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SENATE BILL NO. 978

Offered January 8, 2025

Prefiled January 7, 2025

A BILL to amend and reenact §§ 22.1-212.2, 22.1-253.13:1, and 22.1-253.13:2 of the Code of Virginia and to amend the Code of Virginia by adding sections numbered 22.1-199.8 through 22.1-199.11, 22.1-200.04, 22.1-299.2:1, and 22.1-299.7:2, relating to public elementary and secondary schools; Office of Mathematics Improvement established; mathematics improvement and advancement policies and programs; established.

Patron—Hashmi

Referred to Committee on Education and Health

Be it enacted by the General Assembly of Virginia:

1. That §§ 22.1-212.2, 22.1-253.13:1, and 22.1-253.13:2 of the Code of Virginia are amended and reenacted and that the Code of Virginia is amended by adding sections numbered 22.1-199.8 through 22.1-199.11, 22.1-299.2:1, and 22.1-299.7:2 as follows:

§ 22.1-199.8. Office of Mathematics Improvement at the Department; Director and support staff; regional coordinators; mathematics advisory task forces.

A. The Department shall establish the Office of Mathematics Improvement (the Office) as an office within the Department for the purpose of supporting the improvement of mathematics education in public elementary and secondary schools in the Commonwealth through (i) administering and collaborating with the mathematics advisory task forces established pursuant to subsection E; (ii) administering state funds provided to school divisions to improve and advance mathematics education; (iii) assisting school administrators in the application for federal and state grant funds for mathematics improvement initiatives, programs, and opportunities; (iv) overseeing and tracking mathematics instruction, assessment scores, and learning outcomes in the Commonwealth to identify areas of need and areas of improvement; and (v) providing assistance, recommendations, and support to school boards and school administrators relating to best practices for improving mathematics instruction and education.

B. The Superintendent shall appoint and employ a Director of the Office. The Director shall have substantial experience in mathematics education and instruction, either in administrative roles or as a teacher providing mathematics instruction in public schools.

C. The Department shall establish within the Office and hire one regional coordinator position for each superintendent's region in the Commonwealth. Each regional coordinator shall have significant experience in providing mathematics instruction and providing training, coaching, and support to mathematics teachers in public schools. Each regional coordinator shall:

1. Collaborate with the school board and division superintendent of each school division in the applicable superintendent's region to:

a. Maximize participation in any mathematics improvement and support initiatives and programs, including the Summer Mathematics Intervention Grant Program established pursuant to § 22.1-199.9, the Advanced Placement Mathematics Exam Fee Elimination Fund and Program established pursuant to § 22.1-199.10, the Mathematics Improvement and School Support Grant Program established pursuant to § 22.1-199.11, and the Advanced Mathematics Teacher Incentive and Support Grant Program established pursuant to § 22.1-299.2:1;

b. Promote and implement the Board's guidance on mathematics course offerings for school counselors; and

c. Support the establishment, maintenance, and operation of programs, policies, and other measures aimed to empower students and families to select the most appropriate mathematics courses for each student based on available local and virtual options, and support students in mathematics improvement, advancement, and achievement; and

2. Perform such other tasks as assigned by the Director of the Office.

D. The Department shall establish and employ within the Office:

1. Two administrative positions for the purpose of managing grant programs, procurement, and other operational duties relating to mathematics improvement and support initiatives, programs, and policies;

2. One professional development coordinator for the purpose of managing the development and maintenance of teacher professional development, training, and preparation for providing instruction in advanced mathematics courses. The professional development coordinator shall (i) work in collaboration with the regional coordinators employed pursuant to subsection C and the mathematics advisory task forces established pursuant to subsection E to develop and distribute to each school board professional

59 development, training, and preparation resources and develop and disseminate to each school board
 60 information relating to professional development, training, and preparation opportunities and (ii) perform
 61 such other tasks as assigned by the Director of the Office; and

62 3. One data analyst for the purpose of analyzing mathematics progress and achievement data for students
 63 at all grade levels in each public school in the Commonwealth and presenting such analysis to the Office. The
 64 data analyst shall also (i) develop data collection and analysis methods for measuring and tracking student
 65 progress and achievement in mathematics and identifying achievement gaps; (ii) develop recommendations
 66 on improvements to programming and services; (iii) assess and develop and post on the Department's
 67 website an annual report on the progress of all mathematics improvement initiatives, programs, and policies
 68 in the Commonwealth in improving mathematics assessment scores and learning outcomes across public
 69 schools in the Commonwealth as a whole and disaggregated by school division, school, and grade level; and
 70 (iv) perform such other tasks as assigned by the Director of the Office.

