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1 **HOUSE BILL NO. 138**

2 Offered January 14, 2026

3 Prefiled January 5, 2026

4 *A BILL to amend and reenact § 22.1-253.13:2, as it is currently effective and as it shall become effective, of*  
5 *the Code of Virginia, relating to public elementary and secondary schools; personnel; high school career*  
6 *coach required.*

7 Patron—Simonds

8 Committee Referral Pending

9 **Be it enacted by the General Assembly of Virginia:**10 **1. That § 22.1-253.13:2, as it is currently effective and as it shall become effective, of the Code of**  
11 **Virginia is amended and reenacted as follows:**12 **§ 22.1-253.13:2. (Effective until July 1, 2026) Standard 2. Instructional, administrative, and support**  
13 **personnel.**14 A. The Board shall establish requirements for the licensing of teachers, principals, superintendents, and  
15 other professional personnel.

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

17 C. Each school board shall assign licensed instructional personnel in a manner that produces divisionwide  
18 ratios of students in average daily membership to full-time equivalent teaching positions, excluding special  
19 education teachers, principals, assistant principals, school counselors or certain other licensed individuals as  
20 set forth in subdivision H 4, and librarians, that are not greater than the following ratios: (i) 24 to one in  
21 kindergarten with no class being larger than 29 students; if the average daily membership in any kindergarten  
22 class exceeds 24 pupils, a full-time teacher's aide shall be assigned to the class; (ii) 24 to one in grades one,  
23 two, and three with no class being larger than 30 students; (iii) 25 to one in grades four through six with no  
24 class being larger than 35 students; and (iv) 24 to one in English classes in grades six through 12. After  
25 September 30 of any school year, anytime the number of students in a class exceeds the class size limit  
26 established by this subsection, the local school division shall notify the parent of each student in such class of  
27 such fact no later than 10 days after the date on which the class exceeded the class size limit. Such  
28 notification shall state the reason that the class size exceeds the class size limit and describe the measures that  
29 the local school division will take to reduce the class size to comply with this subsection.30 Within its regulations governing special education programs, the Board shall seek to set pupil/teacher  
31 ratios for pupils with intellectual disability that do not exceed the pupil/teacher ratios for self-contained  
32 classes for pupils with specific learning disabilities.33 Further, school boards shall assign instructional personnel in a manner that produces schoolwide ratios of  
34 students in average daily memberships to full-time equivalent teaching positions of 21 to one in middle  
35 schools and high schools. School divisions shall provide all middle and high school teachers with one  
36 planning period per day or the equivalent, unencumbered of any teaching or supervisory duties.37 D. Each local school board shall employ with state and local basic, special education, gifted, and career  
38 and technical education funds a minimum number of licensed, full-time equivalent instructional personnel for  
39 each 1,000 students in average daily membership (ADM) as set forth in the appropriation act.40 E. In addition to the positions supported by basic aid and in support of regular school year programs of  
41 prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided  
42 to fund certain full-time equivalent instructional positions for each 1,000 students in grades K through 12  
43 who are identified as needing prevention, intervention, and remediation services. State funding for  
44 prevention, intervention, and remediation programs provided pursuant to this subsection and the  
45 appropriation act may be used to support programs for educationally at-risk students as identified by the local  
46 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 shall  
50 only employ instructional personnel licensed by the Board.51 F. In addition to the positions supported by basic aid and those in support of regular school year programs  
52 of prevention, intervention, and remediation, state funding, pursuant to the general appropriation act, shall be  
53 provided to support ratios of instructional positions to English language learner students, based on each such  
54 student's English proficiency level, as established in the general appropriation act, which positions may  
55 include dual language teachers who provide instruction in English and in a second language.

56 To provide flexibility in the instruction of English language learners who have limited English proficiency

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

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

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

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

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

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

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

100 4. School counselors, one full-time equivalent position per 325 students in grades kindergarten through  
101 12.

