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## HOUSE BILL NO. 462

Offered January 8, 2014

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A *BILL to amend and reenact §§ 22.1-79.1, 22.1-199, and 22.1-253.13:2 of the Code of Virginia, relating to full-day kindergarten programs.*

Patrons—Krupicka and Mason

Referred to Committee on Education

**Be it enacted by the General Assembly of Virginia:**

**1. That §§ 22.1-79.1, 22.1-199, and 22.1-253.13:2 of the Code of Virginia are amended and reenacted as follows:**

**§ 22.1-79.1. Opening of the school year; approvals for certain alternative schedules.**

A. Each local school board shall set the school calendar so that the first day students are required to attend school shall be after Labor Day. The Board of Education may waive this requirement based on a school board certifying that it meets one of the good cause requirements of subsection B.

B. For purposes of this section, "good cause" means:

1. A school division has been closed an average of eight days per year during any five of the last 10 years because of severe weather conditions, energy shortages, power failures, or other emergency situations;

2. A school division is providing, in the school year for which the waiver is sought, an instructional program or programs in one or more of its elementary or middle or high schools, excluding Virtual Virginia, which are dependent on and provided in one or more elementary or middle or high schools of another school division that qualifies for such waiver. However, any waiver granted by the Board of Education pursuant to this subdivision shall only apply to the opening date for those schools where such dependent programs are provided;

3. A school division is providing its students, in the school year for which the waiver is sought, with an experimental or innovative program which requires an earlier opening date than that established in subsection A of this section and which has been approved by the Department of Education pursuant to the regulations of the Board of Education establishing standards for accrediting public schools. However, any waiver or extension of the school year granted by the Board of Education pursuant to this subdivision or its standards for accrediting public schools for such an experimental or innovative program shall only apply to the opening date for those schools where such experimental or innovative programs are offered generally to the student body of the school. For the purposes of this subdivision, experimental or innovative programs shall include instructional programs that are offered on a year-round basis by the school division in one or more of its elementary or middle or high schools; or

4. A school division is entirely surrounded by a school division that has an opening date prior to Labor Day in the school year for which the waiver is sought. Such school division may open schools on the same opening date as the surrounding school division.

C. Individual schools may propose, and local school boards may approve, pursuant to guidelines developed by the Board of Education, alternative school schedule plans providing for the operation of schools on a four-day weekly calendar, so long as a minimum of 990 hours of instructional time is provided for grades ~~one kindergarten~~ through ~~twelve~~ and 540 hours for ~~kindergarten~~ 12. No alternative plan that reduces the instructional time in the core academics of English, mathematics, social studies, and science shall be approved.

**§ 22.1-199. Kindergarten programs suitable for certain children.**

A. The kindergarten program in each school division shall include a program suitable for children who will reach their fifth birthday on or before September 30 of the school year. *The daily program for students enrolled in kindergarten shall average at least 5.5 hours, not including meal intermissions.* The school board's plan for such program shall be furnished to the Board of Education and shall include the following:

1. A statement of purpose and objectives of the kindergarten program that reflects consideration of the different readiness and maturity levels of children in the program;

2. A description of the organization, scheduling and staffing of the program that reflects a responsiveness to the needs of the children of the age span to be served in the program;

3. Evidence that the program plan was developed by a committee that included early childhood specialists, parents, teachers and administrators;

4. Scheduling and an agenda of in-service activities for kindergarten teachers to ensure adequate

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59 preparation for the program;

60 5. A plan for the interface of the kindergarten program with the primary program to allow for  
61 continuous progress.

62 B. The Superintendent of Public Instruction shall disseminate to the school divisions information  
63 concerning the ages when children are required or eligible to attend school. Each school division shall  
64 disseminate such information to parents of such children of such ages upon or prior to enrollment of  
65 such children in the public schools of the division.

66 C. The age requirements set forth in subsection A of this section shall not affect the operation of any  
67 two-tiered, junior or other developmentally appropriate pre-kindergarten program or transitional first  
68 grade. In those school divisions implementing such programs, children whose fifth birthday occurs  
69 between October 1 and December 31 of the school year may be enrolled in kindergarten after an  
70 appropriate readiness evaluation has demonstrated that attendance in these programs will educationally  
71 benefit such children.