71 E. The Director, in consultation with the regional coordinators hired pursuant to subsection C and the
 72 Department, shall establish for the purpose of evaluating and making recommendations relating to
 73 mathematics education and instruction improvement for (i) kindergarten through grade five, the Elementary
 74 School Mathematics Advisory Task Force; (ii) grades six through eight, the Middle School Mathematics
 75 Advisory Task Force; and (iii) grades nine through 12, the High School Mathematics Advisory Task Force.
 76 Each mathematics advisory task force shall consist of a diverse group of stakeholders, including mathematics
 77 teachers, instructional coaches, school administrators and at least one division superintendent, one
 78 representative of an institution of higher education, and one member of a school board, to be appointed by
 79 the Director of the Office. Members of each mathematics advisory task force shall be reimbursed for actual
 80 expenses incurred in the performance of their duties. Each mathematics advisory task force shall:

81 1. For the applicable grade range, evaluate and make recommendations relating to the quality and
 82 effectiveness of professional development opportunities for mathematics instruction, screening assessments,
 83 commercially developed curricula, and any instructional guidelines developed by the Department;

84 2. Provide input to the Director on such other matters relating to mathematics improvement initiatives,
 85 programs, and policies as deemed necessary by the Director;

86 3. Meet at least four times annually for the purposes of establishing agendas, conducting votes, and
 87 developing recommendations; and

88 4. Compile and annually submit to the Department, the Board, and the Office all recommendations
 89 developed in accordance with subdivision 3. The Office, in coordination with each regional coordinator
 90 hired pursuant to subsection C, shall annually disseminate to each school division the annual reports
 91 developed by each mathematics improvement task force in accordance with this subdivision.

92 **§ 22.1-199.9. Summer Mathematics Intervention Grant Program established; guidelines and**
 93 **implementation.**

94 A. With such funds as may be appropriated for such purpose pursuant to the general appropriation act,
 95 the Department shall establish and the Office of Mathematics Improvement (the Office) established pursuant
 96 to § 22.1-199.8 shall administer the Summer Mathematics Intervention Grant Program for the purpose of
 97 annually awarding grants on a competitive basis to eligible school boards to support the development or
 98 enhancement of summer mathematics intervention programs designed to prepare students for academic
 99 success in mathematics in grades six through eight.

100 B. Beginning with the fiscal year starting on July 1, 2026, any school board shall be eligible to annually
 101 apply for a grant under this section in accordance with the application requirements established by the
 102 Department pursuant to subsection D. Such application shall include a plan to develop and implement a new
 103 or enhance an existing summer mathematics intervention program that is (i) offered at no cost to students
 104 who are entering the fourth or fifth grade and have been identified through relevant diagnostic assessments
 105 or Standards of Learning mathematics assessments administered pursuant to § 22.1-253.13:3 as
 106 demonstrating a need for mathematics remediation and intervention and (ii) designed to provide targeted
 107 mathematics remediation and intervention to support such students in reaching grade-level proficiency
 108 before the start of sixth grade. In awarding grants under this section, the Department and the Office shall
 109 give priority to applications submitted by school boards of school divisions that contain any school for which
 110 the Standards of Learning mathematics assessment pass rate ranks in the bottom 20 percent of all public
 111 schools in the Commonwealth.

112 C. The aggregate amount of grants awarded under this section to each eligible school board selected in
 113 the fiscal year beginning July 1, 2026, shall not exceed \$4 million. The total annual amount of grant funding
 114 appropriated for the award of grants under this section shall be adjusted biennially for inflation as a part of
 115 the benchmarking process to ensure adequate support for the Summer Mathematics Intervention Grant
 116 Program.

117 D. The Department, in collaboration with the Office, shall develop and make available by February 1,
 118 2026, (i) an annual application form; (ii) any application requirements, procedures, or deadlines as deemed
 119 necessary for the proper administration of the program; and (iii) guidelines relating to grant eligibility,

120 application, and administration requirements.

