eighty-five percent of the total kindergarten average daily memberships, as provided in the appropriation act.

F. In addition to the positions supported by basic aid and in support of regular school year remedial programs, state funding, pursuant to the appropriation act, shall be provided to fund certain full-time equivalent instructional positions for each 1,000 students in grades K through 12 estimated to score in the bottom national quartile on Virginia State Assessment Program Tests and those who fail the literacy

tests or Standards of Learning assessments for grades three, five, and eight prescribed by the Board. State funding for remedial programs provided pursuant to this subsection and the appropriation act may be used to support programs for educationally at-risk students as identified by the local school boards. The Board of Education shall establish criteria for identification of educationally at-risk students, which shall not be construed to be regulations as defined in § 9-6.14:4; however, the Board of Education may, from time to time, revise these identification criteria. In order to provide appropriate opportunity for input from the general public, teachers, and local school boards, the Board of Education shall conduct public hearings prior to establishing or revising such identification criteria. Thirty days prior to conducting such hearings, the Board shall give written notice by mail of the date, time, and place of the hearings to all local school boards and any other persons requesting to be notified of the hearings and publish notice of its intention to establish or revise such identification criteria in the Virginia Register of Regulations. Interested parties shall be given reasonable opportunity to be heard and present information prior to final adoption of any such identification criteria or revisions thereto.

G. Licensed instructional personnel shall be assigned by each school board in a manner that produces divisionwide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians, that are not greater than the following ratios: (i) twenty-five to one in kindergarten with no class being larger than thirty students; if the average daily membership in any kindergarten class exceeds twenty-five pupils, a full-time teacher's aide shall be assigned to the class; (ii) twenty-four to one in grade one with no class being larger than thirty students; (iii) twenty-five to one in grades two and three with no class being larger than thirty students; (iv) twenty-five to one in grades four through six with no class being larger than thirty-five students; and (v) twenty-four to one in English classes in grades six through twelve.

Further, pursuant to the appropriation act, school boards may:

1. May implement in kindergarten through third grade, within certain schools, lower ratios of students in average daily membership to full-time equivalent teaching positions by assigning instructional personnel in a manner that produces ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians, as follows: (i) in schools having high concentrations of at-risk students, eighteen to one and (ii) in schools having moderate concentrations of at-risk students, twenty to one. For the purposes of this subsection, "schools having high concentrations of at-risk students" and "schools having moderate concentrations of at-risk students" shall be as defined in the appropriation act.

In addition, instructional personnel shall be assigned by each school board. 2. Shall assign instructional personnel in a manner that produces schoolwide ratios of students in average daily memberships to full-time equivalent teaching positions of twenty-five to one in middle schools and high schools.

School boards shall 3. Shall hire technology resource assistants to serve every school in the school division.

4. Shall, however, annually, on or before January 1, report to the public the actual pupil/teacher ratios in elementary school classrooms by school for the current school year. Such actual ratios shall include only the teachers who teach the grade and class on a full-time basis and shall exclude resource personnel. School boards shall report pupil/teacher ratios which include resource teachers in the same annual report. Any classes funded through the voluntary kindergarten through third grade at-risk student/lower ratio program shall be identified as such classes. Any classes having waivers to exceed the requirements of this subsection shall also be identified. Schools shall be identified; however, the data shall be compiled in a manner to ensure the confidentiality of all teacher and pupil identities.

H. Students enrolled in a public school on a less than full-time basis shall be counted in average daily membership (ADM) in the relevant school division. Students who are either (i) enrolled in a nonpublic school or (ii) receiving home instruction pursuant to § 22.1-254.1, and who are enrolled in public school on a less than full-time basis in any mathematics, science, English, history, social science, vocational education, fine arts, foreign language, or health education or physical education course shall be counted in the average daily membership (ADM) in the relevant school division on a pro rata basis as provided in the appropriation act. However, no such nonpublic or home school student shall be counted as more than one-half a student for purposes of such pro rata calculation. Such calculation shall not include enrollments of such students in any other public school courses.

§ 22.1-253.13:1. (Effective July 1, 2000 until July 1, 2003) Standard 1. Basic skills, selected programs, and instructional personnel.

A. The General Assembly and the Board of Education believe that the fundamental goal of the public schools of this Commonwealth must be to enable each student to develop the skills that are necessary for success in school and preparation for life, and find that the quality of education is dependent upon the provision of the appropriate working environment, benefits, and salaries necessary to ensure the availability of high quality instructional personnel and adequate commitment of other

resources.

B. The Board of Education shall establish educational objectives to implement the development of the skills that are necessary for success in school and for preparation for life in the years beyond. The current educational objectives, known as the Standards of Learning, shall not be construed to be regulations as defined in § 9-6.14:4; however, the Board of Education may, from time to time, revise these educational objectives to maintain academic rigor. In order to provide appropriate opportunity for input from the general public, teachers, and local school boards, the Board of Education shall conduct public hearings prior to establishing new educational objectives. Thirty days prior to conducting such hearings, the Board shall give written notice by mail of the date, time, and place of the hearings to all local school boards and any other persons requesting to be notified of the hearings and publish notice of its intention to revise these educational objectives in the Virginia Register of Regulations. Interested parties shall be given reasonable opportunity to be heard and present information prior to final adoption of any revisions of these educational objectives.

The Board shall seek to ensure that any revised educational objectives are consistent with the world's highest educational standards. These objectives shall include, but not be limited to, basic skills of communication, computation and critical reasoning including problem solving and decision making, and proficiency in the use of computers and related technology and the skills to manage personal finances and to make sound financial decisions, and the development of personal qualities such as self-esteem, sociability, self-management, integrity, and honesty.

With such funds as are made available for this purpose, the Board shall regularly review and revise the competencies for vocational education programs to require the full integration of English, mathematics, science and social studies Standards of Learning. Occupational vocational programs shall be aligned with industry and professional standard certifications, where they exist.

The Standards of Learning in all subject areas shall be subject to regular review and revision to maintain rigor and to reflect a balance between content knowledge and the application of knowledge in preparation for eventual employment and lifelong learning.

School boards shall implement these objectives or objectives specifically designed for their school divisions that are equivalent to or exceed the Board's requirements. Students shall be expected to achieve the educational objectives utilized by the school division at appropriate age or grade levels.

With such funds as are available for this purpose, the Board of Education may prescribe assessment methods to determine the level of achievement of these objectives by all students. Such assessments shall evaluate knowledge, application of knowledge, critical thinking, and skills related to the Standards of Learning being assessed. The Board, with the assistance of independent testing experts, shall conduct a regular analysis and validation process for these assessments.

