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HOUSE BILL NO. 1515

Offered January 8, 2020

A BILL to amend and reenact § 22.1-253.13:2 of the Code of Virginia, relating to school boards; staffing ratios; school counselors.

Patron—McQuinn

Referred to Committee on Education

Be it enacted by the General Assembly of Virginia:

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

§ 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 ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, school 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. After September 30 of any school year, anytime the number of students in a class exceeds the class size limit established by this subsection, the local school division shall notify the parent of each student in such class of such fact no later than 10 days after the date on which the class exceeded the class size limit. Such notification shall state the reason that the class size exceeds the class size limit and describe the measures that the local school division will take to reduce the class size to comply with this subsection.

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

F. In addition to the positions supported by basic aid and those in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided to support 17 full-time equivalent instructional positions for each 1,000 students identified as having limited English proficiency, which positions may include dual language teachers who provide instruction in English and in a second language.

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

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

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

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

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

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

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

99 4. School counselors:

100 a. Effective with the ~~2019-2020~~ 2020-2021 school year, in elementary schools, one hour per day per
 101 ~~75~~ 60 students, one full-time at ~~375~~ 300 students, one hour per day additional time per ~~75~~ 60 students
 102 or major fraction thereof; in middle *and* high schools, one period per ~~65~~ 55 students, one full-time at
 103 ~~325~~ 275 students, one additional period per ~~65~~ 55 students or major fraction thereof; ~~in high schools,~~
 104 one period per 60 students, one full-time at 300 students, one additional period per 60 students or major
 105 fraction thereof.

106 b. *Effective with the 2021-2022 school year, in elementary, middle, and high schools, one hour per*
 107 *day per 50 students, one full-time at 250 students, one additional hour per day per 50 students or major*
 108 *fraction thereof.*

109 c. Local school divisions that employ a sufficient number of school counselors to meet the school
 110 counselor staffing requirements set forth in this subdivision 4 may assign school counselors to schools
 111 within the division according to the area of greatest need, regardless of whether such schools are
 112 elementary, middle, or high schools.

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

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

118 To provide flexibility, school divisions may use the state and local funds for instructional technology
 119 resource teachers to employ a data coordinator position, an instructional technology resource teacher
 120 position, or a data coordinator/instructional resource teacher blended position. The data coordinator

121 position is intended to serve as a resource to principals and classroom teachers in the area of data
122 analysis and interpretation for instructional and school improvement purposes, as well as for overall data
123 management and administration of state assessments. School divisions using these funds in this manner
124 shall employ only instructional personnel licensed by the Board of Education.

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

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

135 M. School boards shall, however, annually, on or before December 31, report to the public (i) the
136 actual pupil/teacher ratios in elementary school classrooms in the local school division by school for the
137 current school year; and (ii) the actual pupil/teacher ratios in middle school and high school in the local
138 school division by school for the current school year. Actual pupil/teacher ratios shall include only the
139 teachers who teach the grade and class on a full-time basis and shall exclude resource personnel. School
140 boards shall report pupil/teacher ratios that include resource teachers in the same annual report. Any
141 classes funded through the voluntary kindergarten through third grade class size reduction program shall
142 be identified as such classes. Any classes having waivers to exceed the requirements of this subsection
143 shall also be identified. Schools shall be identified; however, the data shall be compiled in a manner to
144 ensure the confidentiality of all teacher and pupil identities.

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

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

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

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

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

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

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

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

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

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

174 8. School-based clerical personnel in elementary schools; part-time to 299 students, one full-time at
175 300 students; clerical personnel in middle schools; one full-time and one additional full-time for each
176 600 students beyond 200 students and one full-time for the library at 750 students; clerical personnel in
177 high schools; one full-time and one additional full-time for each 600 students beyond 200 students and
178 one full-time for the library at 750 students. Local school divisions that employ a sufficient number of
179 school-based clerical personnel to meet this staffing requirement may assign the clerical personnel to
180 schools within the division according to the area of greatest need, regardless of whether such schools are
181 elementary, middle, or secondary.

182 Pursuant to the appropriation act, support services shall be funded from basic school aid.
183 School divisions may use the state and local funds for support services to provide additional
184 instructional services.
185 P. Notwithstanding the provisions of this section, when determining the assignment of instructional
186 and other licensed personnel in subsections C through J, a local school board shall not be required to
187 include full-time students of approved virtual school programs.