121 **§ 22.1-199.10. Advanced Placement Mathematics Exam Fee Elimination Fund and Program.**

122 A. There is hereby created in the state treasury a special nonreverting fund to be known as the Advanced
123 Placement Mathematics Exam Fee Elimination Fund, referred to in this section as "the Fund." The Fund
124 shall be established on the books of the Comptroller. All funds appropriated for such purpose and any gifts,
125 donations, grants, bequests, and other funds received on its behalf shall be paid into the state treasury and
126 credited to the Fund. Interest earned on moneys in the Fund shall remain in the Fund and be credited to it.
127 Any moneys remaining in the Fund, including interest thereon, at the end of each fiscal year shall not revert
128 to the general fund but shall remain in the Fund. Moneys in the Fund shall be used solely for the purposes of
129 awarding grants to school divisions pursuant to the Advanced Placement Mathematics Exam Fee Elimination
130 Program established pursuant to subsection B. Expenditures and disbursements from the Fund shall be made
131 by the State Treasurer on warrants issued by the Comptroller upon written request signed by the
132 Superintendent.

133 B. The Advanced Placement Mathematics Exam Fee Elimination Program (the Program) is established
134 for the purpose of covering all applicable fees associated with taking any Advanced Placement mathematics
135 exam for any public high school student who qualifies as an identified student, as that term is defined in §
136 22.1-207.4:1. Beginning with the fiscal year starting on July 1, 2026, any school board may apply for a grant
137 under this section on behalf of any such student enrolled in the applicable school division. The Program shall
138 be administered by the Department in cooperation with the Office of Mathematics Improvement (the Office)
139 established pursuant to § 22.1-199.8. Pursuant to the Program, the Department and the Office shall annually
140 transfer to each school board a grant in a sum sufficient to cover all such fees of each eligible student for
141 whom an application was submitted in the applicable school division.

142 C. The Department, in collaboration with the Office, shall establish such rules, policies, and procedures
143 as it deems necessary or appropriate for the administration of the Program.

144 D. Each school board shall annually notify the parent of each public high school student in the applicable
145 school division who qualifies as an identified student in accordance with subsection B of the opportunity for
146 the student to take an Advanced Placement mathematics exam at no cost.

147 **§ 22.1-199.11. Mathematics Improvement and School Support Grant Program.**

148 A. With such funds as may be appropriated for such purpose pursuant to the general appropriation act,
149 the Department shall establish and the Office of Mathematics Improvement (the Office) established pursuant
150 to § 22.1-199.8 shall administer the Mathematics Improvement and School Support Grant Program (the
151 Program) for the purpose of awarding grants to school divisions for the expansion of Algebra I and
152 Geometry mathematics course offerings available to students in grades seven and eight.

153 B. Beginning with the fiscal year starting on July 1, 2026, any school board shall be eligible to annually
154 apply for a grant under this section in accordance with the application guidelines established by the
155 Department in accordance with subsection C. The annual grant awarded to each school board selected under
156 this section shall not exceed (i) \$10,000 per school with a student population of less than 500 students in the
157 applicable school division and (ii) \$15,000 per school with a student population of 500 or more students in
158 the applicable school division. No more than \$3.4 million per year shall be allocated by the Program for the
159 award of such grants. In awarding grants pursuant to the Program, the Department and the Office shall give
160 priority to school divisions that contain any school for which the Standards of Learning mathematics pass
161 rate ranks in the bottom 20 percent of all public schools in the Commonwealth. Any grant funds awarded to a
162 school division pursuant to the Program may be used to (i) provide additional professional development or
163 training relating to mathematics instruction for teachers, (ii) cover any costs associated with the attainment
164 of Algebra I or Geometry add-on endorsements for teachers, including compensation for the time used to
165 earn such endorsements, and (iii) cover any other costs associated with expanding school Algebra I and
166 Geometry mathematics course capacity and offerings for students in grades seven and eight in the applicable
167 school division.

168 C. The Department, in collaboration with the Office, shall develop and make available by February 1,
169 2026, (i) an annual application form; (ii) any application requirements, procedures, or deadlines as deemed
170 necessary for the proper administration of the Program; and (iii) guidelines relating to grant eligibility,
171 application, and administration requirements.

172 **§ 22.1-212.2. Virtual Virginia.**

173 A. From such funds as are appropriated, the Department of Education shall establish a statewide electronic
174 classroom to be known as the Virtual Virginia Program. Virtual Virginia shall be made available to every
175 public high school in Virginia.

176 B. The Department may utilize the services of the Commonwealth's educational television stations and
177 other providers, as well as any other appropriate technology for the purposes of implementing Virtual
178 Virginia.

179 The services of this program shall be limited to educational purposes. Educational purposes shall include,
180 but not be limited to, instruction in subject areas that are not available in all schools and in-service training

181 for instructional, administrative, and support personnel.

