

**SENATE BILL NO. \_\_\_\_\_ HOUSE BILL NO. \_\_\_\_\_**

1 A BILL to amend and reenact §§ 22.1-253.13:2, as it is currently effective and as it shall become effective,  
2 and 22.1-274 of the Code of Virginia, relating to public elementary and secondary schools; staffing  
3 standards; school nurses.

4 **Be it enacted by the General Assembly of Virginia:**

5 **1. That §§ 22.1-253.13:2, as it is currently effective and as it shall become effective, and 22.1-274 of**  
6 **the Code of Virginia are amended and reenacted as follows:**

7 **§ 22.1-253.13:2. (Effective until July 1, 2026) Standard 2. Instructional, administrative, and**  
8 **support personnel.**

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

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

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

size limit and describe the measures that the local school division will take to reduce the class size to comply with this subsection.

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

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

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

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

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

F. In addition to the positions supported by basic aid and those in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the general appropriation act, shall be provided to support ratios of instructional positions to English language learner students,

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

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

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

To provide reading intervention services required by § 22.1-253.13:1, school divisions may employ reading specialists to provide the required reading intervention services. School divisions using the Early Reading Intervention Initiative funds in this manner shall employ only instructional personnel licensed by the Board. Local school divisions that employ a sufficient number of reading specialists to

meet this staffing standard may assign reading specialists to grade levels according to grade levels with greatest need, regardless of the individual staffing standards established for grades kindergarten through five and six through eight.

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

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

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

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

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

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

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

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

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

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

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

L. A combined school, such as kindergarten through 12, shall meet at all grade levels the staffing requirements for the highest grade level in that school; this requirement shall apply to all staff, except for

school counselors or certain other licensed individuals as set forth in subdivision H 4, and shall be based on the school's total enrollment. The Board may grant waivers from these staffing levels upon request from local school boards seeking to implement experimental or innovative programs that are not consistent with these staffing levels.

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

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

O. Each school board shall (i) employ or provide through contracted services at least one full-time licensed nurse in each public elementary or secondary school building in the school division and (ii) provide at least ~~three~~ two specialized student support positions per 1,000 students. For purposes of this subsection, specialized student support positions include school social workers, school psychologists,

~~school nurses~~, licensed behavior analysts, licensed assistant behavior analysts, and other licensed health and behavioral positions, which may either be employed by the school board or provided through contracted services.

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

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

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

1. Executive policy and leadership positions, including school board members, superintendents and assistant superintendents;
2. Fiscal and human resources positions, including fiscal and audit operations;
3. Student support positions, including (i) social work administrative positions not included in subsection O; (ii) school counselor administrative positions not included in subdivision H 4; (iii) homebound administrative positions supporting instruction; (iv) attendance support positions related to truancy and dropout prevention; and (v) health and behavioral administrative positions not included in subsection O;
4. Instructional personnel support, including professional development positions and library and media positions not included in subdivision H 3;
5. Technology professional positions not included in subsection J;
6. Operation and maintenance positions, including facilities; pupil transportation positions; operation and maintenance professional and service positions; and security service, trade, and laborer positions;

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

188 8. School-based clerical personnel in elementary schools; part-time to 299 students, one full-time  
189 at 300 students; clerical personnel in middle schools; one full-time and one additional full-time for each  
190 600 students beyond 200 students and one full-time for the library at 750 students; clerical personnel in  
191 high schools; one full-time and one additional full-time for each 600 students beyond 200 students and  
192 one full-time for the library at 750 students. Local school divisions that employ a sufficient number of  
193 school-based clerical personnel to meet this staffing requirement may assign the clerical personnel to  
194 schools within the division according to the area of greatest need, regardless of whether such schools are  
195 elementary, middle, or secondary.

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

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

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

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

208 **§ 22.1-253.13:2. (Effective July 1, 2026) Standard 2. Instructional, administrative, and**  
209 **support personnel.**

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



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

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

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

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

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

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

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

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

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

264 G. In addition to the full-time equivalent positions required elsewhere in this section, each local  
265 school board shall employ one reading specialist for each 550 students in kindergarten through grade five

and one reading specialist for each 1,100 students in grades six through eight. Each such reading specialist shall have training in science-based reading research and evidence-based literacy instruction practices. In addition, each such reading specialist shall have training in the identification of and the appropriate interventions, accommodations, and teaching techniques for students with dyslexia or a related disorder and shall serve as an advisor on dyslexia and related disorders. Such reading specialist shall have an understanding of the definition of dyslexia and a working knowledge of (i) techniques to help a student on the continuum of skills with dyslexia; (ii) dyslexia characteristics that may manifest at different ages and grade levels; (iii) the basic foundation of the keys to reading, including multisensory, explicit, systemic, and structured reading instruction; and (iv) appropriate interventions, accommodations, and assistive technology supports for students with dyslexia.

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

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

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

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

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

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

301 However, in order to meet the staffing requirements set forth in this subdivision, any local school  
302 board (i) may employ, under a provisional license issued by the Department for three school years with  
303 an allowance for an additional two-year extension with the approval of the division superintendent, any  
304 professional counselor licensed by the Board of Counseling, clinical social worker licensed by the Board  
305 of Social Work, psychologist licensed by the Board of Psychology, or other licensed counseling  
306 professional with appropriate experience and training, provided that any such individual makes progress  
307 toward completing the requirements for full licensure as a school counselor during such period of  
308 employment or (ii) in the event that the school board does not receive any application from a licensed  
309 school counselor, professional counselor, clinical social worker, or psychologist or another licensed  
310 counseling professional with appropriate experience and training to fill a school counselor vacancy in the  
311 school division, may enter into an annual contract with another entity for the provision of school  
312 counseling services by a licensed professional counselor, clinical social worker, or psychologist or another  
313 licensed counseling professional with appropriate experience and training. Local school boards that  
314 employ a sufficient number of individuals to meet the staffing requirements set forth in this subdivision  
315 may assign such individuals to schools within the division according to the area of greatest need,  
316 regardless of whether such schools are elementary, middle, or high schools.

