



Polaris Education Partners

LEGISLATIVE REPORT

2025 SESSION



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Introduction

The 2025 Legislative Report summarizes key legislation passed during the 2025 Virginia General Assembly session that directly impacts school division human resources. All of the legislation included in this report will be enacted on July 1, 2025, and will take effect in the coming months unless otherwise noted.

This report is designed to help school division leaders, HR professionals, and staff understand new legal requirements related to **staffing, employee conduct, teacher licensure, training, and data reporting**. To ensure accessibility and clarity, each bill entry follows a uniform structure:

- **Bill Number and Patron** – Identifies the legislation and its sponsor.
- **LIS Summary** – A formal summary from the Virginia Legislative Information System (LIS).
- **PDF Link** – A direct link to the chaptered version of the law as it now appears in statute.
- **What It Means** – A plain-language breakdown of what the bill requires or changes.
- **Why It Matters** – A brief explanation of the legislation’s impact, relevance, or benefit to school operations and staff.

Only bills that have been **signed into law** and pertain to **human resources functions in school divisions** are included. This includes legislation affecting hiring and staffing practices, professional conduct, training requirements, licensure pathways, compensation-related reporting, and data transparency for personnel.

The goal of this report is to support practical understanding and implementation of these new laws so that school divisions can remain compliant, adapt policies and practices where needed, and continue supporting staff and students effectively.



Staffing, Conduct, and Training

[HB1626](#) (Thomas) and [SB822](#) (VanValkenburg)

Summary: Public elementary and secondary school teachers; certain training activities;

requirements and limitations. Prohibits any public elementary or secondary school teacher from being required to participate in any non-academic training activity, as that term is defined in the bill, more frequently than once within six month of employment with the applicable school board and once every five years thereafter, except in the case of certain training relating to secure mandatory test violations upon determination by the school board or division superintendent that additional training is necessary. The bill also provides that the total frequency and duration of non-academic training activities in which each such teacher is required to participate pursuant to state law or regulation or policy or regulation of the applicable school board shall not exceed 25 hours every five years.

[Chaptered PDF](#)

What it does: Limits how often public school teachers in Virginia have to attend non-academic training sessions (training activities that aren't directly related to teaching subjects).

1. **Frequency Limits:**

- A teacher can only be **required to do non-academic training once in the first six months** after being hired.
- After that, they can only be required to do **one such training every five years**.
- There's an exception for training about **test security violations**—teachers might have to do more of that if the division decides it's needed.

2. **Time Limits:**

- Over any five-year period, teachers **cannot be required to spend more than 25 hours total** on all non-academic training combined.

Why it matters:

Reduces the amount of time teachers spend on mandatory training that does not directly help them teach their subjects—things like administrative policies or workplace conduct. Teachers will find this keeps the focus on student learning by prioritizing training that directly supports teaching and learning, will provide more time for them to focus planning lessons, and may reduce burnout and frustration.



Summary: Department of Education; index of required teacher training. Requires the Department of Education (the Department) to establish and maintain an index of each training in which any public elementary and secondary school teacher in the Commonwealth is required to participate pursuant to state or federal law or regulation, including training required as a condition of licensure by the Department. The bill requires such index to include information on the classification of teacher required to complete each training; the topic, length, and frequency of each training activity; and the total number of hours of training that each teacher is required to complete in a specific period of time. The bill requires the Department to review and update such index annually, when a training is added, or when an existing training on the index is changed in length or frequency to ensure that the information therein is accurate and to post such index in an easily and publicly accessible format and location on its website no later than November 1, 2025. [Chaptered PDF](#)

What it does: Directs the Virginia Department of Education to create an index (list) of every type of training that public school teachers are required to complete, including trainings required by state or federal law, or to keep their teaching license active.

1. **What the list must include:**

- Which teachers have to take each training (e.g., all teachers, new teachers, special ed teachers, etc.).
- What the training is about (topic).
- How long each training takes.
- How often it must be done (frequency).
- The total number of hours of training each teacher has to complete in a given time period.

2. **Transparency and updates:**

- The Department must keep this list current—whenever a new training is added or an old one changes.
- It must be posted online in a way that’s easy for the public to find and read, starting by **August 1, 2025** [*link will be provided when updated on the Department of Education website*].

Why it matters:

Brings transparency to teacher training requirements. It helps teachers, schools, and the public clearly see what’s required, how much time it takes, and how often it happens—making it easier to manage and possibly identify areas for improvement.



[HB2063](#) (Garrett, Jr.)

Summary: Reports of certain arrests and convictions of school employees; timing; method.