182 C. The Department may contract with one or more local school boards that have created online courses to
 183 make one or more such courses available to other school divisions through the Virtual Virginia Program. The
 184 Department shall approve all courses offered through Virtual Virginia, including those made available by
 185 local school boards to other school divisions. A school board that makes one or more of its online courses
 186 available to other school divisions through Virtual Virginia (i) shall not be considered a multidivision online
 187 provider pursuant to § 22.1-212.23 and (ii) may charge a per-course or per-student fee to school divisions to
 188 defray the costs of developing the course and providing course instruction using teachers employed by the
 189 offering school board. The Department shall approve any such fee schedule before a school board offers any
 190 such online courses through Virtual Virginia.

191 D. The Department shall establish the Virtual Learning Advisory Committee (*the Committee*), which shall
 192 consist of one superintendent or his designee from each of the eight superintendent's regions, the
 193 Superintendent of Public Instruction or his designee, and such other members as the Department deems
 194 appropriate, not to exceed three additional members. The contractor that manages Virtual Virginia shall serve
 195 as a nonvoting ex officio member. The Committee shall advise the Department on (i) online courses,
 196 in-service training, and digital instructional resources that school divisions need to meet the Commonwealth's
 197 graduation requirements and (ii) strategic planning to expand blended and online learning opportunities in
 198 Virginia's public schools, including cost-effective access to high-need and low-demand courses, training,
 199 content, and digital resources.

200 E. *With such funds as are appropriated for such purpose, the Department shall provide for the expansion*
 201 *of advanced mathematics courses offered through Virtual Virginia for the purpose of ensuring that students*
 202 *attending each public school in each school division in the Commonwealth have access to a full range of*
 203 *advanced mathematics courses. In providing for the expansion of advanced mathematics courses offered*
 204 *through Virtual Virginia, the Department, in consultation with the Office of Mathematics Improvement*
 205 *established pursuant to § 22.1-199.8, shall ensure that such advanced mathematics course offerings are*
 206 *rigorous and designed to prepare students for a wide range of post-secondary careers in science, technology,*
 207 *engineering, and mathematics fields.*

208 **§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and**
 209 **other educational objectives.**

210 A. The General Assembly and the Board believe that the fundamental goal of the public schools of the
 211 Commonwealth must be to enable each student to develop the skills that are necessary for success in school,
 212 preparation for life, and reaching their full potential. The General Assembly and the Board find that the
 213 quality of education is dependent upon the provision of (i) the appropriate working environment, benefits,
 214 and salaries necessary to ensure the availability of high-quality instructional personnel; (ii) the appropriate
 215 learning environment designed to promote student achievement; (iii) quality instruction that enables each
 216 student to become a productive and educated citizen of Virginia and the United States of America; and (iv)
 217 the adequate commitment of other resources. In keeping with this goal, the General Assembly shall provide
 218 for the support of public education as set forth in Article VIII, § 1 of the Constitution of Virginia.

219 B. The Board shall establish educational objectives known as the Standards of Learning, which shall form
 220 the core of Virginia's educational program, and other educational objectives, which together are designed to
 221 ensure the development of the skills that are necessary for success in school and for preparation for life in the
 222 years beyond. At a minimum, the Board shall establish Standards of Learning for English, mathematics,
 223 science, and history and social science. The Standards of Learning shall not be construed to be regulations as
 224 defined in § 2.2-4001.

225 The Board shall seek to ensure that the Standards of Learning are consistent with a high-quality
 226 foundation educational program. The Standards of Learning shall include, but not be limited to, the basic
 227 skills of communication (listening, speaking, reading, and writing); computation and critical reasoning,
 228 including problem solving and decision making; proficiency in the use of computers and related technology;
 229 computer science and computational thinking, including computer coding; and the skills to manage personal
 230 finances and to make sound financial decisions.

231 The English Standards of Learning for reading in kindergarten through grade eight shall align with
 232 evidence-based literacy instruction and science-based reading research.

233 The Standards of Learning in all subject areas shall be subject to regular review and revision to maintain
 234 rigor and to reflect a balance between content knowledge and the application of knowledge in preparation for
 235 eventual employment and lifelong learning. The Board shall establish a regular schedule, in a manner it
 236 deems appropriate, for the review, and revision as may be necessary, of the Standards of Learning in all
 237 subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this
 238 section shall be construed to prohibit the Board from conducting such review and revision on a more frequent
 239 basis.