102 However, in order to meet the staffing requirements set forth in this subdivision, any local school board (i)  
103 may employ, under a provisional license issued by the Department for three school years with an allowance  
104 for an additional two-year extension with the approval of the division superintendent, any professional  
105 counselor licensed by the Board of Counseling, clinical social worker licensed by the Board of Social Work,  
106 psychologist licensed by the Board of Psychology, or other licensed counseling professional with appropriate  
107 experience and training, provided that any such individual makes progress toward completing the  
108 requirements for full licensure as a school counselor during such period of employment or (ii) in the event  
109 that the school board does not receive any application from a licensed school counselor, professional  
110 counselor, clinical social worker, or psychologist or another licensed counseling professional with  
111 appropriate experience and training to fill a school counselor vacancy in the school division, may enter into  
112 an annual contract with another entity for the provision of school counseling services by a licensed  
113 professional counselor, clinical social worker, or psychologist or another licensed counseling professional  
114 with appropriate experience and training. Local school boards that employ a sufficient number of individuals  
115 to meet the staffing requirements set forth in this subdivision may assign such individuals to schools within  
116 the division according to the area of greatest need, regardless of whether such schools are elementary, middle,  
117 or high schools.

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

120 J. Local school boards shall employ two full-time equivalent positions per 1,000 students in grades

121 kindergarten through 12, one to provide technology support and one to serve as an instructional technology  
 122 resource teacher.

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

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

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

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

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

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

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

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

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

172 1. Executive policy and leadership positions, including school board members, superintendents and  
 173 assistant superintendents;

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

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

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

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

182 6. Operation and maintenance positions, including facilities; pupil transportation positions; operation and

183 maintenance professional and service positions; and security service, trade, and laborer positions;  
184 7. Technical and clerical positions for fiscal and human resources, student support, instructional personnel  
185 support, operation and maintenance, administration, and technology; and  
186 8. School-based clerical personnel in elementary schools; part-time to 299 students, one full-time at 300  
187 students; clerical personnel in middle schools; one full-time and one additional full-time for each 600  
188 students beyond 200 students and one full-time for the library at 750 students; clerical personnel in high  
189 schools; one full-time and one additional full-time for each 600 students beyond 200 students and one full-  
190 time for the library at 750 students. Local school divisions that employ a sufficient number of school-based  
191 clerical personnel to meet this staffing requirement may assign the clerical personnel to schools within the  
192 division according to the area of greatest need, regardless of whether such schools are elementary, middle, or  
193 secondary.

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

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

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

200 R. Each local school board shall designate a faculty member to serve as a special education parent/family  
201 liaison. The special education parent/family liaison shall serve as a resource to parents and families to  
202 understand and engage in (i) the referral, evaluation, reevaluation, and eligibility process if they suspect that  
203 their child has a disability and (ii) the IEP process and shall work in collaboration with the special education  
204 family support centers established pursuant to § 22.1-214.5. Each school board shall post the name of the  
205 designated special education parent/family liaison publicly on its website.

206 S. *Each school board shall employ at least one career coach in each public high school in the local school  
207 division whose duties shall include assisting students with securing internships, externships, and  
208 credentialing opportunities as required by the Profile of a Virginia Graduate established pursuant to  
209 subdivision D 1 of § 22.1-253.13:4, providing students with information on apprenticeship programs, and  
210 connecting students to career opportunities. Each such individual shall work under the direction of school  
211 counselors to assist with direct counseling, as such term is defined in § 22.1-291.1:1, relating to college and  
212 career readiness. Each such individual shall be employed in addition to and not as a replacement for the  
213 school counselor positions described in subdivision H 4, the specialized student support positions described  
214 in subsection O, or the support services positions described in subsection P.*

215 **§ 22.1-253.13:2. (Effective July 1, 2026) Standard 2. Instructional, administrative, and support  
216 personnel.**

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

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

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

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

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

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

243 E. In addition to the positions supported by basic aid and in support of regular school year programs of  
244 prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided

245 to fund certain full-time equivalent instructional positions for each 1,000 students in grades K through 12  
 246 who are identified as needing prevention, intervention, and remediation services. State funding for  
 247 prevention, intervention, and remediation programs provided pursuant to this subsection and the  
 248 appropriation act may be used to support programs for educationally at-risk students as identified by the local  
 249 school boards.