By July 1, 1999, the Board shall develop and approve objectives for mathematics, at the middle and high school levels, for personal living and finances, which shall focus on money management skills for individuals and families. The personal living and finances objectives shall require instruction in those skills necessary to handle personal business and finances and shall include, but need not be limited to, the following: opening a bank account and how to judge the quality of a bank's services; balancing a checkbook; completing a loan application; the implications of an inheritance; the basics of personal insurance policies; consumer rights and responsibilities; dealing with salesmen and merchants; debt management, including retail and credit card debt; state and federal tax computation; local tax assessments; computation of interest rates by various mechanisms; understanding simple contracts; and how to contest an incorrect bill. These personal living and finances objectives shall not be required to be included in the Board's Standards of Learning, and shall be developed in a manner to ensure that instruction in the Standards of Learning shall not be de-emphasized. The Board shall not be required to evaluate student achievement concerning such objectives in the Standards of Learning Assessment Tests required by § 22.1-253.13:3.

C. Local school boards shall develop and implement a program of instruction for grades K through 12 which emphasizes reading, writing, speaking, mathematical concepts and computations, technological proficiency in the use of computers and related technology, and scientific concepts and processes; essential skills and concepts of citizenship, including knowledge of history, economics, government, foreign languages, international cultures, health and physical education, environmental issues and geography necessary for responsible participation in American society and in the international community; fine arts, which may include, but need not be limited to, music and art, and practical arts; knowledge and skills needed to qualify for further education and employment or, in the case of some handicapped children, to qualify for appropriate training; and development of the ability to apply such skills and knowledge in preparation for eventual employment and lifelong learning. School boards shall strive to employ licensed instructional personnel qualified in the relevant subject areas, including qualified teachers, licensed through the Board of Education's provisional licensure procedures, who have professional expertise in the relevant subject areas.

Local school boards shall also develop and implement programs of prevention, intervention, or remediation for students who are educationally at risk including, but not limited to, those whose scores are in the bottom national quartile on Virginia State Assessment Program Tests, who do not pass the literacy tests prescribed by the Board of Education, or who fail to achieve a passing score on any Standards of Learning assessment in grades three, five, and eight. Such programs may include summer school for all elementary and middle school grades and for all high school academic courses, as defined by regulations promulgated by the Board of Education, or other forms of remediation. Division superintendents shall require such students to take special programs of prevention, intervention, or remediation which may include attendance in public summer school programs, in accordance with clause (ii) of subsection A of § 22.1-254 and § 22.1-254.01. The requirement for remediation may, however, be satisfied by the student's attendance in a program of prevention, intervention or remediation which has been selected by his parent and is either (i) conducted by an accredited private school or (ii) a special program which has been determined to be comparable to the required public school remediation program by the division superintendent. The costs of such private school remediation program or other special remediation program shall be borne by the student's parent. Students required to attend such summer school programs or to participate in another form of remediation shall not be charged tuition by the local school division. Based on the number of students attending and the Commonwealth's share of the per pupil costs, additional state funds shall be provided for summer and other remediation programs as set forth in the appropriation act.

Any student who does not pass the literacy tests or all Standards of Learning assessments in grades three, five, and eight shall be required to attend a summer school program or participate in another form of remediation. Such summer school program or other form of remediation shall be chosen by the school division to be appropriate to the academic needs of the student. State funds shall be provided, as set forth in the appropriation act, for the attendance in remediation programs conducted by local school divisions for those students who do not pass the literacy tests beginning with the 1997-1998 fiscal year and for students who do not pass all Standards of Learning assessments in grades three, five, and eight beginning with the 1998-1999 fiscal year.

To ensure consistency in program quality, each school board may establish a remediation program standards committee which may include, but need not be limited to, the superintendent or his designee, a teacher, a parent, and one representative of the community at large. The remediation program standards committee shall recommend the program components for the remediation programs and shall evaluate the success of the programs. Such program components may include transition mechanisms for children to ensure the smooth movement between remediation programs and regular programs, pupil/teacher ratios, objectives, and time, site, and duration of the various programs.

Such remediation programs shall include, when applicable, a procedure for early identification of students who are at risk of failure of the literacy tests or the Standards of Learning assessments in grades three, five, and eight. The identified students shall be provided appropriate remediation activities.

The Board of Education shall establish standards for full funding of summer remedial programs which shall include, but not be limited to, the minimum number of instructional hours or the equivalent thereof required for full funding and an assessment system designed to evaluate program effectiveness. Based on the number of students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be provided for the full cost of summer and other remediation programs as set forth in the appropriation act, provided such programs comply with such standards as shall be established by the Board, pursuant to § 22.1-199.2.

D. Local school boards shall also implement the following:

1. Programs in grades K through 3 which emphasize developmentally appropriate learning to enhance success.

2. Programs based on prevention, intervention, or retrieval designed to increase the number of students who earn a high school diploma or general education development (GED) certificate. As provided in the appropriation act, state funding, in addition to basic aid, shall be allocated to support programs grounded in sound educational policy to reduce the number of students who drop out of school. From such funds as may be appropriated for this purpose, sufficient funds shall be provided to hold all local school divisions harmless by providing no-loss funding which maintains the level of each school division's funding as allocated for drop-out prevention programs on July 1, 1996, if the level of funding for such school division's drop-out prevention programs would be less than its level of funding for such programs in fiscal year 1995. Effective on and after July 1, 1996, the Board of Education shall develop and implement a funding mechanism to ensure that no school board is penalized in its state funding for drop-out prevention programs for reducing the drop-out rate in its school division.

3. Career education programs infused into the K through 12 curricula that promote knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, the military, career education schools, and the teaching profession, and emphasize the advantages of completing school with marketable skills. School boards may include career exploration opportunities in

the middle school grades.

4. Competency-based vocational education programs, which integrate academic outcomes, career guidance and job-seeking skills for all secondary students including those identified as handicapped that reflect employment opportunities, labor market needs, applied basic skills, job-seeking skills, and career guidance. Career guidance shall include employment counseling designed to furnish information on available employment opportunities to all students, including those identified as handicapped, and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subsection.

5. Academic and vocational preparation for students who plan to continue their education beyond secondary school or who plan to enter employment.

6. Early identification of handicapped students and enrollment of such students in appropriate instructional programs consistent with state and federal law.

7. Early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs.

8. Educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Board of Education.

9. Adult education programs for individuals functioning below the high school completion level. Such programs may be conducted by the school board as the primary agency or through a collaborative arrangement between the school board and other agencies.

10. A plan to make achievements for students who are educationally at risk a divisionwide priority which shall include procedures for measuring the progress of such students.

11. A plan to notify students and their parents of the availability of advanced placement classes, the International Baccalaureate program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations.

