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**HOUSE BILL NO. 624****AMENDMENT IN THE NATURE OF A SUBSTITUTE**(Proposed by the House Committee on Education  
on January 31, 2024)

(Patrons Prior to Substitute—Delegates Rasoul and Delaney [HB 761])

*A BILL to amend and reenact §§ 22.1-199.1, 22.1-253.13:2, as it shall become effective, and 51.1-617 of the Code of Virginia and to amend the Code of Virginia by adding a section numbered 22.1-98.3, relating to public school funding; certain calculations; certain support services positions; programs for at-risk students.*

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

**1. That §§ 22.1-199.1, 22.1-253.13:2, as it shall become effective, and 51.1-617 of the Code of Virginia are amended and reenacted and that the Code of Virginia is amended by adding a section numbered 22.1-98.3 as follows:**

**§ 22.1-98.3. Certain funding calculations.***A. As used in this section:**"Identified student" has the same meaning as provided in § 22.1-207.4:1.*

*"Identified student percentage" means the fraction, expressed as a percentage, that results from dividing the number of identified students enrolled in a school division by the total number of students enrolled in such school division, weighted by the factor of 1.5.*

*B. The determination of the amount of funding for which a school division is eligible pursuant to the statewide voluntary pupil/teacher ratio and class size reduction program or the Standards of Learning Algebra Readiness Initiative shall be based on the school division's identified student percentage.*

*C. When calculating the cost of salaries under the Standards of Quality funding formula, the Department shall include facilities staff and transportation staff salaries in the calculation of any cost of competing adjustment to salaries for instructional and support positions that is provided as part of the state share of basic aid pursuant to the general appropriation act.*

*D. When estimating the cost of any compensation supplement for instructional and support positions under the Standards of Quality funding formula, the Department shall include and estimate the cost of such a compensation supplement for facilities staff.*

*E. The Department shall not apply any cap on inflation rate adjustments to non-personal cost categories during the biennial process of rebenchmarking the direct aid to public education budget.*

*F. The Department shall utilize a three-year average of the most recently available data to calculate the composite index of local ability-to-pay for each school division.*

**§ 22.1-199.1. Programs designed to promote educational opportunities.**

*A. The General Assembly finds that Virginia educational research supports the conclusion that poor children are more at risk of educational failure than children from more affluent homes and that reduced pupil/teacher ratios and class sizes result in improved academic performance among young children; to this end, the General Assembly establishes a long-term goal of reducing pupil/teacher ratios and class sizes for grades K through three in those schools in the Commonwealth with high or moderate concentrations of at-risk students.*

*With such funds as are provided in the appropriation act for this purpose, there is hereby established the statewide voluntary pupil/teacher ratio and class size reduction program for the purpose of reaching the long-term goal of statewide voluntary pupil/teacher ratio and class size reductions for grades K through three in schools with high or moderate concentrations of at-risk students, consistent with the provisions provided in the appropriation act.*

*In order to facilitate these primary grade ratio and class size reductions, the Department shall calculate the state funding of these voluntary ratio and class size reductions based on the incremental cost of providing the lower class sizes according to the greater of the division average per-pupil cost of all divisions or the actual division per-pupil cost. Localities shall provide matching funds for these voluntary ratio and class size reductions based on the composite index of local ability to pay. School divisions shall notify the Department of their intention to implement the reduced ratios and class sizes in one or more of their qualifying schools by August 1 of each year. By March 31 of each year, school divisions shall forward data substantiating that each participating school has a complying pupil/teacher ratio.*

*In developing each proposed biennium budget for public education, the Board shall include funding for these ratios and class sizes. These ratios and class sizes shall be included in the annual budget for public education.*

*B. The General Assembly finds that educational technology is one of the most important components, along with highly skilled teachers, in ensuring the delivery of quality public school*

60 education throughout the Commonwealth. Therefore, the Board shall strive to incorporate technological  
61 studies within the teaching of all disciplines. Further, the General Assembly notes that educational  
62 technology can only be successful if teachers and administrators are provided adequate training and  
63 assistance. To this end, the following program is established.

64 With such funds as are appropriated for this purpose, the Board shall award to the several school  
65 divisions grants for expanded access to educational technology. Funding for educational technology  
66 training for instructional personnel shall be provided as set forth in the appropriation act.

67 Funds for improving the quality and capacity of educational technology shall also be provided as set  
68 forth in the appropriation act, including (i) funds for providing a technology resource assistant to serve  
69 every elementary school in this Commonwealth and (ii) funds to maintain the currency of career and  
70 technical education programs. Any local school board accepting funds to hire technology resource  
71 assistants or maintain currency of career and technical education programs shall commit to providing the  
72 required matching funds, based on the composite index of local ability to pay.

