

LD4368733

SENATE BILL NO. 460

AMENDMENT IN THE NATURE OF A SUBSTITUTE

(Proposed by the Senate Committee on Education and Health
on February 10, 1994)

(Patron Prior to Substitute—Senator Schewel)

A BILL to amend and reenact §§ 22.1-253.13:1 and 22.1-253.13:4 of the Code of Virginia and to repeal the second enactment of Chapter 661 of the 1993 Acts of Assembly, relating to the Standards of Quality for the several school divisions.

Be it enacted by the General Assembly of Virginia:

1. That §§ 22.1-253.13:1 and 22.1-253.13:4 of the Code of Virginia are amended and reenacted as follows:

§ 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 § 9-6.14:4; however, the Board of Education may, from time to time, revise these educational objectives. 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.

The Board shall seek to ensure that any revised educational objectives are consistent with the world's highest educational standards. However, no revisions shall be implemented prior to July 1, 1994. These objectives shall include, but not be limited to, basic skills of communication, computation and critical reasoning including problem solving and decision making, and the development of personal qualities such as self-esteem, sociability, self-management, integrity, and honesty. School boards shall implement these objectives or objectives specifically designed for their school divisions that are equivalent to or exceed the Board's requirements. Students shall be expected to achieve the educational objectives utilized by the school division at appropriate age or grade levels. With such funds as are available for this purpose, the Board of Education may prescribe assessment methods to determine the level of achievement of these objectives by all students.

C. Local school boards shall develop and implement a program of instruction for grades K through 12 which emphasizes reading, writing, speaking, mathematical concepts and computations, and scientific concepts and processes; essential skills and concepts of citizenship, including knowledge of history, economics, government, foreign languages, international cultures, health, environmental issues and geography necessary for responsible participation in American society and in the international community; fine arts and practical arts; knowledge and skills needed to qualify for further education and employment or, in the case of some handicapped children, to qualify for appropriate training; and development of the ability to apply such skills and knowledge in preparation for eventual employment and lifelong learning.

Local school boards shall also develop and implement programs of prevention, intervention, or remediation for students who are educationally at risk including, but not limited to, those whose scores are in the bottom national quartile on Virginia State Assessment Program Tests, or who do not pass the literacy test prescribed by the Board of Education. Division superintendents may require such students to take special programs of prevention, intervention, or remediation which may include attendance in public summer school sessions. Students required to attend such summer school sessions shall not be charged tuition. Based on the number of students attending and the Commonwealth's share of the per pupil costs, additional state funds shall be provided for summer remediation programs as set forth in the appropriation act.

D. Local school boards shall also implement the following:

60 1. Programs in grades K through 3 which emphasize developmentally appropriate learning to enhance
61 success.

62 2. Programs based on prevention, intervention, or retrieval designed to increase the number of
63 students who earn a high school diploma or general education development (GED) certificate. As
64 provided in the appropriation act, state funding, in addition to basic aid, shall be allocated to support
65 programs grounded in sound educational policy to reduce the number of students who drop out of
66 school.

67 3. Career education programs infused into the K through 12 curricula that promote knowledge of
68 careers and all types of employment opportunities including but not limited to, apprenticeships, the
69 military, and career education schools, and emphasize the advantages of completing school with
70 marketable skills. School boards may include career exploration opportunities in the middle school
71 grades.

72 4. Competency-based vocational education programs, which integrate academic outcomes, career
73 guidance and job-seeking skills for all secondary students including those identified as handicapped that
74 reflect employment opportunities, labor market needs, applied basic skills, job-seeking skills, and career
75 guidance. Career guidance shall include employment counseling designed to furnish information on
76 available employment opportunities to all students, including those identified as handicapped, and
77 placement services for students exiting school. Each school board shall develop and implement a plan to
78 ensure compliance with the provisions of this subsection.

79 5. Academic and vocational preparation for students who plan to continue their education beyond
80 secondary school or who plan to enter employment.

81 6. Early identification of handicapped students and enrollment of such students in appropriate
82 instructional programs consistent with state and federal law.

83 7. Early identification of gifted students and enrollment of such students in appropriately
84 differentiated instructional programs.

85 8. Educational alternatives for students whose needs are not met in programs prescribed elsewhere in
86 these standards. Such students shall be counted in average daily membership (ADM) in accordance with
87 the regulations of the Board of Education.

88 9. Adult education programs for individuals functioning below the high school completion level.
89 Such programs may be conducted by the school board as the primary agency or through a collaborative
90 arrangement between the school board and other agencies.

91 10. A plan to make achievements for students who are educationally at risk a divisionwide priority
92 which shall include procedures for measuring the progress of such students.

93 E. Each local school board shall employ with state and local basic, special education, gifted, and
94 vocational education funds a minimum number of licensed, full-time equivalent instructional personnel
95 for each 1,000 students in average daily membership (ADM) as set forth in the appropriation act.
96 Calculations of kindergarten positions shall be based on full-day kindergarten programs. Beginning with
97 the March 31 report of average daily membership, those school divisions offering half-day kindergarten
98 shall adjust their average daily membership for kindergarten to reflect eighty-five percent of the total
99 kindergarten average daily memberships.