E. Each local school board shall employ with state and local basic, special education, gifted, and vocational education funds a minimum number of licensed, full-time equivalent instructional personnel for each 1,000 students in average daily membership (ADM) as set forth in the appropriation act. Calculations of kindergarten positions shall be based on full-day kindergarten programs. Beginning with the March 31 report of average daily membership, those school divisions offering half-day kindergarten shall adjust their average daily membership for kindergarten to reflect eighty-five percent of the total kindergarten average daily memberships, as provided in the appropriation act.

F. In addition to the positions supported by basic aid and in support of regular school year remedial programs, state funding, pursuant to the appropriation act, shall be provided to fund certain full-time equivalent instructional positions for each 1,000 students in grades K through 12 estimated to score in the bottom national quartile on Virginia State Assessment Program Tests and those who fail the literacy tests or Standards of Learning assessments for grades three, five, and eight prescribed by the Board. State funding for remedial programs provided pursuant to this subsection and the appropriation act may be used to support programs for educationally at-risk students as identified by the local school boards. The Board of Education shall establish criteria for identification of educationally at-risk students, which shall not be construed to be regulations as defined in § 9-6.14:4; however, the Board of Education may, from time to time, revise these identification criteria. In order to provide appropriate opportunity for input from the general public, teachers, and local school boards, the Board of Education shall conduct public hearings prior to establishing or revising such identification criteria. Thirty days prior to conducting such hearings, the Board shall give written notice by mail of the date, time, and place of the hearings to all local school boards and any other persons requesting to be notified of the hearings and publish notice of its intention to establish or revise such identification criteria in the Virginia Register of Regulations. Interested parties shall be given reasonable opportunity to be heard and present information prior to final adoption of any such identification criteria or revisions thereto.

G. Licensed instructional personnel shall be assigned by each school board in a manner that produces divisionwide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians, that are not greater than the following ratios: (i) twenty-four to one in kindergarten with no class being larger than twenty-nine students; if the average daily membership in any kindergarten class exceeds twenty-four pupils, a full-time teacher's aide shall be assigned to the class; (ii) twenty-four to one in grade one with no class being larger than thirty students; (iii) twenty-four to one in grades two and three with no class being larger than thirty students; (iv) twenty-five to one in grades four through six with no class being larger than thirty-five students; and (v) twenty-four to one in English classes in grades six through twelve.

Further, pursuant to the appropriation act, school boards may:

1. May implement in kindergarten through third grade, within certain schools, lower ratios of students in average daily membership to full-time equivalent teaching positions by assigning instructional personnel in a manner that produces ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians, as follows: (i) in schools having high concentrations of at-risk students, eighteen to one; and (ii) in schools having moderate concentrations of at-risk students, twenty to one. For the purposes of this subsection, "schools having high concentrations of at-risk students" and "schools having moderate concentrations of at-risk students" shall be as defined in the appropriation act.

~~In addition, instructional personnel shall be assigned by each school board~~^{2. Shall assign instructional personnel} in a manner that produces schoolwide ratios of students in average daily memberships to full-time equivalent teaching positions of twenty-five to one in middle schools and high schools.

~~School boards shall~~^{3. Shall hire technology resource assistants to serve every school in the school division.}

4. Shall, however, annually, on or before January 1, report to the public the actual pupil/teacher ratios in elementary school classrooms by school for the current school year. Such actual ratios shall include only the teachers who teach the grade and class on a full-time basis and shall exclude resource personnel. School boards shall report pupil/teacher ratios which include resource teachers in the same annual report. Any classes funded through the voluntary kindergarten through third grade at-risk student/lower ratio program shall be identified as such classes. Any classes having waivers to exceed the requirements of this subsection shall also be identified. Schools shall be identified; however, the data shall be compiled in a manner to ensure the confidentiality of all teacher and pupil identities.

H. Students enrolled in a public school on a less than full-time basis shall be counted in average daily membership (ADM) in the relevant school division. Students who are either (i) enrolled in a nonpublic school or (ii) receiving home instruction pursuant to § 22.1-254.1, and who are enrolled in public school on a less than full-time basis in any mathematics, science, English, history, social science, vocational education, fine arts, foreign language, or health education or physical education course shall be counted in the average daily membership (ADM) in the relevant school division on a pro rata basis as provided in the appropriation act. However, no such nonpublic or home school student shall be counted as more than one-half a student for purposes of such pro rata calculation. Such calculation shall not include enrollments of such students in any other public school courses.

§ 22.1-253.13:1. (Effective July 1, 2003) Standard 1. Basic skills, selected programs, and instructional personnel.

A. The General Assembly and the Board of Education believe that the fundamental goal of the public schools of this Commonwealth must be to enable each student to develop the skills that are necessary for success in school and preparation for life, and find that the quality of education is dependent upon the provision of the appropriate working environment, benefits, and salaries necessary to ensure the availability of high quality instructional personnel and adequate commitment of other resources.

B. The Board of Education shall establish educational objectives to implement the development of the skills that are necessary for success in school and for preparation for life in the years beyond. The current educational objectives, known as the Standards of Learning, shall not be construed to be regulations as defined in § 9-6.14:4; however, the Board of Education may, from time to time, revise these educational objectives to maintain academic rigor. In order to provide appropriate opportunity for input from the general public, teachers, and local school boards, the Board of Education shall conduct public hearings prior to establishing new educational objectives. Thirty days prior to conducting such hearings, the Board shall give written notice by mail of the date, time, and place of the hearings to all local school boards and any other persons requesting to be notified of the hearings and publish notice of its intention to revise these educational objectives in the Virginia Register of Regulations. Interested parties shall be given reasonable opportunity to be heard and present information prior to final adoption of any revisions of these educational objectives.

The Board shall seek to ensure that any revised educational objectives are consistent with the world's highest educational standards. These objectives shall include, but not be limited to, basic skills of communication, computation and critical reasoning including problem solving and decision making, and proficiency in the use of computers and related technology and the skills to manage personal finances and to make sound financial decisions, and the development of personal qualities such as self-esteem, sociability, self-management, integrity, and honesty.

With such funds as are made available for this purpose, the Board shall regularly review and revise the competencies for vocational education programs to require the full integration of English, mathematics, science and social studies Standards of Learning. Occupational vocational programs shall be aligned with industry and professional standard certifications, where they exist.

The Standards of Learning in all subject areas shall be subject to regular review and revision to

maintain rigor and to reflect a balance between content knowledge and the application of knowledge in preparation for eventual employment and lifelong learning.