Removes the requirement to report certain arrests and convictions of school employees enumerated in law via fax to the fax number identified for the division superintendent or the designated division safety official, as the case may be. [Chaptered PDF](#)

What it does:

- Removes the requirement to notify school divisions of employee arrests or convictions of certain serious crimes by fax.
- However, the **law still requires the reports to be sent by certified mail and email**, just like before.

Why it matters:

Fax machines are outdated, and this bill updates the law to reflect more modern and reliable ways of communication—email and certified mail—while making sure that school leaders still get the important information they need to keep students and staff safe.



[HB2201](#) (McQuinn) and [SBI230](#) (Aird)

Summary: Public schools; temporarily employed teachers; rules and requirements; extension of time limitation. Extends from 90 to 180 teaching days the maximum period of time during one school year for which a school board may employ a temporarily employed teacher, as defined in relevant law, to fill a teacher vacancy, with certain conditions and restrictions. The bill contains technical amendments. The bill has an expiration date of July 1, 2027. [Chaptered PDF](#)

What it does: Extends the 2023 legislation to allow schools more time to use temporary teachers, when they can't find a permanent one, without the state superintendent's approval.

- [State statute](#) allows for schools to hire a temporary teacher for up to 90 teaching days in a school year, with approval from the state superintendent. This legislation doubles that limit to 180 days. This extends the previous 2023 legislation that allowed for a 180-day temporary teacher assignment without the state superintendent's approval for the 2023-24 and 2024-25 school years.
- The change is temporary—it will expire on July 1, 2027, unless renewed or made permanent.
- There are certain rules and conditions that still apply when using temporary teachers:

The temporary teacher who is going to teach for more than 90 days, and they're not teaching a subject that requires a Technical Professional license, needs to:

- Have a bachelors degree.
- Must not qualify for a provisional license OR they have had an active teaching license in Virginia in the last 10 years.

Why it matters:

Schools are struggling to fill teacher positions. This bill gives divisions more flexibility and time to use temporary teachers, while they continue looking for permanent staff, helping ensure that students still have someone in the classroom.



[SBI293](#) (Stanley, Jr.)

Summary: School board employees; professional development and continuing education; optional programs; children with autism spectrum disorder. Directs the Board of Education to provide guidance on and each school board to provide each year an optional program of high-quality professional development for instructional personnel and school board employees whose duties include regular contact with students on communicating with and supporting students with autism spectrum disorder. The bill provides that any instructional personnel or school board employee who completes such professional development shall be eligible for professional development points toward renewal of his license. [Chaptered PDF](#)

What it does: Provides optional professional development for teachers and school staff to better understand and support students with autism.

- Directs the Virginia Board of Education to provide guidance on quality training programs that focuses on how to communicate with and support students who have autism spectrum disorder.
- Directs each division school board to offer, every year, an optional training program for teachers and staff who regularly work with students.
- If a teacher or staff member chooses to take this training, they can earn professional development points that help them renew their teaching license.

Why it matters:

Encourages divisions to offer useful, optional training to help staff better work with students who have autism, while also giving teachers professional development activities to keep their licenses active.



Teacher Education, Licensure, and Compensation

[HB1829](#) (Simonds)

Summary: Board of Education; certain add-on endorsements for mathematics teachers. Requires the Board of Education to (i) develop and approve a geometry add-on endorsement for teachers licensed by the Board of Education to provide instruction in geometry for students in kindergarten through grade eight and (ii) amend its regulations establishing the criteria for earning an Algebra I add-on endorsement to (a) eliminate the requirements that candidates complete coursework in calculus, Euclidean geometry, probability and statistics, and discrete mathematics and (b) permit candidates to receive a passing score on the Praxis Algebra I add-on endorsement exam in lieu of the requirements that candidates complete coursework in elementary functions, introductory college algebra, trigonometry, and linear algebra. [Chaptered PDF](#)

What it does: Eases requirements for teachers to get endorsed to teach Geometry and Algebra I to younger students (kindergarten through 8th grade).

1. **Geometry Endorsement:**

- The Board of Education must create an add-on endorsement so that licensed teachers can be endorsed to teach Geometry to students in grades K–8.

2. **Algebra I Endorsement:**

- The requirement for an Algebra I endorsement will be to pass the Algebra I Praxis assessment. Teachers will still be able to pass college-level math classes to earn the endorsement, but the advanced course requirements in calculus; Euclidean geometry; probability and statistics; and discrete mathematics have been eliminated.

Why it matters:

Mathematics is consistently a hard-to-staff teaching position. Easing requirements for teachers to get certified to teach middle school math may assist divisions to fill math teacher positions more easily and help students get the instruction they need from qualified teachers.



