

1 VIRGINIA ACTS OF ASSEMBLY — CHAPTER

2 *An Act to amend and reenact § 22.1-253.13:2 of the Code of Virginia, relating to public schools;*
3 *reading specialist; dyslexia advisor.*

4 [H 2395]

5 Approved

6 **Be it enacted by the General Assembly of Virginia:**7 **1. That § 22.1-253.13:2 of the Code of Virginia is amended and reenacted as follows:**8 **§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.**9 A. The Board shall establish requirements for the licensing of teachers, principals, superintendents,
10 and other professional personnel.

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

12 C. Each school board shall assign licensed instructional personnel in a manner that produces
13 divisionwide ratios of students in average daily membership to full-time equivalent teaching positions,
14 excluding special education teachers, principals, assistant principals, counselors, and librarians, that are
15 not greater than the following ratios: (i) 24 to one in kindergarten with no class being larger than 29
16 students; if the average daily membership in any kindergarten class exceeds 24 pupils, a full-time
17 teacher's aide shall be assigned to the class; (ii) 24 to one in grades one, two, and three with no class
18 being larger than 30 students; (iii) 25 to one in grades four through six with no class being larger than
19 35 students; and (iv) 24 to one in English classes in grades six through 12. After September 30 of any
20 school year, anytime the number of students in a class exceeds the class size limit established by this
21 subsection, the local school division shall notify the parent of each student in such class of such fact no
22 later than 10 days after the date on which the class exceeded the class size limit. Such notification shall
23 state the reason that the class size exceeds the class size limit and describe the measures that the local
24 school division will take to reduce the class size to comply with this subsection.

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

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

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

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

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

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

55 To provide flexibility in the instruction of English language learners who have limited English
56 proficiency and who are at risk of not meeting state accountability standards, school divisions may use

57 state and local funds from the Standards of Quality Prevention, Intervention, and Remediation account to
 58 employ additional English language learner teachers to provide instruction to identified limited English
 59 proficiency students. Using these funds in this manner is intended to supplement the instructional
 60 services provided in this section. School divisions using the SOQ Prevention, Intervention, and
 61 Remediation funds in this manner shall employ only instructional personnel licensed by the Board of
 62 Education.

63 G. In addition to the full-time equivalent positions required elsewhere in this section, each local
 64 school board shall employ the following reading specialists in elementary schools, one full-time in each
 65 elementary school at the discretion of the local school board. *One reading specialist employed by each
 66 local school board that employs a reading specialist shall have training in the identification of and the
 67 appropriate interventions, accommodations, and teaching techniques for students with dyslexia or a
 68 related disorder and shall serve as an advisor on dyslexia and related disorders. Such reading specialist
 69 shall have an understanding of the definition of dyslexia and a working knowledge of (i) techniques to
 70 help a student on the continuum of skills with dyslexia; (ii) dyslexia characteristics that may manifest at
 71 different ages and grade levels; (iii) the basic foundation of the keys to reading, including multisensory,
 72 explicit, systemic, and structured reading instruction; and (iv) appropriate interventions,
 73 accommodations, and assistive technology supports for students with dyslexia.*

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

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

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

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

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

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

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

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

115 K. Local school boards may employ additional positions that exceed these minimal staffing
 116 requirements. These additional positions may include, but are not limited to, those funded through the
 117 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.