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

254 F. In addition to the positions supported by basic aid and those in support of regular school year programs  
 255 of prevention, intervention, and remediation, state funding, pursuant to the general appropriation act, shall be  
 256 provided to support ratios of instructional positions to English language learner students, based on each such  
 257 student's English proficiency level, as established in the general appropriation act, which positions may  
 258 include dual language teachers who provide instruction in English and in a second language.

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

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

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

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

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

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

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

301 4. School counselors, one full-time equivalent position per 325 students in grades kindergarten through  
 302 12.

303 However, in order to meet the staffing requirements set forth in this subdivision, any local school board (i)  
 304 may employ, under a provisional license issued by the Department for three school years with an allowance  
 305 for an additional two-year extension with the approval of the division superintendent, any professional  
 306 counselor licensed by the Board of Counseling, clinical social worker licensed by the Board of Social Work,

307 psychologist licensed by the Board of Psychology, or other licensed counseling professional with appropriate  
308 experience and training, provided that any such individual makes progress toward completing the  
309 requirements for full licensure as a school counselor during such period of employment or (ii) in the event  
310 that the school board does not receive any application from a licensed school counselor, professional  
311 counselor, clinical social worker, or psychologist or another licensed counseling professional with  
312 appropriate experience and training to fill a school counselor vacancy in the school division, may enter into  
313 an annual contract with another entity for the provision of school counseling services by a licensed  
314 professional counselor, clinical social worker, or psychologist or another licensed counseling professional  
315 with appropriate experience and training. Local school boards that employ a sufficient number of individuals  
316 to meet the staffing requirements set forth in this subdivision may assign such individuals to schools within  
317 the division according to the area of greatest need, regardless of whether such schools are elementary, middle,  
318 or high schools.

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

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

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

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

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

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

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

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

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

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

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

373 1. Executive policy and leadership positions, including school board members, superintendents and  
 374 assistant superintendents;

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

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

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

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

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

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

387 8. School-based clerical personnel in elementary schools; part-time to 299 students, one full-time at 300  
 388 students; clerical personnel in middle schools; one full-time and one additional full-time for each 600  
 389 students beyond 200 students and one full-time for the library at 750 students; clerical personnel in high  
 390 schools; one full-time and one additional full-time for each 600 students beyond 200 students and one full-  
 391 time for the library at 750 students. Local school divisions that employ a sufficient number of school-based  
 392 clerical personnel to meet this staffing requirement may assign the clerical personnel to schools within the  
 393 division according to the area of greatest need, regardless of whether such schools are elementary, middle, or  
 394 secondary.

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

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

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

401 R. Each local school board shall designate a faculty member to serve as a special education parent/family  
 402 liaison. The special education parent/family liaison shall serve as a resource to parents and families to  
 403 understand and engage in (i) the referral, evaluation, reevaluation, and eligibility process if they suspect that  
 404 their child has a disability and (ii) the IEP process and shall work in collaboration with the special education  
 405 family support centers established pursuant to § 22.1-214.5. Each school board shall post the name of the  
 406 designated special education parent/family liaison publicly on its website.

407 S. Each local school board shall designate a faculty member to serve as the high-quality instructional  
 408 materials liaison. Such liaison shall receive support from the Department to serve as a resource for the  
 409 division and its schools to select and implement textbooks and other high-quality instructional materials and  
 410 aligned professional learning resources.

411 *T. Each school board shall employ at least one career coach in each public high school in the local  
 412 school division whose duties shall include assisting students with securing internships, externships, and  
 413 credentialing opportunities as required by the Profile of a Virginia Graduate established pursuant to  
 414 subdivision D 1 of § 22.1-253.13:4, providing students with information on apprenticeship programs, and  
 415 connecting students to career opportunities. Each such individual shall work under the direction of school  
 416 counselors to assist with direct counseling, as such term is defined in § 22.1-291.1:1, relating to college and  
 417 career readiness. Each such individual shall be employed in addition to and not as a replacement for the  
 418 school counselor positions described in subdivision H 4, the specialized student support positions described  
 419 in subsection O, or the support services positions described in subsection P.*