72 **§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.**

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

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

76 C. Each school board shall assign licensed instructional personnel in a manner that produces  
77 divisionwide ratios of students in average daily membership to full-time equivalent teaching positions,  
78 excluding special education teachers, principals, assistant principals, counselors, and librarians, that are  
79 not greater than the following ratios: (i) 24 to one in kindergarten with no class being larger than 29  
80 students; if the average daily membership in any kindergarten class exceeds 24 pupils, a full-time  
81 teacher's aide shall be assigned to the class; (ii) 24 to one in grades one, two, and three with no class  
82 being larger than 30 students; (iii) 25 to one in grades four through six with no class being larger than  
83 35 students; and (iv) 24 to one in English classes in grades six through 12.

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

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

91 D. Each local school board shall employ with state and local basic, special education, gifted, and  
92 career and technical education funds a minimum number of licensed, full-time equivalent instructional  
93 personnel for each 1,000 students in average daily membership (ADM) as set forth in the appropriation  
94 act. ~~Calculations of kindergarten positions shall be based on full-day kindergarten programs. Beginning~~  
95 ~~with the March 31 report of average daily membership, those school divisions offering half-day~~  
96 ~~kindergarten with pupil/teacher ratios that exceed 30 to one shall adjust their average daily membership~~  
97 ~~for kindergarten to reflect 85 percent of the total kindergarten average daily memberships, as provided in~~  
98 ~~the appropriation act.~~

99 E. In addition to the positions supported by basic aid and in support of regular school year programs  
100 of prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be  
101 provided to fund certain full-time equivalent instructional positions for each 1,000 students in grades K  
102 through 12 who are identified as needing prevention, intervention, and remediation services. State  
103 funding for prevention, intervention, and remediation programs provided pursuant to this subsection and  
104 the appropriation act may be used to support programs for educationally at-risk students as identified by  
105 the local school boards.

106 To provide algebra readiness intervention services required by § 22.1-253.13:1, school divisions may  
107 employ mathematics teacher specialists to provide the required algebra readiness intervention services.  
108 School divisions using the Standards of Learning Algebra Readiness Initiative funding in this manner  
109 shall only employ instructional personnel licensed by the Board of Education.

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

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

Education.

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

To provide reading intervention services required by § 22.1-253.13:1, school divisions may employ reading specialists to provide the required reading intervention services. School divisions using the Early Reading Intervention Initiative funds in this manner shall employ only instructional personnel licensed by the Board of Education.

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

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

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

3. Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students, two full-time at 1,000 students. Local school divisions that employ a sufficient number of librarians to meet this staffing requirement may assign librarians to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary; and

4. Guidance counselors in elementary schools, one hour per day per 100 students, one full-time at 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance counselors in middle schools, one period per 80 students, one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance counselors in high schools, one period per 70 students, one full-time at 350 students, one additional period per 70 students or major fraction thereof. Local school divisions that employ a sufficient number of guidance counselors to meet this staffing requirement may assign guidance counselors to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.

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

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

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

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

L. A combined school, such as kindergarten through 12, shall meet at all grade levels the staffing requirements for the highest grade level in that school; this requirement shall apply to all staff, except for guidance counselors, and shall be based on the school's total enrollment; guidance counselor staff requirements shall, however, be based on the enrollment at the various school organization levels, i.e., elementary, middle, or high school. The Board of Education may grant waivers from these staffing levels upon request from local school boards seeking to implement experimental or innovative programs that are not consistent with these staffing levels.

M. 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 that include resource teachers in the same annual report. Any classes funded through the voluntary kindergarten through third grade class size reduction 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.

N. Students enrolled in a public school on a less than full-time basis shall be counted in 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 ADM in the relevant school division on a pro rata basis as provided in the appropriation act. Each such course enrollment by such students shall be counted as 0.25 in the ADM; 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.

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

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

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

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

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

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

5. Technology professional positions not included in subsection J;

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

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

8. School-based clerical personnel in elementary schools; part-time to 299 students, one full-time at 300 students; clerical personnel in middle schools; one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students; clerical personnel in high schools; one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students. Local school divisions that employ a sufficient number of school-based clerical personnel to meet this staffing requirement may assign the clerical personnel to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.

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

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

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

**2. That the Board of Education shall phase in the requirements of this Act across the school divisions over a 10-year period.**