School boards shall implement these objectives or objectives specifically designed for their school divisions that are equivalent to or exceed the Board's requirements. Students shall be expected to achieve the educational objectives utilized by the school division at appropriate age or grade levels.

With such funds as are available for this purpose, the Board of Education may prescribe assessment methods to determine the level of achievement of these objectives by all students. Such assessments shall evaluate knowledge, application of knowledge, critical thinking, and skills related to the Standards of Learning being assessed. The Board, with the assistance of independent testing experts, shall conduct a regular analysis and validation process for these assessments.

By July 1, 1999, the Board shall develop and approve objectives for mathematics, at the middle and high school levels, for personal living and finances, which shall focus on money management skills for individuals and families. The personal living and finances objectives shall require instruction in those skills necessary to handle personal business and finances and shall include, but need not be limited to, the following: opening a bank account and how to judge the quality of a bank's services; balancing a checkbook; completing a loan application; the implications of an inheritance; the basics of personal insurance policies; consumer rights and responsibilities; dealing with salesmen and merchants; debt management, including retail and credit card debt; state and federal tax computation; local tax assessments; computation of interest rates by various mechanisms; understanding simple contracts; and how to contest an incorrect bill. These personal living and finances objectives shall not be required to be included in the Board's Standards of Learning, and shall be developed in a manner to ensure that instruction in the Standards of Learning shall not be de-emphasized. The Board shall not be required to evaluate student achievement concerning such objectives in the Standards of Learning Assessment Tests required by § 22.1-253.13:3.

C. Local school boards shall develop and implement a program of instruction for grades K through 12 which emphasizes reading, writing, speaking, mathematical concepts and computations, ~~technological~~ proficiency *in the use of computers and related technology*, and scientific concepts and processes; essential skills and concepts of citizenship, including knowledge of history, economics, government, foreign languages, international cultures, health and physical education, environmental issues and geography necessary for responsible participation in American society and in the international community; fine arts, which may include, but need not be limited to, music and art, and practical arts; knowledge and skills needed to qualify for further education and employment or, in the case of some handicapped children, to qualify for appropriate training; and development of the ability to apply such skills and knowledge in preparation for eventual employment and lifelong learning. School boards shall strive to employ licensed instructional personnel qualified in the relevant subject areas, including qualified teachers, licensed through the Board of Education's provisional licensure procedures, who have professional expertise in the relevant subject areas.

Local school boards shall also develop and implement programs of prevention, intervention, or remediation for students who are educationally at risk including, but not limited to, those whose scores are in the bottom national quartile on Virginia State Assessment Program Tests, or who fail to achieve a passing score on any Standards of Learning assessment in grades three, five, and eight. Such programs may include summer school for all elementary and middle school grades and for all high school academic courses, as defined by regulations promulgated by the Board of Education, or other forms of remediation. Division superintendents shall require such students to take special programs of prevention, intervention, or remediation which may include attendance in public summer school programs, in accordance with clause (ii) of subsection A of § 22.1-254 and § 22.1-254.01. The requirement for remediation may, however, be satisfied by the student's attendance in a program of prevention, intervention or remediation which has been selected by his parent and is either (i) conducted by an accredited private school or (ii) a special program which has been determined to be comparable to the required public school remediation program by the division superintendent. The costs of such private school remediation program or other special remediation program shall be borne by the student's parent. Students required to attend such summer school programs or to participate in another form of remediation shall not be charged tuition by the local school division. Based on the number of students attending and the Commonwealth's share of the per pupil costs, additional state funds shall be provided for summer and other remediation programs as set forth in the appropriation act.

Any student who does not pass all Standards of Learning assessments in grades three, five, and eight shall be required to attend a summer school program or participate in another form of remediation. Such summer school program or other form of remediation shall be chosen by the school division to be appropriate to the academic needs of the student. State funds shall be provided, as set forth in the appropriation act, for the attendance in remediation programs conducted by local school divisions for students who do not pass all Standards of Learning assessments in grades three, five, and eight

beginning with the 1998-1999 fiscal year.

To ensure consistency in program quality, each school board may establish a remediation program standards committee which may include, but need not be limited to, the superintendent or his designee, a teacher, a parent, and one representative of the community at large. The remediation program standards committee shall recommend the program components for the remediation programs and shall evaluate the success of the programs. Such program components may include transition mechanisms for children to ensure the smooth movement between remediation programs and regular programs, pupil/teacher ratios, objectives, and time, site, and duration of the various programs.

Such remediation programs shall include, when applicable, a procedure for early identification of students who are at risk of academic failure of the Standards of Learning assessments in grades three, five, and eight. The identified students shall be provided appropriate remediation activities.

The Board of Education shall establish standards for full funding of summer remedial programs which shall include, but not be limited to, the minimum number of instructional hours or the equivalent thereof required for full funding and an assessment system designed to evaluate program effectiveness. Based on the number of students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be provided for the full cost of summer and other remediation programs as set forth in the appropriation act, provided such programs comply with such standards as shall be established by the Board, pursuant to § 22.1-199.2.

D. Local school boards shall also implement the following:

1. Programs in grades K through 3 which emphasize developmentally appropriate learning to enhance success.

2. Programs based on prevention, intervention, or retrieval designed to increase the number of students who earn a high school diploma or general education development (GED) certificate. As provided in the appropriation act, state funding, in addition to basic aid, shall be allocated to support programs grounded in sound educational policy to reduce the number of students who drop out of school. From such funds as may be appropriated for this purpose, sufficient funds shall be provided to hold all local school divisions harmless by providing no-loss funding which maintains the level of each school division's funding as allocated for drop-out prevention programs on July 1, 1996, if the level of funding for such school division's drop-out prevention programs would be less than its level of funding for such programs in fiscal year 1995. Effective on and after July 1, 1996, the Board of Education shall develop and implement a funding mechanism to ensure that no school board is penalized in its state funding for drop-out prevention programs for reducing the drop-out rate in its school division.

3. Career education programs infused into the K through 12 curricula that promote knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, the military, career education schools, and the teaching profession, and emphasize the advantages of completing school with marketable skills. School boards may include career exploration opportunities in the middle school grades.

4. Competency-based vocational education programs, which integrate academic outcomes, career guidance and job-seeking skills for all secondary students including those identified as handicapped that reflect employment opportunities, labor market needs, applied basic skills, job-seeking skills, and career guidance. Career guidance shall include employment counseling designed to furnish information on available employment opportunities to all students, including those identified as handicapped, and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subsection.

5. Academic and vocational preparation for students who plan to continue their education beyond secondary school or who plan to enter employment.

6. Early identification of handicapped students and enrollment of such students in appropriate instructional programs consistent with state and federal law.