100 F. In addition to the positions supported by basic aid and in support of regular school year remedial
101 programs, state funding, pursuant to the appropriation act, shall be provided to fund certain full-time
102 equivalent instructional positions for each 1,000 students in grades K through 12 estimated to score in
103 the bottom national quartile on Virginia State Assessment Program Tests and those who fail the literacy
104 tests prescribed by the Board. State funding for remedial programs provided pursuant to this subsection
105 and the appropriation act may be used to support programs for educationally at-risk students as
106 identified by the local school boards. The Board of Education shall establish criteria for identification of
107 educationally at-risk students, which shall not be construed to be regulations as defined in § 9-6.14.4;
108 however, the Board of Education may, from time to time, revise these identification criteria. In order to
109 provide appropriate opportunity for input from the general public, teachers, and local school boards, the
110 Board of Education shall conduct public hearings prior to establishing or revising such identification
111 criteria. Thirty days prior to conducting such hearings, the Board shall give written notice by mail of the
112 date, time, and place of the hearings to all local school boards and any other persons requesting to be
113 notified of the hearings and publish notice of its intention to establish or revise such identification
114 criteria in the Virginia Register of Regulations. Interested parties shall be given reasonable opportunity
115 to be heard and present information prior to final adoption of any such identification criteria or revisions
116 thereto.

117 G. Licensed instructional personnel shall be assigned by each school board in a manner that produces
118 divisionwide ratios of students in average daily membership to full-time equivalent teaching positions,
119 excluding special education teachers, principals, assistant principals, counselors, and librarians, that are
120 not greater than the following ratios: (i) twenty-five to one in kindergarten with no class being larger
121 than thirty students; if the average daily membership in any kindergarten class exceeds twenty-five

pupils, a full-time teacher's aide shall be assigned to the class; (ii) twenty-four to one in grade one with no class being larger than thirty students; (iii) twenty-five to one in grades two and three with no class being larger than thirty students; (iv) twenty-five to one in grades four through six with no class being larger than thirty-five students; and (v) twenty-four to one in English classes in grades six through twelve.

Effective July 1, 1995, licensed instructional personnel shall be assigned by each school board in a manner that produces divisionwide ratios of students in average daily memberships to full-time equivalent teaching positions in grades kindergarten through three, excluding special education teachers, principals, assistant principals, counselors, and librarians, that are not greater than the following ratios: a statewide ratio of twenty-two to one and a targeted ratio of eighteen to one in schools with high concentrations of at-risk students, with no kindergarten class being larger than twenty-five and with no grade one through three class being larger than twenty-eight; the ratios set forth in (iv) and (v) above shall remain the same.

In addition, instructional personnel shall be assigned by each school board in a manner that produces schoolwide ratios of students in average daily memberships to full-time equivalent teaching positions of twenty-five to one in middle schools and high schools.

§ 22.1-253.13:4. (Effective until July 1, 1994) Standard 4. Literacy Passports, diplomas and certificates.

A. The General Assembly and the Board of Education recognize the need to reduce the illiteracy rate in the Commonwealth and the need to prescribe requirements for completion of high school programs and, to. To this end, *the General Assembly and the Board hereby* establish the requirement for a Literacy Passport for all students prior to grade nine and criteria for diplomas and certificates.

B. Each local school board shall award Literacy Passports to all students, including students with disabilities, who achieve passing scores on the literacy tests established by the Board of Education. Reasonable accommodation to take the literacy tests shall be provided as needed for students with disabilities. In order to be classified as a ninth grader or above, students shall be required to obtain a Literacy Passport, except for those (i) students who are identified as disabled pursuant to Board regulations governing special education programs for students with disabilities in Virginia and (ii) students for whom English is not the first or native language who have been identified as having limited English proficiency and who have been enrolled in a public school in the Commonwealth for less than three years. To remain classified as a ninth grader or above, such students identified as having limited English proficiency must achieve passing scores on the first literacy tests administered after three years of enrollment in a public school in the Commonwealth.

C. Each local school board shall award diplomas to all secondary school students who earn the units of credit prescribed by the Board of Education, pass the prescribed literacy tests and meet such other requirements as may be prescribed by the local school board and approved by the Board of Education. Provisions shall be made for students who transfer between secondary schools as outlined in the standards for accreditation. Further, reasonable accommodation to meet the requirements for diplomas shall be provided for otherwise qualified students with disabilities as needed.

D. Students identified as disabled who complete the requirements of their individualized education programs shall be awarded special diplomas by local school boards.

E. Students who have completed a prescribed course of study as defined by the local school board shall be awarded certificates by local school boards if they do not qualify for diplomas.

2. That the second enactment of Chapter 661 of the Acts of Assembly for 1993 is repealed.