

VIRGINIA ACTS OF ASSEMBLY — CHAPTER

An Act to amend and reenact §§ 22.1-199.2 and 22.1-253.13:1 of the Code of Virginia, relating to remediation of certain students.

[H 1757]

Approved

Be it enacted by the General Assembly of Virginia:

1. That §§ 22.1-199.2 and 22.1-253.13:1 of the Code of Virginia are amended and reenacted as follows:

§ 22.1-199.2. Standards for remediation programs established; reporting required.

A. The Board of Education shall promulgate regulations for establishing standards for remediation programs that receive state funding, without regard to state funding designations, which shall be designed to strengthen and improve the effectiveness of such programs in increasing the scholastic achievement of students with academic deficiencies. Such standards shall require (i) school divisions to evaluate remediation programs, annually, in terms of the pass rate on the Standards of Learning tests and (ii) that school divisions report, on such forms as may be required by the Board for such purpose, data pertaining to the demographic and educational characteristics of students who have been identified for remediation pursuant to subsection C of § 22.1-253.13:1, or clause (ii) of subsection A of § 22.1-254, and § 22.1-254.01. Data submitted to the Board shall include, but not be limited to, the number of students failing any Standards of Learning assessments for grades three, five, and eight *and any end-of-course tests required for the award of a verified unit of credit required for the student's graduation*; a demographic profile of the students attending such programs; the academic status of each such student; the types of instruction offered, the length of the program, and the local costs of the program; the number of ungraded and disabled students, and those with limited English proficiency (ESL); and the number of students failing the Standards of Learning assessments for grades three, five, and eight *or end-of-course tests required for the award of a verified unit of credit required for the student's graduation* who attend remediation programs. School divisions shall also report to the Board the number of students who successfully complete the objectives of remedial programs which they attended due to their performance on the Standards of Learning assessments.

The Board shall also establish in regulations, a formula for determining the level of funding necessary to assist school divisions in providing transportation services to students required to attend remediation programs.

B. The Board of Education shall cause the collection, compilation, and analysis of the data required to be reported by local school divisions in subsection A of this section to accomplish a statewide review and evaluation of remediation programs. The Board shall report its analysis of the data submitted by school divisions and a statewide assessment of remediation programs, and any recommendations, to the Governor and the General Assembly annually.

§ 22.1-253.13:1. 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 § 2.2-4001; 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.

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

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

67 The Standards of Learning in all subject areas shall be subject to regular review and revision to
 68 maintain rigor and to reflect a balance between content knowledge and the application of knowledge in
 69 preparation for eventual employment and lifelong learning. By October 1, 2000, the Board of Education
 70 shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may
 71 be necessary, of the Standards of Learning in all subject areas. Such review of each subject area shall
 72 occur at least once every seven years. Nothing in this section shall be construed to prohibit the Board
 73 from conducting such review and revision on a more frequent basis.

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

77 With such funds as are available for this purpose, the Board of Education shall prescribe assessment
 78 methods to determine the level of achievement of these objectives by all students. Such assessments
 79 shall evaluate knowledge, application of knowledge, critical thinking, and skills related to the Standards
 80 of Learning being assessed. The Board shall (i) in consultation with the chairpersons of the eight
 81 regional superintendents' study groups, establish a timetable for administering the Standards of Learning
 82 assessments to ensure genuine end-of-course and end-of-grade testing and (ii) with the assistance of
 83 independent testing experts, conduct a regular analysis and validation process for these assessments. In
 84 prescribing such assessments, the Board shall provide local school boards the option of administering
 85 tests for United States History to 1877, United States History: 1877 to the Present, and Civics and
 86 Economics. The Board of Education shall make publicly available such assessments in a timely manner
 87 and as soon as practicable following the administration of such tests, so long as the release of such
 88 assessments does not compromise test security or deplete the bank of assessment questions necessary to
 89 construct subsequent tests.

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

104 The Board of Education shall supplement the Standards of Learning for social studies to ensure the
 105 study of contributions to society of diverse people. For the purposes of this subsection, "diverse" shall
 106 include consideration of disability, ethnicity, race, and gender.

