

HOUSE BILL NO. 359

AMENDMENT IN THE NATURE OF A SUBSTITUTE

(Proposed by the House Committee on Education

on _____)

(Patron Prior to Substitute--Delegate Simonds)

A BILL to amend and reenact § 22.1-253.13:2, as it shall become effective, of the Code of Virginia and to amend the Code of Virginia by adding a section numbered 22.1-98.3, relating to public school funding; certain calculations; support services.

Be it enacted by the General Assembly of Virginia:

1. That § 22.1-253.13:2, as it shall become effective, of the Code of Virginia is amended and reenacted and that the Code of Virginia is amended by adding a section numbered 22.1-98.3 as follows:

§ 22.1-98.3. Department; certain funding calculations.

A. In calculating nonpersonal costs in the Standards of Quality funding formula, the Department shall include the costs associated with work-related travel, leases, rentals, and non-capital facility expenditures.

B. In calculating the deduction of federal funds in the Standards of Quality funding formula, the Department shall examine actual school division spending on support costs as a percentage of actual school division spending on all public education costs, with certain exceptions such as food service.

C. In calculating costs in the Standards of Quality funding formula, the Department shall combine the March 31 Average Daily Membership (ADM) for those school divisions that have partnered as a fiscal agent division and a contractual division.

D. In calculating costs in the Standards of Quality funding formula, the Department shall include all employee benefit costs incurred by a majority of school divisions, including costs related to retirement, health care, life insurance, and payout of earned but unused leave.

26 § 22.1-253.13:2. (For effective date, see Acts 2022, cc. 549 and 550, cl. 2) Standard 2.
27 **Instructional, administrative, and support personnel.**

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

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

32 C. Each school board shall assign licensed instructional personnel in a manner that produces
33 divisionwide ratios of students in average daily membership to full-time equivalent teaching positions,
34 excluding special education teachers, principals, assistant principals, school counselors or certain other
35 licensed individuals as set forth in subdivision H 4, and librarians, that are not greater than the following
36 ratios: (i) 24 to one in kindergarten with no class being larger than 29 students; if the average daily
37 membership in any kindergarten class exceeds 24 pupils, a full-time teacher's aide shall be assigned to the
38 class; (ii) 24 to one in grades one, two, and three with no class being larger than 30 students; (iii) 25 to
39 one in grades four through six with no class being larger than 35 students; and (iv) 24 to one in English
40 classes in grades six through 12. After September 30 of any school year, anytime the number of students
41 in a class exceeds the class size limit established by this subsection, the local school division shall notify
42 the parent of each student in such class of such fact no later than 10 days after the date on which the class
43 exceeded the class size limit. Such notification shall state the reason that the class size exceeds the class
44 size limit and describe the measures that the local school division will take to reduce the class size to
45 comply with this subsection.

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

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

53 D. Each local school board shall employ with state and local basic, special education, gifted, and
54 career and technical education funds a minimum number of licensed, full-time equivalent instructional
55 personnel for each 1,000 students in average daily membership (ADM) as set forth in the appropriation
56 act.

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

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

68 F. In addition to the positions supported by basic aid and those in support of regular school year
69 programs of prevention, intervention, and remediation, state funding, pursuant to the general appropriation
70 act, shall be provided to support (i) 18.5 full-time equivalent instructional positions in the 2020-2021
71 school year for each 1,000 students identified as having limited English proficiency and (ii) 20 full-time
72 equivalent instructional positions in the 2021-2022 school year and thereafter for each 1,000 students
73 identified as having limited English proficiency, which positions may include dual language teachers who
74 provide instruction in English and in a second language.

75 To provide flexibility in the instruction of English language learners who have limited English
76 proficiency and who are at risk of not meeting state accountability standards, school divisions may use
77 state and local funds from the Standards of Quality Prevention, Intervention, and Remediation account to
78 employ additional English language learner teachers or dual language teachers to provide instruction to
79 identified limited English proficiency students. Using these funds in this manner is intended to supplement

80 the instructional services provided in this section. School divisions using the SOQ Prevention,
81 Intervention, and Remediation funds in this manner shall employ only instructional personnel licensed by
82 the Board.

83 G. In addition to the full-time equivalent positions required elsewhere in this section, each local
84 school board shall employ one reading specialist for each 550 students in kindergarten through grade five
85 and one reading specialist for each 1,100 students in grades six through eight. Each such reading specialist
86 shall have training in science-based reading research and evidence-based literacy instruction practices. In
87 addition, each such reading specialist shall have training in the identification of and the appropriate
88 interventions, accommodations, and teaching techniques for students with dyslexia or a related disorder
89 and shall serve as an advisor on dyslexia and related disorders. Such reading specialist shall have an
90 understanding of the definition of dyslexia and a working knowledge of (i) techniques to help a student
91 on the continuum of skills with dyslexia; (ii) dyslexia characteristics that may manifest at different ages
92 and grade levels; (iii) the basic foundation of the keys to reading, including multisensory, explicit,
93 systemic, and structured reading instruction; and (iv) appropriate interventions, accommodations, and
94 assistive technology supports for students with dyslexia.

95 To provide reading intervention services required by § 22.1-253.13:1, school divisions may
96 employ reading specialists to provide the required reading intervention services. School divisions using
97 the Early Reading Intervention Initiative funds in this manner shall employ only instructional personnel
98 licensed by the Board. Local school divisions that employ a sufficient number of reading specialists to
99 meet this staffing standard may assign reading specialists to grade levels according to grade levels with
100 greatest need, regardless of the individual staffing standards established for grades kindergarten through
101 five and six through eight.

