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HOUSE BILL NO. 1556

Offered January 9, 2013

Prefiled January 4, 2013

A BILL to amend and reenact §§ 22.1-70.1 and 22.1-253.13:2 of the Code of Virginia, relating to divisionwide ratios of students to teachers.

Patron—Comstock

Referred to Committee on Education

Be it enacted by the General Assembly of Virginia:

1. That §§ 22.1-70.1 and 22.1-253.13:2 of the Code of Virginia is amended and reenacted as follows:

§ 22.1-70.1. Reports of certain ratios to local school boards.

The division superintendent shall report annually to the local school board regarding divisionwide and schoolwide ratios of students in average daily membership to full-time equivalent teaching positions. The report shall indicate, among other things, the ratio of regular classroom teachers, excluding resource teachers, to students in average daily membership in each of the grades for all public schools in the division. The ratio of regular classroom teachers, including resource teachers, to students in average daily membership in each of the grades for all public schools in the division shall be indicated separately in the same annual report.

§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.

A. The Board shall establish requirements for the licensing of teachers, principals, superintendents, and other professional personnel.

B. School boards shall employ licensed instructional personnel qualified in the relevant subject areas.

C. Each school board shall assign licensed instructional personnel in a manner that produces divisionwide schoolwide 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) 24 to one in kindergarten with no class being larger than 29 students; if the average daily membership in any kindergarten class exceeds 24 pupils, a full-time teacher's aide shall be assigned to the class; (ii) 24 to one in grades one, two, and three with no class being larger than 30 students; (iii) 25 to one in grades four through six with no class being larger than 35 students; and (iv) 24 to one in English classes in grades six through 12.

Within its regulations governing special education programs, the Board shall seek to set pupil/teacher ratios for pupils with intellectual disability that do not exceed the pupil/teacher ratios for self-contained classes for pupils with specific learning disabilities.

Further, school boards shall assign instructional personnel in a manner that produces schoolwide ratios of students in average daily memberships to full-time equivalent teaching positions of 21 to one in middle schools and high schools. School divisions shall provide all middle and high school teachers with one planning period per day or the equivalent, unencumbered of any teaching or supervisory duties.

D. 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 with pupil/teacher ratios that exceed 30 to one shall adjust their average daily membership for kindergarten to reflect 85 percent of the total kindergarten average daily memberships, as provided in the appropriation act.

E. In addition to the positions supported by basic aid and in support of regular school year programs of prevention, intervention, and remediation, 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 who are identified as needing prevention, intervention, and remediation services. State funding for prevention, intervention, and remediation 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.

To provide flexibility in the provision of mathematics intervention services, school divisions may use the Standards of Learning Algebra Readiness Initiative funding and the required local matching funds to employ mathematics teacher specialists to provide the required mathematics intervention services. School divisions using the Standards of Learning Algebra Readiness Initiative funding in this manner shall only

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59 employ instructional personnel licensed by the Board of Education.

60 F. In addition to the positions supported by basic aid and those in support of regular school year
61 programs of prevention, intervention, and remediation, state funding, pursuant to the appropriation act,
62 shall be provided to support 17 full-time equivalent instructional positions for each 1,000 students
63 identified as having limited English proficiency.

64 To provide flexibility in the instruction of English language learners who have limited English
65 proficiency and who are at risk of not meeting state accountability standards, school divisions may use
66 state and local funds from the Standards of Quality Prevention, Intervention, and Remediation account to
67 employ additional English language learner teachers to provide instruction to identified limited English
68 proficiency students. Using these funds in this manner is intended to supplement the instructional
69 services provided in this section. School divisions using the SOQ Prevention, Intervention, and
70 Remediation funds in this manner shall employ only instructional personnel licensed by the Board of
71 Education.

72 G. In addition to the full-time equivalent positions required elsewhere in this section, each local
73 school board shall employ the following reading specialists in elementary schools, one full-time in each
74 elementary school at the discretion of the local school board.

75 To provide flexibility in the provision of reading intervention services, school divisions may use the
76 state Early Reading Intervention Initiative funding and the required local matching funds to employ
77 reading specialists to provide the required reading intervention services. School divisions using the Early
78 Reading Intervention Initiative funds in this manner shall employ only instructional personnel licensed
79 by the Board of Education.

80 H. Each local school board shall employ, at a minimum, the following full-time equivalent positions
81 for any school that reports fall membership, according to the type of school and student enrollment:

82 1. Principals in elementary schools, one half-time to 299 students, one full-time at 300 students;
83 principals in middle schools, one full-time, to be employed on a 12-month basis; principals in high
84 schools, one full-time, to be employed on a 12-month basis;

85 2. Assistant principals in elementary schools, one half-time at 600 students, one full-time at 900
86 students; assistant principals in middle schools, one full-time for each 600 students; assistant principals
87 in high schools, one full-time for each 600 students; and school divisions that employ a sufficient
88 number of assistant principals to meet this staffing requirement may assign assistant principals to schools
89 within the division according to the area of greatest need, regardless of whether such schools are
90 elementary, middle, or secondary;

91 3. Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students;
92 librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time
93 at 1,000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students,
94 two full-time at 1,000 students; and

95 4. Guidance counselors in elementary schools, one hour per day per 100 students, one full-time at
96 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance
97 counselors in middle schools, one period per 80 students, one full-time at 400 students, one additional
98 period per 80 students or major fraction thereof; guidance counselors in high schools, one period per 70
99 students, one full-time at 350 students, one additional period per 70 students or major fraction thereof.