[HB2018](#) (Anthony) and [SB879](#) (Ebbin)

Summary: Board of Education; teacher licensure; career and technical education; alternative pathway to provisional licensure. Requires the Board of Education (the Board) to issue a provisional license to any person seeking an initial license in the Commonwealth with an endorsement in the area of career and technical education who has a high school diploma or a high school equivalency certificate and an industry-recognized credential, certification, or license in the area in which such person seeks an endorsement but has not completed all requirements specified in the Board's regulations for licensure to allow time for such person to complete, in lieu of the outstanding requirements specified in the Board's regulations for licensure, coursework in three areas specified in the bill. The bill directs the Board to amend its regulations as necessary in accordance with the provisions of the bill. [Chaptered PDF](#)

What it does: Directs the Board to amend the *Licensure Regulations for School Personnel* to reflect a change in coursework required for a career and technical education license.

- Coursework will now include classroom management, curriculum and instruction in career and technical education, and human growth and development or educational technology.

Why it matters:

Reduces barriers for skilled tradespeople to start teaching, while still ensuring they learn essential teaching skills. This will help schools fill CTE teaching positions, which are often hard to staff, and brings real-world expertise into the classroom, giving students access to professionals with hands-on experience.



Summary: Certain individuals to be deemed licensed as teachers with an endorsement in special education early childhood (birth–age five years). Provides that any individual who has been employed in the Commonwealth as a preschool special education teacher licensed with an endorsement in special education – general curriculum K-12 for at least 15 school years shall be deemed licensed as a teacher with an endorsement in special education early childhood (birth–age five years) upon the recommendation of the division superintendent in the local school division in which such individual is employed to the Department of Education that such teacher is well-qualified to continue to teach preschool special education in such school division. The bill contains an emergency clause. [Chaptered PDF](#)

What it does: Allows for teachers with a Special Education: General Curriculum K-12 endorsement, and who have been teaching for 15 years or more, to be deemed licensed as a teacher with an endorsement in special education early childhood (birth–age five years) upon the recommendation of the division superintendent. In addition, there is an emergency clause that reflects the legislation is effective at the time of the Governor’s approval, not at July 1 as typically effective. School divisions will still need to apply for the endorsement, with the division superintendent’s recommendation.

Why it matters:

Recognizes a teacher’s extensive experience and removes the need for additional coursework for a teacher to be properly licensed and endorsed to serve students in special education early childhood (birth–age five years).



Summary: Superintendent of Public Instruction; programs providing instructional experience in horse riding; exemption from licensure. Exempts from the requirements for licensure of child day programs by the Superintendent of Public Instruction programs providing instructional experience in horse riding, provided that (i) such a program is taught (a) by an adult with a recognized certification in horse riding instruction and (b) to fewer than 12 children at any time, (ii) at least one adult actively supervises no more than three children at any time during such a program, and (iii) the majority of programming for any such program relates to horse riding and equine activities. [Chaptered PDF](#)

What it does: Allows child day programs providing horse riding instruction, that focus on horse riding and equine-related activities, to be taught by an adult with a recognized horse riding certification. These programs must have fewer than 12 children participating at any time. The class must have at least one adult supervising no more than three children at a time.

Why it matters:

Eases restrictions for horse riding programs to operate without going through the Department of Education's licensing process for this equine program, while still including safety requirements to protect students.



Data Reporting

[HBI983](#) (Askew) and [SB968](#) (Carrol Foy)

Summary: Board of Education; support services personnel; annual collection of certain staffing data required; report. Requires (i) each school board to, beginning with the 2025–2026 school year, annually collect and submit to the Department of Education a report on data on the average salaries of support services personnel, as that term is defined in the bill, employed by the school board and (ii) the Department to, beginning with the fiscal year ending June 30, 2026, annually compile such data, include it in the Annual School Report, and publicly post it on the Department's website. The bill requires each school board and the Department to disaggregate the data by career categories of support services personnel and specialized student support personnel as set forth in applicable law.

[Chaptered PDF](#)

What it does:

1. School boards must collect data:

- Starting in the 2025–2026 school year, every school board must gather and report the average salaries of their support services personnel each year.
- "Support services personnel" includes staff like school counselors, nurses, social workers, librarians, psychologists, and other staff who support students and school operations.

2. Department of Education must publish the data:

- Beginning in 2026, the Virginia Department of Education must:
 - Put this salary data into the state's Annual School Report.
 - Post the information online where the public can see it.

3. Break it down by job type:

- The salary data must be separated by job category (for example: nurses vs. social workers), so it's clear how much different types of school support staff are being paid.

Why it matters:

Ensures transparency around how much non-teaching school staff are paid. It can highlight pay gaps or staffing issues and help the state and local school boards make better decisions about funding and support for these critical roles.