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

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

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

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

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

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

shall also be identified. Schools shall be identified; however, the data shall be compiled in a manner to ensure the confidentiality of all teacher and pupil identities.

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

O. Each school board shall (i) employ or provide through contracted services at least one full-time licensed nurse in each public elementary or secondary school building in the school division and (ii) provide at least ~~three~~ two specialized student support positions per 1,000 students. For purposes of this subsection, specialized student support positions include school social workers, school psychologists, ~~school nurses~~, licensed behavior analysts, licensed assistant behavior analysts, and other licensed health and behavioral positions, which may either be employed by the school board or provided through contracted services.

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

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

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

- 373 1. Executive policy and leadership positions, including school board members, superintendents  
374 and 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  
377 subsection O; (ii) school counselor administrative positions not included in subdivision H 4; (iii)  
378 homebound administrative positions supporting instruction; (iv) attendance support positions related to  
379 truancy and dropout prevention; and (v) health and behavioral administrative positions not included in  
380 subsection O;
- 381 4. Instructional personnel support, including professional development positions and library and  
382 media positions not included in subdivision H 3;
- 383 5. Technology professional positions not included in subsection J;
- 384 6. Operation and maintenance positions, including facilities; pupil transportation positions;  
385 operation and maintenance professional and service positions; and security service, trade, and laborer  
386 positions;
- 387 7. Technical and clerical positions for fiscal and human resources, student support, instructional  
388 personnel support, operation and maintenance, administration, and technology; and
- 389 8. School-based clerical personnel in elementary schools; part-time to 299 students, one full-time  
390 at 300 students; clerical personnel in middle schools; one full-time and one additional full-time for each  
391 600 students beyond 200 students and one full-time for the library at 750 students; clerical personnel in  
392 high schools; one full-time and one additional full-time for each 600 students beyond 200 students and  
393 one full-time for the library at 750 students. Local school divisions that employ a sufficient number of  
394 school-based clerical personnel to meet this staffing requirement may assign the clerical personnel to  
395 schools within the division according to the area of greatest need, regardless of whether such schools are  
396 elementary, middle, or secondary.
- 397 Pursuant to the appropriation act, support services shall be funded from basic school aid.
- 398 School divisions may use the state and local funds for support services to provide additional  
399 instructional services.

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

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

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

**§ 22.1-274. School health services.**

A. A school board shall provide pupil personnel and support services in compliance with § 22.1-253.13:2. A school board may employ ~~school nurses~~, physicians, physical therapists, occupational therapists, and speech therapists. No such personnel shall be employed unless they meet such standards as may be determined by the Board. Subject to the approval of the appropriate local governing body, a local health department may provide personnel for health services for the school division.

B. ~~In implementing Each school board shall comply with clause (i) of subsection P O of § 22.1-253.13:2, relating to employing or providing support services that are necessary for the efficient and cost-effective operation and maintenance of its public schools, each school board may strive to employ, or contract with local health departments for, nursing services consistent with a ratio of at least one nurse per 1,000 students. In those school divisions in which there are more than 1,000 students in average daily membership in school buildings, this section shall not be construed to encourage the employment of more than one nurse per school building. Further, this section shall not be construed to mandate the aspired to~~



ratios at least one full-time licensed nurse in each public elementary or secondary school building in the school division.

C. The Board shall monitor ~~the progress in achieving the ratio set forth in each school board's compliance as described in~~ subsection B ~~and~~, any ~~subsequent~~ increase in prevailing statewide costs relating to such compliance, and the mechanism for funding health services, pursuant to ~~subsection subsections O and~~ P of § 22.1-253.13:2 and the appropriation act. The Board shall also determine how school health funds are used and school health services are delivered in each locality.

D. With the exception of school administrative personnel and persons employed by school boards who have the specific duty to deliver health-related services, no licensed instructional employee, instructional aide, or clerical employee shall be disciplined, placed on probation, or dismissed on the basis of such employee's refusal to (i) perform nonemergency health-related services for students or (ii) obtain training in the administration of insulin and glucagon. However, instructional aides and clerical employees may not refuse to dispense oral medications.

For the purposes of this subsection, "health-related services" means those activities that, when performed in a health care facility, must be delivered by or under the supervision of a licensed or certified professional.

E. Each school board shall ensure that in school buildings with an instructional and administrative staff of 10 or more (i) at least three employees have current certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of an automated external defibrillator and (ii) if one or more students diagnosed as having diabetes attend such school, at least two employees have been trained in the administration of insulin and glucagon. In school buildings with an instructional and administrative staff of fewer than 10, school boards shall ensure that (a) at least two employees have current certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of an automated external defibrillator and (b) if one or more students diagnosed as having diabetes attend such school, at least one employee has been trained in the administration of insulin and glucagon. For purposes of this subsection, "employee" includes any person employed by a local health department who is assigned to the public school pursuant to an agreement between the local health department and the school board. When a

453 registered nurse, advanced practice registered nurse, physician, or physician assistant is present, no  
454 employee who is not a registered nurse, advanced practice registered nurse, physician, or physician  
455 assistant shall assist with the administration of insulin or administer glucagon. Prescriber authorization  
456 and parental consent shall be obtained for any employee who is not a registered nurse, advanced practice  
457 registered nurse, physician, or physician assistant to assist with the administration of insulin and  
458 administer glucagon.

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