100 I. Local school boards shall employ five full-time equivalent positions per 1,000 students in grades
101 kindergarten through five to serve as elementary resource teachers in art, music, and physical education.

102 J. Local school boards shall employ two full-time equivalent positions per 1,000 students in grades
103 kindergarten through 12, one to provide technology support and one to serve as an instructional
104 technology resource teacher.

105 To provide flexibility, school divisions may use the state and local funds for instructional technology
106 resource teachers to employ a data coordinator position, an instructional technology resource teacher
107 position, or a data coordinator/instructional resource teacher blended position. The data coordinator
108 position is intended to serve as a resource to principals and classroom teachers in the area of data
109 analysis and interpretation for instructional and school improvement purposes, as well as for overall data
110 management and administration of state assessments. School divisions using these funds in this manner
111 shall employ only instructional personnel licensed by the Board of Education.

112 K. Local school boards may employ additional positions that exceed these minimal staffing
113 requirements. These additional positions may include, but are not limited to, those funded through the
114 state's incentive and categorical programs as set forth in the appropriation act.

115 L. A combined school, such as kindergarten through 12, shall meet at all grade levels the staffing
116 requirements for the highest grade level in that school; this requirement shall apply to all staff, except
117 for guidance counselors, and shall be based on the school's total enrollment; guidance counselor staff
118 requirements shall, however, be based on the enrollment at the various school organization levels, i.e.,
119 elementary, middle, or high school. The Board of Education may grant waivers from these staffing
120 levels upon request from local school boards seeking to implement experimental or innovative programs

121 that are not consistent with these staffing levels.

122 M. School boards shall, however, annually, on or before January 1, report to the public the actual
123 pupil/teacher ratios in elementary school classrooms by school for the current school year. Such actual
124 ratios shall include only the teachers who teach the grade and class on a full-time basis and shall
125 exclude resource personnel. School boards shall report pupil/teacher ratios that include resource teachers
126 in the same annual report. Any classes funded through the voluntary kindergarten through third grade
127 class size reduction program shall be identified as such classes. Any classes having waivers to exceed
128 the requirements of this subsection shall also be identified. Schools shall be identified; however, the data
129 shall be compiled in a manner to ensure the confidentiality of all teacher and pupil identities.

130 N. Students enrolled in a public school on a less than full-time basis shall be counted in ADM in the
131 relevant school division. Students who are either (i) enrolled in a nonpublic school or (ii) receiving
132 home instruction pursuant to § 22.1-254.1, and who are enrolled in public school on a less than full-time
133 basis in any mathematics, science, English, history, social science, career and technical education, fine
134 arts, foreign language, or health education or physical education course shall be counted in the ADM in
135 the relevant school division on a pro rata basis as provided in the appropriation act. Each such course
136 enrollment by such students shall be counted as 0.25 in the ADM; however, no such nonpublic or home
137 school student shall be counted as more than one-half a student for purposes of such pro rata
138 calculation. Such calculation shall not include enrollments of such students in any other public school
139 courses.

140 O. Each local school board shall provide those support services that are necessary for the efficient
141 and cost-effective operation and maintenance of its public schools.

142 For the purposes of this title, unless the context otherwise requires, "support services positions" shall
143 include the following:

144 1. Executive policy and leadership positions, including school board members, superintendents and
145 assistant superintendents;

146 2. Fiscal and human resources positions, including fiscal and audit operations;

147 3. Student support positions, including (i) social workers and social work administrative positions; (ii)
148 guidance administrative positions not included in subdivision H 4; (iii) homebound administrative
149 positions supporting instruction; (iv) attendance support positions related to truancy and dropout
150 prevention; and (v) health and behavioral positions, including school nurses and school psychologists;

151 4. Instructional personnel support, including professional development positions and library and
152 media positions not included in subdivision H 3;

153 5. Technology professional positions not included in subsection J;

154 6. Operation and maintenance positions, including facilities; pupil transportation positions; operation
155 and maintenance professional and service positions; and security service, trade, and laborer positions;

156 7. Technical and clerical positions for fiscal and human resources, student support, instructional
157 personnel support, operation and maintenance, administration, and technology; and

158 8. School-based clerical personnel in elementary schools; part-time to 299 students, one full-time at
159 300 students; clerical personnel in middle schools; one full-time and one additional full-time for each
160 600 students beyond 200 students and one full-time for the library at 750 students; clerical personnel in
161 high schools; one full-time and one additional full-time for each 600 students beyond 200 students and
162 one full-time for the library at 750 students.

163 Pursuant to the appropriation act, support services shall be funded from basic school aid.

164 School divisions may use the state and local funds for support services to provide additional
165 instructional services.

166 P. Notwithstanding the provisions of this section, when determining the assignment of instructional
167 and other licensed personnel in subsections C through J, a local school board shall not be required to
168 include full-time students of approved virtual school programs.