107 C. Local school boards shall develop and implement a program of instruction for grades K through
 108 12 that emphasizes reading, writing, speaking, mathematical concepts and computations, proficiency in
 109 the use of computers and related technology, and scientific concepts and processes; essential skills and
 110 concepts of citizenship, including knowledge of Virginia history and world and United States history,
 111 economics, government, foreign languages, international cultures, health and physical education,
 112 environmental issues and geography necessary for responsible participation in American society and in
 113 the international community; fine arts, which may include, but need not be limited to, music and art,
 114 and practical arts; knowledge and skills needed to qualify for further education and employment or, in
 115 the case of some handicapped children, to qualify for appropriate training; and development of the
 116 ability to apply such skills and knowledge in preparation for eventual employment and lifelong learning.
 117 School boards shall strive to employ licensed instructional personnel qualified in the relevant subject

118 areas, including qualified teachers, licensed through the Board of Education's provisional licensure
119 procedures, who have professional expertise in the relevant subject areas.

120 Local school boards shall also develop and implement programs of prevention, intervention, or
121 remediation for students who are educationally at risk including, but not limited to, those whose scores
122 are in the bottom national quartile on Virginia State Assessment Program Tests, ~~or~~ who fail to achieve a
123 passing score on any Standards of Learning assessment in grades three, five, and eight *or who fail an*
124 *end-of-course test required for the award of a verified unit of credit required for the student's*
125 *graduation.*

126 Any student who does not pass ~~the literacy tests or~~ any of the Standards of Learning assessments in
127 grades three, five, or eight shall be required to attend a summer school program or to participate in
128 another form of remediation; any student who passes one or more, but not all, of the Standards of
129 Learning assessments in grades three, five, or eight may be required to attend a remediation program.
130 Division superintendents shall require such students to take special programs of prevention, intervention,
131 or remediation, which may include attendance in public summer school programs, in accordance with
132 clause (ii) of subsection A of § 22.1-254 and § 22.1-254.01. Remediation programs shall include, when
133 applicable, a procedure for early identification of students who are at risk of failing the Standards of
134 Learning assessments in grades three, five, or eight *or an end-of-course test required for the award of a*
135 *verified unit of credit required for the student's graduation.* Such programs may also include summer
136 school for all elementary and middle school grades and for all high school academic courses, as defined
137 by regulations promulgated by the Board of Education, or other forms of remediation. Summer school
138 remediation programs or other forms of remediation shall be chosen by the division superintendent to be
139 appropriate to the academic needs of the student. Students who are required to attend such summer
140 school programs or to participate in another form of remediation shall not be charged tuition by the
141 school division.

142 The requirement for remediation may, however, be satisfied by the student's attendance in a program
143 of prevention, intervention or remediation which has been selected by his parent, in consultation with
144 the division superintendent or his designee, and is either (i) conducted by an accredited private school or
145 (ii) a special program which has been determined to be comparable to the required public school
146 remediation program by the division superintendent. The costs of such private school remediation
147 program or other special remediation program shall be borne by the student's parent.

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

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

162 D. Local school boards shall also implement the following:

163 1. Programs in grades K through 3 ~~which~~ *that* emphasize developmentally appropriate learning to
164 enhance success.

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

176 3. Career and technical education programs infused into the K through 12 curricula that promote
177 knowledge of careers and all types of employment opportunities including, but not limited to,
178 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 career and technical education programs, which integrate academic outcomes, career guidance and job-seeking skills for all secondary students including those identified as disabled 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 disabled, and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area business and industry representatives and local community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law.

5. Academic and career and technical education 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 career and technical 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~~ 85 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 § 2.2-4001; 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~~ 24 to ~~one~~ 1 in kindergarten with no class being larger than ~~twenty-nine~~ 29 students; if the average daily membership in any kindergarten class exceeds ~~twenty-four~~ 24 pupils, a full-time teacher's aide shall be assigned to the class; (ii) ~~twenty-four~~ 24 to ~~one~~ 1 in grade one with no class being larger than ~~thirty~~ 30 students; (iii) ~~twenty-four~~ 24 to ~~one~~ 1 in grades two and three with no class being larger than ~~thirty~~ 30 students; (iv) ~~twenty-five~~ 25 to ~~one~~ 1 in grades

four through six with no class being larger than ~~thirty-five~~ 35 students; and (v) ~~twenty-four~~ 24 to ~~one~~ 1 in English classes in grades six through twelve.

Further, pursuant to the appropriation act, school boards:

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~~ 18 to ~~one~~ 1; and (ii) in schools having moderate concentrations of at-risk students, ~~twenty~~ 20 to ~~one~~ 1. 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.

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~~ 25 to ~~one~~ 1 in middle schools and high schools.

School boards 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, career and technical 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.