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

- 104 1. Principals, one full-time in each elementary school, middle school, and high school, to be
105 employed on a 12-month basis;

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

112 3. Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students;
113 librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at
114 1,000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students, two
115 full-time at 1,000 students. Local school divisions that employ a sufficient number of librarians to meet
116 this staffing requirement may assign librarians to schools within the division according to the area of
117 greatest need, regardless of whether such schools are elementary, middle, or secondary; and

118 4. School counselors, one full-time equivalent position per 325 students in grades kindergarten
119 through 12.

120 However, in order to meet the staffing requirements set forth in this subdivision, any local school
121 board (i) may employ, under a provisional license issued by the Department for three school years with
122 an allowance for an additional two-year extension with the approval of the division superintendent, any
123 professional counselor licensed by the Board of Counseling, clinical social worker licensed by the Board
124 of Social Work, psychologist licensed by the Board of Psychology, or other licensed counseling
125 professional with appropriate experience and training, provided that any such individual makes progress
126 toward completing the requirements for full licensure as a school counselor during such period of
127 employment or (ii) in the event that the school board does not receive any application from a licensed
128 school counselor, professional counselor, clinical social worker, or psychologist or another licensed
129 counseling professional with appropriate experience and training to fill a school counselor vacancy in the
130 school division, may enter into an annual contract with another entity for the provision of school
131 counseling services by a licensed professional counselor, clinical social worker, or psychologist or another
132 licensed counseling professional with appropriate experience and training. Local school boards that

133 employ a sufficient number of individuals to meet the staffing requirements set forth in this subdivision
134 may assign such individuals to schools within the division according to the area of greatest need,
135 regardless of whether such schools are elementary, middle, or high schools.

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

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

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

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

151 L. A combined school, such as kindergarten through 12, shall meet at all grade levels the staffing
152 requirements for the highest grade level in that school; this requirement shall apply to all staff, except for
153 school counselors or certain other licensed individuals as set forth in subdivision H 4, and shall be based
154 on the school's total enrollment. The Board may grant waivers from these staffing levels upon request
155 from local school boards seeking to implement experimental or innovative programs that are not consistent
156 with these staffing levels.

157 M. School boards shall, however, annually, on or before December 31, report to the public (i) the
158 actual pupil/teacher ratios in elementary school classrooms in the local school division by school for the
159 current school year; and (ii) the actual pupil/teacher ratios in middle school and high school in the local

160 school division by school for the current school year. Actual pupil/teacher ratios shall include only the
161 teachers who teach the grade and class on a full-time basis and shall exclude resource personnel. School
162 boards shall report pupil/teacher ratios that include resource teachers in the same annual report. Any
163 classes funded through the voluntary kindergarten through third grade class size reduction program shall
164 be identified as such classes. Any classes having waivers to exceed the requirements of this subsection
165 shall also be identified. Schools shall be identified; however, the data shall be compiled in a manner to
166 ensure the confidentiality of all teacher and pupil identities.

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

176 O. Each school board shall provide at least three specialized student support positions per 1,000
177 students. For purposes of this subsection, specialized student support positions include school social
178 workers, school psychologists, school nurses, licensed behavior analysts, licensed assistant behavior
179 analysts, and other licensed health and behavioral positions, which may either be employed by the school
180 board or provided through contracted services.

181 In order to fill vacant school psychologist positions, any local school board may employ, under a
182 provisional license issued by the Department for three school years with an allowance for an additional
183 two-year extension with the approval of the division superintendent, clinical psychologists licensed by the
184 Board of Psychology, provided that any such individual makes progress toward completing the
185 requirements for full licensure as a school psychologist during such period of employment.

186 P. Each local school board shall provide those support services that are necessary for the efficient
187 and cost-effective operation and maintenance of its public schools. Support services positions shall be
188 funded based on a calculation of prevailing costs and shall not be subject to any method of funding
189 calculation that caps the number of funded support services positions based on a ratio of such positions to
190 students enrolled in the local school division, provided, however, that such methodology shall not apply
191 to the following Standards of Quality support positions: division superintendent, school board members,
192 pupil transportation positions, or specialized student support positions as described in subsection O.

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

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

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

198 3. Student support positions, including (i) social work administrative positions not included in
199 subsection O; (ii) school counselor administrative positions not included in subdivision H 4; (iii)
200 homebound administrative positions supporting instruction; (iv) attendance support positions related to
201 truancy and dropout prevention; and (v) health and behavioral administrative positions not included in
202 subsection O;

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

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

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

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

211 8. School-based clerical personnel in elementary schools; part-time to 299 students, one full-time
212 at 300 students; clerical personnel in middle schools; one full-time and one additional full-time for each

213 600 students beyond 200 students and one full-time for the library at 750 students; clerical personnel in
214 high schools; one full-time and one additional full-time for each 600 students beyond 200 students and
215 one full-time for the library at 750 students. Local school divisions that employ a sufficient number of
216 school-based clerical personnel to meet this staffing requirement may assign the clerical personnel to
217 schools within the division according to the area of greatest need, regardless of whether such schools are
218 elementary, middle, or secondary.

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

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

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

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