7. Early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs.

8. Educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Board of Education.

9. Adult education programs for individuals functioning below the high school completion level. Such programs may be conducted by the school board as the primary agency or through a collaborative arrangement between the school board and other agencies.

10. A plan to make achievements for students who are educationally at risk a divisionwide priority which shall include procedures for measuring the progress of such students.

11. A plan to notify students and their parents of the availability of advanced placement classes, the International Baccalaureate program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations.

E. Each local school board shall employ with state and local basic, special education, gifted, and vocational education funds a minimum number of licensed, full-time equivalent instructional personnel for each 1,000 students in average daily membership (ADM) as set forth in the appropriation act. Calculations of kindergarten positions shall be based on full-day kindergarten programs. Beginning with the March 31 report of average daily membership, those school divisions offering half-day kindergarten shall adjust their average daily membership for kindergarten to reflect eighty-five percent of the total kindergarten average daily memberships, as provided in the appropriation act.

F. In addition to the positions supported by basic aid and in support of regular school year remedial programs, state funding, pursuant to the appropriation act, shall be provided to fund certain full-time equivalent instructional positions for each 1,000 students in grades K through 12 estimated to score in the bottom national quartile on Virginia State Assessment Program Tests and those who fail the literacy tests or Standards of Learning assessments for grades three, five, and eight prescribed by the Board. State funding for remedial programs provided pursuant to this subsection and the appropriation act may be used to support programs for educationally at-risk students as identified by the local school boards. The Board of Education shall establish criteria for identification of educationally at-risk students, which shall not be construed to be regulations as defined in § 9-6.14:4; however, the Board of Education may, from time to time, revise these identification criteria. In order to provide appropriate opportunity for input from the general public, teachers, and local school boards, the Board of Education shall conduct public hearings prior to establishing or revising such identification criteria. Thirty days prior to conducting such hearings, the Board shall give written notice by mail of the date, time, and place of the hearings to all local school boards and any other persons requesting to be notified of the hearings and publish notice of its intention to establish or revise such identification criteria in the Virginia Register of Regulations. Interested parties shall be given reasonable opportunity to be heard and present information prior to final adoption of any such identification criteria or revisions thereto.

G. Licensed instructional personnel shall be assigned by each school board in a manner that produces divisionwide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians, that are not greater than the following ratios: (i) twenty-four to one in kindergarten with no class being larger than twenty-nine students; if the average daily membership in any kindergarten class exceeds twenty-four pupils, a full-time teacher's aide shall be assigned to the class; (ii) twenty-four to one in grade one with no class being larger than thirty students; (iii) twenty-four to one in grades two and three with no class being larger than thirty students; (iv) twenty-five to one in grades four through six with no class being larger than thirty-five students; and (v) twenty-four to one in English classes in grades six through twelve.

Further, pursuant to the appropriation act, school boards may:

1. May implement in kindergarten through third grade, within certain schools, lower ratios of students in average daily membership to full-time equivalent teaching positions by assigning instructional personnel in a manner that produces ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians, as follows: (i) in schools having high concentrations of at-risk students, eighteen to one; and (ii) in schools having moderate concentrations of at-risk students, twenty to one. For the purposes of this subsection, "schools having high concentrations of at-risk students" and "schools having moderate concentrations of at-risk students" shall be as defined in the appropriation act.

In addition, instructional personnel shall be assigned by each school board2. Shall assign instructional personnel in a manner that produces schoolwide ratios of students in average daily memberships to full-time equivalent teaching positions of twenty-five to one in middle schools and high schools.

School boards shall3. Shall hire technology resource assistants to serve every school in the school division.

4. Shall, however, annually, on or before January 1, report to the public the actual pupil/teacher ratios in elementary school classrooms by school for the current school year. Such actual ratios shall include only the teachers who teach the grade and class on a full-time basis and shall exclude resource personnel. School boards shall report pupil/teacher ratios which include resource teachers in the same annual report. Any classes funded through the voluntary kindergarten through third grade at-risk student/lower ratio program shall be identified as such classes. Any classes having waivers to exceed the requirements of this subsection shall also be identified. Schools shall be identified; however, the data shall be compiled in a manner to ensure the confidentiality of all teacher and pupil identities.

H. Students enrolled in a public school on a less than full-time basis shall be counted in average daily membership (ADM) in the relevant school division. Students who are either (i) enrolled in a nonpublic school or (ii) receiving home instruction pursuant to § 22.1-254.1, and who are enrolled in public school on a less than full-time basis in any mathematics, science, English, history, social science,

675 vocational education, fine arts, foreign language, or health education or physical education course shall
676 be counted in the average daily membership (ADM) in the relevant school division on a pro rata basis
677 as provided in the appropriation act. However, no such nonpublic or home school student shall be
678 counted as more than one-half a student for purposes of such pro rata calculation. Such calculation shall
679 not include enrollments of such students in any other public school courses.

680 § 22.1-253.13:3. (Effective until July 1, 2003) Standard 3. Accreditation, other standards and
681 evaluation.

682 A. The General Assembly recognizes the need for the Board of Education to prescribe requirements
683 to ensure that student progress is measured and that school boards and school personnel are accountable.

684 B. The Board of Education shall promulgate regulations establishing standards for accreditation
685 pursuant to the Administrative Process Act (§ 9-6.14:1 et seq.) which shall include, but not be limited
686 to, student outcome measures, requirements and guidelines for instructional programs *and for the*
687 *integration of educational technology into such instructional programs*, administrative and instructional
688 staffing levels and positions, *including staff positions for supporting educational technology*, pupil
689 personnel services, special education program standards, auxiliary education programs such as library
690 and media services, course and credit requirements for graduation from high school, community
691 relations, and the philosophy, goals, and objectives of public education in Virginia.

692 In establishing course and credit requirements for a high school diploma, the Board shall provide for
693 the selection of integrated learning courses meeting the Standards of Learning and approved by the
694 Board to satisfy graduation credit requirements which shall include Standards of Learning Testing, as
695 necessary.

696 The Board shall include in the student outcome measures which are required by the Standards for
697 Accreditation, end-of-course or end-of-grade tests for various grade levels and classes, as determined by
698 the Board, in accordance with the Standards of Learning. These Standards of Learning assessments shall
699 include, but need not be limited to, end-of-course or end-of-grade tests for English, mathematics,
700 science, and social studies.

701 In revising the standards for accreditation, the Board shall seek to set pupil/teacher ratios for
702 educable mentally retarded (EMR) pupils that do not exceed the pupil/teacher ratios for self-contained
703 classes for pupils with specific learning disabilities. The Board shall review annually the accreditation
704 status of all schools in the Commonwealth.

