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1 **SENATE BILL NO. 656**

2 Offered January 14, 2026

3 Prefiled January 14, 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 Standards of Quality; class size limits; exception for certain ensemble*  
6 *music classes.*

7 Patron—Durant

8 Referred to Committee on Education and Health

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, *except for any ensemble music class offered in grade six for which no*  
25 *class shall be larger than 45 students*; and (iv) 24 to one in English classes in grades six through 12. After  
26 September 30 of any school year, anytime the number of students in a class exceeds the class size limit  
27 established by this subsection, the local school division shall notify the parent of each student in such class of  
28 such fact no later than 10 days after the date on which the class exceeded the class size limit. Such  
29 notification shall state the reason that the class size exceeds the class size limit and describe the measures that  
30 the local school division will take to reduce the class size to comply with this subsection.31 Within its regulations governing special education programs, the Board shall seek to set pupil/teacher  
32 ratios for pupils with intellectual disability that do not exceed the pupil/teacher ratios for self-contained  
33 classes for pupils with specific learning disabilities.34 Further, school boards shall assign instructional personnel in a manner that produces schoolwide ratios of  
35 students in average daily memberships to full-time equivalent teaching positions of 21 to one in middle  
36 schools and high schools. School divisions shall provide all middle and high school teachers with one  
37 planning period per day or the equivalent, unencumbered of any teaching or supervisory duties.38 As used in this subsection, "ensemble music class" means any instrumental band class, instrumental string  
39 orchestra class, guitar class, or vocal ensemble or chorus class.40 D. Each local school board shall employ with state and local basic, special education, gifted, and career  
41 and technical education funds a minimum number of licensed, full-time equivalent instructional personnel for  
42 each 1,000 students in average daily membership (ADM) as set forth in the appropriation act.43 E. In addition to the positions supported by basic aid and in support of regular school year programs of  
44 prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided  
45 to fund certain full-time equivalent instructional positions for each 1,000 students in grades K through 12  
46 who are identified as needing prevention, intervention, and remediation services. State funding for  
47 prevention, intervention, and remediation programs provided pursuant to this subsection and the  
48 appropriation act may be used to support programs for educationally at-risk students as identified by the local  
49 school boards.50 To provide algebra readiness intervention services required by § 22.1-253.13:1, school divisions may  
51 employ mathematics teacher specialists to provide the required algebra readiness intervention services.  
52 School divisions using the Standards of Learning Algebra Readiness Initiative funding in this manner shall  
53 only employ instructional personnel licensed by the Board.54 F. In addition to the positions supported by basic aid and those in support of regular school year programs  
55 of prevention, intervention, and remediation, state funding, pursuant to the general appropriation act, shall be  
56 provided to support ratios of instructional positions to English language learner students, based on each such

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SB656

59 student's English proficiency level, as established in the general appropriation act, which positions may  
60 include dual language teachers who provide instruction in English and in a second language.

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

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

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

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

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

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

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

103 4. School counselors, one full-time equivalent position per 325 students in grades kindergarten through  
104 12.

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

120 or high schools.

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

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

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

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

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

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

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

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

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

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

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

- 175 1. Executive policy and leadership positions, including school board members, superintendents and  
176 assistant superintendents;
- 177 2. Fiscal and human resources positions, including fiscal and audit operations;
- 178 3. Student support positions, including (i) social work administrative positions not included in subsection  
179 O; (ii) school counselor administrative positions not included in subdivision H 4; (iii) homebound  
180 administrative positions supporting instruction; (iv) attendance support positions related to truancy and  
181 dropout prevention; and (v) health and behavioral administrative positions not included in subsection O;

182        4. Instructional personnel support, including professional development positions and library and media  
183        positions not included in subdivision H 3;  
184        5. Technology professional positions not included in subsection J;  
185        6. Operation and maintenance positions, including facilities; pupil transportation positions; operation and  
186        maintenance professional and service positions; and security service, trade, and laborer positions;  
187        7. Technical and clerical positions for fiscal and human resources, student support, instructional personnel  
188        support, operation and maintenance, administration, and technology; and  
189        8. School-based clerical personnel in elementary schools; part-time to 299 students, one full-time at 300  
190        students; clerical personnel in middle schools; one full-time and one additional full-time for each 600  
191        students beyond 200 students and one full-time for the library at 750 students; clerical personnel in high  
192        schools; one full-time and one additional full-time for each 600 students beyond 200 students and one full-  
193        time for the library at 750 students. Local school divisions that employ a sufficient number of school-based  
194        clerical personnel to meet this staffing requirement may assign the clerical personnel to schools within the  
195        division according to the area of greatest need, regardless of whether such schools are elementary, middle, or  
196        secondary.

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

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

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

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

209        **§ 22.1-253.13:2. (Effective July 1, 2026) Standard 2. Instructional, administrative, and support  
210        personnel.**

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

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

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

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

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

235        *As used in this subsection, "ensemble music class" means any instrumental band class, instrumental string  
236        orchestra class, guitar class, or vocal ensemble or chorus class.*

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

240        E. In addition to the positions supported by basic aid and in support of regular school year programs of  
241        prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided  
242        to fund certain full-time equivalent instructional positions for each 1,000 students in grades K through 12  
243        who are identified as needing prevention, intervention, and remediation services. State funding for

244 prevention, intervention, and remediation programs provided pursuant to this subsection and the  
 245 appropriation act may be used to support programs for educationally at-risk students as identified by the local  
 246 school boards.

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

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

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

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

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

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

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

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

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

298 4. School counselors, one full-time equivalent position per 325 students in grades kindergarten through  
 299 12.

300 However, in order to meet the staffing requirements set forth in this subdivision, any local school board (i)  
 301 may employ, under a provisional license issued by the Department for three school years with an allowance  
 302 for an additional two-year extension with the approval of the division superintendent, any professional  
 303 counselor licensed by the Board of Counseling, clinical social worker licensed by the Board of Social Work,  
 304 psychologist licensed by the Board of Psychology, or other licensed counseling professional with appropriate  
 305 experience and training, provided that any such individual makes progress toward completing the

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

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

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

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

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

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

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

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

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

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

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

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

370 1. Executive policy and leadership positions, including school board members, superintendents and  
 371 assistant superintendents;

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

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

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

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

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

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

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

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

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

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

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

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