

ACPS Legislative Priorities

Funding

We continue to support increases in state funding for K-12 education. We support a comprehensive review of SOQ guidelines, with an eye toward raising benchmarks to levels that reflect the needs of contemporary education.

The Commonwealth is a partner in education, and as such should fully reflect in all of its calculations of SOQ and other costs the full costs of inflation.

We support increases in state funding, with emphasis on differentiated funding for individual schools with populations of economically-disadvantaged students that exceed the state average.

For the calculation of prevailing costs for salaries and benefits, VDOE should refrain from using division averages in determining these figures. Calculation of these averages should be made using employee level data on a state-wide basis. Utilizing averages by division is a mathematically incorrect methodology.

State monies to school divisions should never be adjusted downward based upon the award of Federal monies.

High School Redesign

We support the efforts of the General Assembly, Board of Education, and Governor to create a Profile of a Virginia Graduate that emphasizes both academic outcomes and competencies. We believe that redesigning the high school experience to better prepare students for higher education and the workforce is a positive step, and we thank the General Assembly, Board of Education, and Governor for their work on these matters.

We support graduation requirements that provide students with opportunities to develop and demonstrate adaptable skills in non-traditional classroom environments like internships.

We support affording local school divisions the ability to offer alternatives to the amount of “seat time” required in order to earn verified credit for a course that counts toward graduation. For example, in some instances a demonstration of competencies is a more accurate gauge of student learning than a designated amount of time.

Assessment & Accreditation Reform

We believe in assessing students using a variety of measures, and we would welcome the inclusion of additional measures of student learning and growth, especially locally-developed assessments. For example, the use of portfolios allows students—in an authentic and meaningful context relevant to their lives—to think critically and creatively, to reflect and reason, and ultimately to communicate their new understanding of the world around them.

We support efforts to assess student growth throughout the year, and to recognize individual schools and teachers who demonstrate significant gains in student academic gains.

We support legislation to (1) make all SOL tests end-of-year tests, rather than cumulative tests, and (2) establish a reasonable amount of time that a student must be enrolled in a Virginia public school before his or her test scores count toward accreditation. For example, 5th grade science students are tested on curriculum from grades 4 and 5, and 8th grade science students are tested on curriculum from grades 6, 7, and 8. Because these tests span numerous years of instruction, and because many students relocate to Virginia without having previously received instruction that is aligned with Virginia's Standards of Learning in order to prepare them for the cumulative tests, we support timing assessments to accurately measure the teaching and learning that is occurring in classrooms across the Commonwealth.

ACPS Policy & Position Statements

Broadband Infrastructure

We support legislation that would assist communities in their efforts to deploy broadband to rural and underserved areas that do not have the density to attract the private sector. For example, we do not intend to compete with the private sector for customers along the Route 29 corridor, but we do aim to serve the K-12 students who live in Blackwell's Hollow in far western Albemarle.

Charter Schools

We oppose a Constitutional Amendment that would permit external authorities to establish a charter school in a community without local school board approval, as doing so usurps local control of public education.

Capital Improvement

We welcome legislative support from the General Assembly for statewide school facilities modernization to determine and plan design factors that should be addressed with local and state funding.

Teacher Licensure

We praise the General Assembly's passage of [HB279](#), and we support increased local flexibility for school divisions to license CTE teachers who have applied work experience in STEM and entrepreneurship fields.

Special Education

We support legislation that will provide school divisions with greater flexibility in the use of Children's Services Act funding in order to promote students remaining in their neighborhood schools.

We support future efforts to accompany Special Education state mandates with funding to support the implementation of those mandates. For example, school divisions would have benefitted greatly had additional funding accompanied the recent mandate to require autism, CPR, or dyslexia training.

We support efforts to study and revise the funding/staffing formula for Special Education.

Virtual Learning

We oppose the formation of a virtual public high school that would fall under the jurisdiction of an entity other than the Virginia Board of Education.

School Bus Video-Monitoring Systems

We request that the General Assembly amend Virginia Code Section 46.2-844 to allow the companies that operate the cameras to access Department of Motor Vehicles records, similar to the provisions contained in Virginia Code Section 15.2-968.1's traffic signal enforcement program.

For example:

“On behalf of a locality, a private entity that operates a traffic light signal violation monitoring system may enter into an agreement with the Department of Motor Vehicles, in accordance with the provisions of subdivision B 21 of § 46.2-208, to obtain vehicle owner information regarding the registered owners of vehicles that fail to comply with a traffic light signal (§ 15.2-968.1).”