705 The requirements for a standard or advanced studies high school diploma shall include one credit in
706 fine, performing, or practical arts. The requirements for a standard high school diploma may include a
707 concentration of courses selected from a variety of options. Such concentration may be planned to
708 ensure the completion of a focused sequence of elective courses leading to further education or
709 preparation for employment developed by the school division consistent with Board of Education
710 guidelines and as approved by the local school board.

711 The Board's regulations on accrediting schools shall include in the minimum staffing requirements,
712 according to the type of school and student enrollment, requirements for employment of (i) principals in
713 elementary schools, one half-time to 299 students, one full-time at 300 students; principals in middle
714 schools, one full-time, to be employed on a twelve-month basis; principals in high schools, one
715 full-time, to be employed on a twelve-month basis; (ii) assistant principals in elementary schools, one
716 half-time at 600 students, one full-time at 900 students; assistant principals in middle schools, one
717 full-time for each 600 students; assistant principals in high schools, one full-time for each 600 students;
718 (iii) librarians in elementary schools, one part-time to 299 students, one full-time at 300 students;
719 librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time
720 at 1000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students,
721 two full-time at 1000 students; (iv) guidance counselors in middle schools, one period per 80 students,
722 one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance
723 counselors in high schools, one period per 70 students, one full-time at 350 students, one additional
724 period per 70 students or major fraction thereof; (v) clerical personnel in elementary schools, part-time
725 to 299 students, one full-time at 300 students; clerical personnel in middle schools, one full-time and
726 one additional full-time for each 600 students beyond 200 students and one full-time for the library at
727 750 students; clerical personnel in high schools, one full-time and one additional full-time for each 600
728 students beyond 200 students and one full-time for the library at 750 students; ~~and~~ (vi) reading
729 specialists in elementary schools, one full-time in each elementary school at the discretion of the local
730 school board; *and (vii) technology resource assistants, one to serve, either part-time or full-time, in each*
731 *school in the school division*. A combined school, such as kindergarten through twelve, shall meet at all
732 grade levels the staffing requirements for the highest grade level in that school; this requirement shall
733 apply to all staff, except for guidance counselors, and shall be based on the school's total enrollment;
734 guidance counselor staff requirements shall, however, be based on the enrollment at the various school
735 organization levels, i.e., middle or high school. The Board of Education may grant waivers from these
736 staffing levels upon request from local school boards seeking to implement experimental or innovative

737 programs that are not consistent with these staffing levels.

738 C. The Board shall also establish requirements for certification of teachers, principals, supervisors
739 and other professional staff and determine eligibility for appointment as a local division superintendent.

740 D. The Superintendent of Public Instruction shall develop and the Board of Education shall approve
741 criteria for determining and recognizing educational performance in the Commonwealth's public school
742 divisions and schools. Such criteria, when approved, shall become an integral part of the accreditation
743 process and shall include student outcome measurements. One year following the approval by the Board
744 of such criteria, the Superintendent of Public Instruction shall annually identify to the Board those
745 school divisions and schools that exceed or do not meet the approved criteria. Such identification shall
746 include an analysis of the strengths and weaknesses of public education programs in the various school
747 divisions in Virginia and recommendations to the General Assembly for further enhancing student
748 learning uniformly across the Commonwealth. In recognizing educational performance in the school
749 divisions, the Board shall include consideration of special school division accomplishments, such as
750 numbers of dual enrollments and students in Advanced Placement and International Baccalaureate
751 courses, and participation in academic year Governor's Schools.

752 The Superintendent of Public Instruction shall assist local school boards in the implementation of
753 action plans for increasing educational performance in those school divisions and schools that are
754 identified as not meeting the approved criteria. The Superintendent of Public Instruction shall monitor
755 the implementation of and report to the Board of Education on the effectiveness of the corrective actions
756 taken to improve the educational performance in such school divisions and schools.

757 The Department of Education shall conduct technical assistance visits for local school divisions.
758 Schools accredited with a warning shall be given priority for such assistance, which shall include an
759 analysis of relevant school data and the development and implementation of improvement plans to assist
760 such schools in improving their accreditation status.

761 E. In order to assess the educational progress of students, the Board of Education shall also (i)
762 develop appropriate assessments, which may include criterion-referenced tests and alternative assessment
763 instruments which may be used by classroom teachers; (ii) prescribe and provide measures, which may
764 include nationally normed tests, to be designated as the Virginia State Assessment Program, which shall
765 be used to identify students who score in the bottom quartile at selected grade levels; and (iii) prescribe
766 and provide literacy tests in reading, writing and mathematics which shall be administered to students in
767 grade six and to students who have not successfully passed them in grades seven and eight. The Board
768 of Education is authorized to pursue all available civil remedies for breaches in test security.

769 F. Each local school board shall maintain schools which meet the standards of accreditation as
770 prescribed by the Board of Education. The accreditation status of all schools in each local school
771 division shall be reviewed annually in public session. Within the time specified by the Board of
772 Education, each school board shall submit corrective action plans for any schools within its school
773 division that have been designated as not meeting the criteria for determining effectiveness as approved
774 by the Board.

775 G. Each local school board shall also provide teachers and principals with (i) periodic in-service
776 training in preparing tests and other assessment measures and (ii) methods for assessing the progress of
777 individual students, including Standards of Learning assessment materials or other criterion-referenced
778 tests which match locally developed objectives.

779 H. In order to assess the educational progress of students as individuals and as groups, each local
780 school board shall require the administration of appropriate assessments, which may include
781 criterion-referenced tests, teacher-made tests and alternative assessment instruments and shall include the
782 Virginia State Assessment Program, the Virginia State Literacy Testing Program, the Standards of
783 Learning Assessments, and the National Assessment of Educational Progress state-by-state assessment.
784 Each school board shall analyze and report annually, in compliance with any criteria which may be
785 established by the Board of Education, the results from the Virginia State Assessment Program, the
786 Standards of Learning Assessments, and the Virginia State Literacy Testing Program to the public.

787 I. To assist school divisions in implementing those programs and practices that will enhance pupil
788 academic performance and improve family and community involvement in the public schools, and from
789 such funds as may be appropriated for such purpose, there shall be established within the Department of
790 Education a unit to conduct evaluative studies and to provide the resources and technical assistance to
791 increase the capacity of school divisions to deliver quality instruction. Such unit shall identify and
792 analyze effective instructional programs and practices and professional development initiatives; evaluate
793 the success of programs encouraging parental and family involvement; assess changes in student
794 outcomes prompted by family involvement; and collect and disseminate among school divisions
795 information regarding effective instructional programs and practices, initiatives promoting family and
796 community involvement, and potential funding and support sources. Such unit may also provide
797 resources supporting professional development for administrators and teachers. In providing such

798 information, resources, and other services to school divisions, the unit shall give priority to those
799 divisions demonstrating a less than seventy percent passing rate on (i) all three Literacy Passport tests
800 by students taking these tests for the first time or (ii) the Standards of Learning assessment tests.