73 Each qualifying school board shall establish an individualized technology plan, which shall be  
74 approved by the Superintendent, for integrating technology into the classroom and into schoolwide  
75 instructional programs, including career and technical education programs. The first priority for funding  
76 shall be consistent with those components of the Board's revised six-year technology plan that focus on  
77 (i) retrofitting and upgrading existing school buildings to efficiently use educational technology; (ii)  
78 providing (a) one network-ready multimedia microcomputer for each classroom, (b) a five-to-one ratio of  
79 pupils to network-ready microcomputers, (c) graphing calculators and relevant scientific probes/sensors  
80 as required by the Standards of Learning, and (d) training and professional development on available  
81 technologies and software to all levels and positions, including professional development for personnel  
82 delivering career and technical education at all levels and positions; and (iii) assisting school divisions in  
83 developing integrated voice-, video-, and data-connectivity to local, national and international resources.

84 This funding may be used to implement a local school division's long-range technology plan, at the  
85 discretion of the relevant school board, if the local plan meets or exceeds the goals and standards of the  
86 Board's revised six-year technology plan and has been approved by the Superintendent.

87 The Department of Education, the Department of General Services, and the Virginia Information  
88 Technologies Agency shall coordinate master contracts for the purchase by local school boards of the  
89 aforementioned educational technologies and reference materials.

90 A technology replacement program shall be, with such funds as may be appropriated for this  
91 purpose, implemented to replace obsolete educational hardware and software. As provided in subsection  
92 D of § 22.1-129, school boards may donate obsolete educational technology hardware and software that  
93 are being replaced. Any such donations shall be offered to other school divisions and to preschool  
94 programs in the Commonwealth or to public school students as provided in guidelines to be promulgated  
95 by the Board. Such guidelines shall include criteria for determining student eligibility and need, a  
96 reporting system for the compilation of information concerning the number and socioeconomic  
97 characteristics of recipient students, and notification of parents of the availability of such donations of  
98 obsolete educational hardware and software.

99 C. The General Assembly finds that local autonomy in making decisions on local educational needs  
100 and priorities results in effective grassroots efforts to improve education in the Commonwealth's public  
101 schools only when coupled with sufficient state funding; to this end, the following block grant program  
102 is hereby established. With such funds as are provided in the appropriation act, the Department shall  
103 distribute block grants to localities to enable compliance with the Commonwealth's requirements for  
104 school divisions in effect on January 1, 1995. Therefore, for the purpose of such compliance, the block  
105 grant herein established shall consist of a sum equal to the amount appropriated in the appropriation act  
106 for the covered programs, including the at-risk add-on program; dropout prevention, specifically Project  
107 YES; Project Discovery; English as a second language programs, including programs for overage,  
108 nonschooled students; Advancement Via Individual Determination (AVID); the Homework Assistance  
109 Program; programs initiated under the Virginia Guaranteed Assistance Program, except that such funds  
110 shall not be used to pay any expenses of participating students at institutions of higher education; and  
111 school/community health centers. Each school board may use any funds received through the block grant  
112 to implement the covered programs and other programs designed to save the Commonwealth's children  
113 from educational failure.

114 D. In order to reduce pupil/teacher ratios and class sizes in elementary schools, from such funds as  
115 may be appropriated for this purpose, each school board may employ additional classroom teachers,  
116 remedial teachers, and reading specialists for each of its elementary schools over the requirements of the  
117 Standards of Quality. State and local funding for such additional classroom teachers, remedial teachers,  
118 and reading specialists shall be apportioned as provided in the appropriation act.

119 E. D. Pursuant to a turnaround specialist program administered by the Department, local school  
120 boards may enter into agreements with individuals to be employed as turnaround specialists to address  
121 those conditions at the school that may impede educational progress and effectiveness and academic

success. Local school boards may offer such turnaround specialists or other administrative personnel incentives such as increased compensation, improved retirement benefits in accordance with Chapter 6.2 (§ 51.1-617 et seq.) of Title 51.1, increased deferred compensation in accordance with § 51.1-603, relocation expenses, bonuses, and other incentives as may be determined by the board.

~~E.~~ *E.* The General Assembly finds that certain schools have particular difficulty hiring teachers for certain subject areas and that the need for such teachers in these schools is particularly strong. Accordingly in an effort to attract and retain high quality teachers, local school boards may offer instructional personnel serving in such schools as a member of a middle school teacher corps administered by the Department incentives such as increased compensation, improved retirement benefits in accordance with Chapter 6.2 (§ 51.1-617 et seq.) of Title 51.1, increased deferred compensation in accordance with § 51.1-603, relocation expenses, bonuses, and other incentives as may be determined by the board.

For purposes of this subsection, "middle school teacher corps" means licensed instructional personnel who are assigned to a local school division to teach in a subject matter in grades six, seven, or eight where there is a critical need, as determined by the Department. The contract between such persons and the relevant local school board shall specify that the contract is for service in the middle school teacher corps.