801 § 22.1-253.13:3. (Effective July 1, 2003) Standard 3. Accreditation, other standards and evaluation.

802 A. The General Assembly recognizes the need for the Board of Education to prescribe requirements
803 to ensure that student progress is measured and that school boards and school personnel are accountable.

804 B. The Board of Education shall promulgate regulations establishing standards for accreditation
805 pursuant to the Administrative Process Act (§ 9-6.14:1 et seq.) which shall include, but not be limited
806 to, student outcome measures, requirements and guidelines for instructional programs *and for the*
807 *integration of educational technology into such instructional programs*, administrative and instructional
808 staffing levels and positions, *including staff positions for supporting educational technology*, pupil
809 personnel services, special education program standards, auxiliary education programs such as library
810 and media services, course and credit requirements for graduation from high school, community
811 relations, and the philosophy, goals, and objectives of public education in Virginia.

812 In establishing course and credit requirements for a high school diploma, the Board shall provide for
813 the selection of integrated learning courses meeting the Standards of Learning and approved by the
814 Board to satisfy graduation credit requirements which shall include Standards of Learning Testing, as
815 necessary.

816 The Board shall include in the student outcome measures, which are required by the Standards for
817 Accreditation, end-of-course or end-of-grade tests for various grade levels and classes, as determined by
818 the Board, in accordance with the Standards of Learning. These Standards of Learning assessments shall
819 include, but need not be limited to, end-of-course or end-of-grade tests for English, mathematics,
820 science, and social studies.

821 In revising the standards for accreditation, the Board shall seek to set pupil/teacher ratios for
822 educable mentally retarded (EMR) pupils that do not exceed the pupil/teacher ratios for self-contained
823 classes for pupils with specific learning disabilities. The Board shall review annually the accreditation
824 status of all schools in the Commonwealth.

825 The requirements for a standard or advanced studies high school diploma shall include one credit in
826 fine, performing, or practical arts. The requirements for a standard high school diploma shall, however,
827 include at least two sequential electives and may include a concentration of courses selected from a
828 variety of options. Such concentration may be planned to ensure the completion of a focused sequence
829 of elective courses leading to further education or preparation for employment developed by the school
830 division consistent with Board of Education guidelines and as approved by the local school board.

831 The Board's regulations on accrediting schools shall include in the minimum staffing requirements,
832 according to the type of school and student enrollment, requirements for employment of (i) principals in
833 elementary schools, one half-time to 299 students, one full-time at 300 students; principals in middle
834 schools, one full-time, to be employed on a twelve-month basis; principals in high schools, one
835 full-time, to be employed on a twelve-month basis; (ii) assistant principals in elementary schools, one
836 half-time at 600 students, one full-time at 900 students; assistant principals in middle schools, one
837 full-time for each 600 students; assistant principals in high schools, one full-time for each 600 students;
838 (iii) librarians in elementary schools, one part-time to 299 students, one full-time at 300 students;
839 librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time
840 at 1000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students,
841 two full-time at 1000 students; (iv) guidance counselors in middle schools, one period per 80 students,
842 one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance
843 counselors in high schools, one period per 70 students, one full-time at 350 students, one additional
844 period per 70 students or major fraction thereof; (v) clerical personnel in elementary schools, part-time
845 to 299 students, one full-time at 300 students; clerical personnel in middle schools, one full-time and
846 one additional full-time for each 600 students beyond 200 students and one full-time for the library at
847 750 students; clerical personnel in high schools, one full-time and one additional full-time for each 600
848 students beyond 200 students and one full-time for the library at 750 students; ~~and~~ (vi) reading
849 specialists in elementary schools, one full-time in each elementary school at the discretion of the local
850 school board; *and (vii) technology resource assistants, one to serve, either part-time or full-time, in each*
851 *school in the school division*. A combined school, such as kindergarten through twelve, shall meet at all
852 grade levels the staffing requirements for the highest grade level in that school; this requirement shall
853 apply to all staff, except for guidance counselors, and shall be based on the school's total enrollment;
854 guidance counselor staff requirements shall, however, be based on the enrollment at the various school
855 organization levels, i.e., middle or high school. The Board of Education may grant waivers from these
856 staffing levels upon request from local school boards seeking to implement experimental or innovative
857 programs that are not consistent with these staffing levels.

858 C. The Board shall also establish requirements for certification of teachers, principals, supervisors
859 and other professional staff and determine eligibility for appointment as a local division superintendent.

D. The Superintendent of Public Instruction shall develop and the Board of Education shall approve criteria for determining and recognizing educational performance in the Commonwealth's public school divisions and schools. Such criteria, when approved, shall become an integral part of the accreditation process and shall include student outcome measurements. One year following the approval by the Board of such criteria, the Superintendent of Public Instruction shall annually identify to the Board those school divisions and schools that exceed or do not meet the approved criteria. Such identification shall include an analysis of the strengths and weaknesses of public education programs in the various school divisions in Virginia and recommendations to the General Assembly for further enhancing student learning uniformly across the Commonwealth. In recognizing educational performance in the school divisions, the Board shall include consideration of special school division accomplishments, such as numbers of dual enrollments and students in Advanced Placement and International Baccalaureate courses, and participation in academic year Governor's Schools.

The Superintendent of Public Instruction shall assist local school boards in the implementation of action plans for increasing educational performance in those school divisions and schools that are identified as not meeting the approved criteria. The Superintendent of Public Instruction shall monitor the implementation of and report to the Board of Education on the effectiveness of the corrective actions taken to improve the educational performance in such school divisions and schools.

The Department of Education shall conduct technical assistance visits for local school divisions. Schools accredited with a warning shall be given priority for such assistance, which shall include an analysis of relevant school data and the development and implementation of improvement plans to assist such schools in improving their accreditation status.

E. In order to assess the educational progress of students, the Board of Education shall also (i) develop appropriate assessments, which may include criterion-referenced tests and alternative assessment instruments which may be used by classroom teachers and (ii) prescribe and provide measures, which may include nationally normed tests, to be designated as the Virginia State Assessment Program, which shall be used to identify students who score in the bottom quartile at selected grade levels. The Board of Education is authorized to pursue all available civil remedies for breaches in test security.

F. Each local school board shall maintain schools which meet the standards of accreditation as prescribed by the Board of Education. The accreditation status of all schools in each local school division shall be reviewed annually in public session. Within the time specified by the Board of Education, each school board shall submit corrective action plans for any schools within its school division that have been designated as not meeting the criteria for determining effectiveness as approved by the Board.

G. Each local school board shall also provide teachers and principals with (i) periodic in-service training in preparing tests and other assessment measures and (ii) methods for assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests which match locally developed objectives.

H. In order to assess the educational progress of students as individuals and as groups, each local school board shall require the administration of appropriate assessments, which may include criterion-referenced tests, teacher-made tests and alternative assessment instruments and shall include the Virginia State Assessment Program, the Virginia State Literacy Testing Program, the Standards of Learning Assessments, and the National Assessment of Educational Progress state-by-state assessment. Each school board shall analyze and report annually, in compliance with any criteria which may be established by the Board of Education, the results from the Virginia State Assessment Program and the Standards of Learning Assessments to the public.

I. To assist school divisions in implementing those programs and practices that will enhance pupil academic performance and improve family and community involvement in the public schools, and from such funds as may be appropriated for such purpose, there shall be established within the Department of Education a unit to conduct evaluative studies and to provide the resources and technical assistance to increase the capacity of school divisions to deliver quality instruction. Such unit shall identify and analyze effective instructional programs and practices and professional development initiatives; evaluate the success of programs encouraging parental and family involvement; assess changes in student outcomes prompted by family involvement; and collect and disseminate among school divisions information regarding effective instructional programs and practices, initiatives promoting family and community involvement, and potential funding and support sources. Such unit may also provide resources supporting professional development for administrators and teachers. In providing such information, resources, and other services to school divisions, the unit shall give priority to those divisions demonstrating a less than seventy percent passing rate on (i) all three Literacy Passport tests by students taking these tests for the first time or (ii) the Standards of Learning assessment tests.

§ 22.1-253.13:5. Standard 5. Training and professional development.

A. The General Assembly and the Board of Education find that programs of professional

921 development and training and appropriate teacher performance evaluations are essential for effective
922 educational leadership and personnel and the advancement of public education in the Commonwealth.

923 B. Each member of the Board of Education shall participate in in-service programs on personnel,
924 curriculum and current issues in education as part of his service on the Board.

925 C. Consistent with the finding that leadership is essential for the advancement of public education in
926 the Commonwealth, the Board of Education shall develop leadership standards for superintendents and
927 principals, which standards shall include training in the implementation of the Standards of Learning and
928 training in the evaluation and documentation of teacher and administrator performance based on student
929 academic progress and the skills and knowledge of instructional personnel.

930 D. The Board of Education shall sponsor, conduct or provide advice on (i) training and professional
931 development of teachers, principals, supervisors, division superintendents and other school staff; (ii)
932 training for all administrative and supervisory personnel in the evaluation and documentation of teacher
933 and administrator performance based on student academic progress and the skills and knowledge of such
934 instructional or administrative personnel; (iii) in-service programs for school board members on
935 personnel, curriculum and current issues in education; and (iv) in cooperation with the Virginia
936 Department for the Visually Handicapped, in-service programs in Braille for teachers of the blind and
937 visually impaired.

938 The Board shall *also* provide technical assistance on professional development to local school boards
939 designed to ~~seek to~~ ensure that all instructional personnel are proficient in the use of educational
940 technology consistent with its Six-Year Educational Technology Plan for Virginia.

941 E. Each local school board shall require (i) its members to participate annually in in-service programs
942 on personnel, curriculum and current issues in education as part of their service on the local board and
943 (ii) require the division superintendent to participate annually in professional development activities at
944 the local, state or national levels.

945 F. Each local school board shall provide (i) a program of professional development, as part of the
946 license renewal process, to assist teachers and principals in acquiring the skills needed to work with
947 gifted students and handicapped students and to increase student achievement, (ii) a program of
948 professional development in educational technology for all instructional personnel *which is designed to*
949 *facilitate integration of computer skills and related technology into the curricula*, and (iii) a program of
950 professional development for administrative personnel designed to increase proficiency in instructional
951 leadership and management, including training in the evaluation and documentation of teacher and
952 administrator performance based on student academic progress and the skills and knowledge of such
953 instructional or administrative personnel.

954 § 22.1-253.13:6. Standard 6. Planning and public involvement.

955 A. The General Assembly and the Board of Education believe that careful planning is essential for
956 providing educational programs of high quality and that public involvement is a fundamental component
957 of meaningful planning for public schools.

958 B. The Board of Education shall revise, extend and adopt biennially a statewide six-year
959 improvement plan which shall be developed with statewide participation and shall be available for public
960 inspection and copying. This plan shall include the objectives of public education in Virginia, an
961 assessment of the extent to which these objectives are being achieved, a forecast of enrollment changes
962 and an assessment of the needs of public education in the Commonwealth. In the annual report required
963 by § 22.1-18, the Board shall include an analysis of the extent to which these Standards of Quality have
964 been achieved and the objectives of the statewide six-year improvement plan have been met. The Board
965 shall also develop, as a part of its six-year improvement plan, a detailed six-year plan to ~~make~~ *integrate*
966 *educational technology an integral part of into the Standards of Learning and the curricula of the public*
967 *school education schools in Virginia*. The Board shall review and approve the six-year plan *for*
968 *educational technology* and may require the revision of such plan as it deems necessary.

969 C. Each local school board shall revise, extend and adopt biennially a divisionwide six-year
970 improvement plan which shall be developed with staff and community involvement. Prior to the
971 adoption of any divisionwide six-year improvement plan, each local school board shall make the plan
972 available for public inspection and copying and shall conduct at least one public hearing to solicit public
973 comment on the divisionwide plan. Each public school shall prepare a biennial plan which shall be
974 given consideration by its school board in the development of the divisionwide six-year improvement
975 plan. The divisionwide six-year improvement plan shall include the objectives of the school division, an
976 assessment of the extent to which these objectives are being achieved, a forecast of enrollment changes,
977 a plan for managing enrollment changes including consideration of the consolidation of schools to
978 provide for a more comprehensive and effective delivery of instructional services to students and
979 economies in school operations, an evaluation of the appropriateness of providing certain regional
980 services in cooperation with neighboring school divisions, a plan for implementing such regional
981 services when appropriate, a technology plan, *designed to integrate educational technology into the*
982 *instructional programs of the school division*, consistent with the six-year technology plan for Virginia

983 adopted by the Board of Education, and an assessment of the needs of the school division and evidence
984 of community participation in the development of the plan. A report shall be presented by each school
985 board to the public by November 1 of each odd-numbered year on the extent to which the objectives of
986 the divisionwide six-year improvement plan have been met during the previous two school years.

INTRODUCED

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