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

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

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

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

183 appropriation act, shall be provided to support (i) 18.5 full-time equivalent instructional positions in the  
184 2020-2021 school year for each 1,000 students identified as having limited English proficiency and (ii)  
185 20 full-time equivalent instructional positions in the 2021-2022 school year and thereafter for each 1,000  
186 students identified as having limited English proficiency, which positions may include dual language  
187 teachers who provide instruction in English and in a second language state-funded add-ons shall be  
188 applied for each English language learner and special education student as follows:

189 1. A student weight of .293 of basic aid per-pupil funding, which weight shall be adjusted by the  
190 Department during the biennial process of rebenchmarking the direct aid to public education budget  
191 based on a recalculation of actual expenditures, plus the per-pupil amount of the cost of competing  
192 adjustment as relevant by school division, for English language learner students; and

193 2. A student weight of 1.68 of basic aid per-pupil funding, which weight shall be adjusted by the  
194 Department during the biennial process of rebenchmarking the direct aid to public education budget  
195 based on a recalculation of actual expenditures, plus the per-pupil amount of the cost of competing  
196 adjustment as relevant by school division, for special education students.

197 Such additional Standards of Quality funding shall be calculated by multiplying the relevant weight  
198 by the relevant per-pupil amount for each qualifying English language learner student and each special  
199 education student in each school division. Such relevant per-pupil amount shall consist of the average  
200 actual per-pupil expenditures reported by the local school division less any expenditures reported  
201 directly for English language learners, special education, remedial programs, career and technical  
202 education, gifted education, transportation, food service, non-K-12 operations, capital investments,  
203 transfers, and any other non-operating costs. Local funding obligations for such add-ons shall be  
204 determined by the composite index of local ability-to-pay.

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

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

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

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

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

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

242 3. Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students;  
243 librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time  
244 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

306 courses.

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

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

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

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

321 1. Executive policy and leadership positions, including school board members, superintendents and  
322 assistant superintendents;

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

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

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

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

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

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

336 8. School-based clerical personnel in elementary schools; part-time to 299 students, one full-time at  
337 300 students; clerical personnel in middle schools; one full-time and one additional full-time for each  
338 600 students beyond 200 students and one full-time for the library at 750 students; clerical personnel in  
339 high schools; one full-time and one additional full-time for each 600 students beyond 200 students and  
340 one full-time for the library at 750 students. Local school divisions that employ a sufficient number of  
341 school-based clerical personnel to meet this staffing requirement may assign the clerical personnel to  
342 schools within the division according to the area of greatest need, regardless of whether such schools are  
343 elementary, middle, or secondary; and

344 9. Any central office clerical position that is not set forth in subdivisions 1 through 8.

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

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

348 Q. In addition to the positions supported by basic aid, state funding, pursuant to the general  
349 appropriation act, shall be provided to cover the actual average school division cost to educate children  
350 with disabilities.

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

354 S. As used in subsection T:

355 "At-Risk Program" means any state funding provided for programs of prevention, intervention, or  
356 remediation or pursuant to the at-risk add-on.

357 "Identified student" has the same meaning as provided in § 22.1-207.4:1.

358 "Identified student percentage" means the fraction, expressed as a percentage, that results from  
359 dividing the number of identified students enrolled in a school division by the total number of students  
360 enrolled in such school division, weighted by the factor of 1.5, and then adjusted by the addition of a  
361 percentage that corrects for undercounting English language learner students as identified students.  
362 Such addition shall be calculated as the percentage of students who are identified as English language  
363 learners divided by four.

364 T. There is hereby established the At-Risk Program for the purpose of supporting programs for  
365 students who are educationally at risk. The determination of the amount of state funding for which a  
366 school division is eligible pursuant to the At-Risk Program shall be based on the school division's  
367 identified student percentage, and such funding shall be distributed as follows:

1. Sixty percent of funding appropriated to the At-Risk Program shall be allocated to school divisions on a flat per-student percentage rate set out in the general appropriation act; and

2. Forty percent of funding appropriated to the At-Risk Program shall be allocated to school divisions on a variable rate set out in the general appropriation act based on the concentration of poverty in the school division.

**§ 51.1-617. Definitions.**

As used in this chapter, unless the context requires a different meaning:

"Board" means the Board of Trustees of the Virginia Retirement System.

"Eligible employee" means any turnaround specialist or member of the middle school teacher corps providing services for a participating public school division pursuant to subsections *D* and *E* ~~and F~~ of § 22.1-199.1.

"Participating employer" means any local public school board that offers and pays the costs of improved retirement benefits as described in subsections *D* and *E* ~~and F~~ of § 22.1-199.1.

"Plan" means the defined contribution plan established pursuant to this chapter and the provisions of § 401 (a) of the Internal Revenue Code of 1986, as amended.

"Qualified participant" means an eligible employee of a participating employer.

**2. That the Department of Education shall first adjust the weights set forth in subsection F of § 22.1-253.13:2 of the Code of Virginia, as amended by this act, during the process of rebenchmarking the direct aid to public education budget for the 2026-2028 biennium.**

**3. That any school division that would have received more state funds for the at-risk add-on and programs of prevention, intervention, or remediation than it would pursuant to the consolidation of such state funding sources under the At-Risk Program established in subsection T of § 22.1-253.13:2 of the Code of Virginia, as amended by this act, shall be held harmless and shall not have its share of such state funding reduced, effective for the 2024-2025 school year through the 2026-2027 school year.**

**4. That the Department of Education shall collect data on actual expenditures in each school division for (i) the education of English language learners and (ii) intervention, remediation, and other services for students who are academically at risk for the purpose of implementing the provisions of the first enactment of this act.**