240 To provide appropriate opportunity for input from the general public, teachers, and local school boards,
 241 the Board shall conduct public hearings prior to establishing revised Standards of Learning. Thirty days prior

242 to conducting such hearings, the Board shall give notice of the date, time, and place of the hearings to all
 243 local school boards and any other persons requesting to be notified of the hearings and publish notice of its
 244 intention to revise the Standards of Learning in the Virginia Register of Regulations. Interested parties shall
 245 be given reasonable opportunity to be heard and present information prior to final adoption of any revisions
 246 of the Standards of Learning.

247 In addition, the Department shall make available and maintain a website, either separately or through an
 248 existing website utilized by the Department, enabling public elementary, middle, and high school educators to
 249 submit recommendations for improvements relating to the Standards of Learning, when under review by the
 250 Board according to its established schedule, and related assessments required by the Standards of Quality
 251 pursuant to this chapter. Such website shall facilitate the submission of recommendations by educators.

252 School boards shall implement the Standards of Learning or objectives specifically designed for their
 253 school divisions that are equivalent to or exceed the Board's requirements. Students shall be expected to
 254 achieve the educational objectives established by the school division at appropriate age or grade levels. The
 255 curriculum adopted by the local school division shall be aligned to the Standards of Learning.

256 The Board shall include in the Standards of Learning for history and social science the study of
 257 contributions to society of diverse people. For the purposes of this subsection, "diverse" includes
 258 consideration of disability, ethnicity, race, and gender.

259 The Board shall include in the Standards of Learning for health instruction in emergency first aid,
 260 cardiopulmonary resuscitation, and the use of an automated external defibrillator, including hands-on practice
 261 of the skills necessary to perform cardiopulmonary resuscitation. Such instruction shall be based on the
 262 current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation
 263 and the use of an automated external defibrillator, such as a program developed by the American Heart
 264 Association or the American Red Cross. No teacher who is in compliance with subdivision D 3 of §
 265 22.1-298.1 shall be required to be certified as a trainer of cardiopulmonary resuscitation to provide instruction
 266 for non-certification.

267 The Board shall include in the Standards of Learning for physical and health education for grade nine or
 268 10 research-based hazing prevention instruction, in accordance with the Standards of Learning and
 269 curriculum guidelines for research-based hazing prevention instruction developed by the Board pursuant to
 270 subsection B of § 22.1-207.

271 With such funds as are made available for this purpose, the Board shall regularly review and revise the
 272 competencies for career and technical education programs to require the full integration of English,
 273 mathematics, science, and history and social science Standards of Learning. Career and technical education
 274 programs shall be aligned with industry and professional standard certifications, where they exist.

275 The Board shall establish content standards and curriculum guidelines for courses in career investigation
 276 in elementary school, middle school, and high school. Each school board shall (i) require each middle school
 277 student to take at least one course in career investigation or (ii) select an alternate means of delivering the
 278 career investigation course to each middle school student, provided that such alternative is equivalent in
 279 content and rigor and provides the foundation for such students to develop their academic and career plans.
 280 Any school board may require (a) such courses in career investigation at the high school level as it deems
 281 appropriate, subject to Board approval as required in subsection A of § 22.1-253.13:4, and (b) such courses in
 282 career investigation at the elementary school level as it deems appropriate. The Board shall develop and
 283 disseminate to each school board career investigation resource materials that are designed to ensure that
 284 students have the ability to further explore interest in career and technical education opportunities in middle
 285 and high school. In developing such resource materials, the Board shall consult with representatives of career
 286 and technical education, industry, skilled trade associations, chambers of commerce or similar organizations,
 287 and contractor organizations.

288 C. Local school boards shall develop and implement a program of instruction for grades K through 12 that
 289 is aligned to the Standards of Learning and meets or exceeds the requirements of the Board. The program of
 290 instruction shall emphasize reading, writing, speaking, mathematical concepts and computations, proficiency
 291 in the use of computers and related technology, computer science and computational thinking, including
 292 computer coding, and scientific concepts and processes; essential skills and concepts of citizenship, including
 293 knowledge of Virginia history and world and United States history, economics, government, foreign
 294 languages, international cultures, health and physical education, environmental issues, and geography
 295 necessary for responsible participation in American society and in the international community; fine arts,
 296 which may include, but need not be limited to, music and art, and practical arts; knowledge and skills needed
 297 to qualify for further education, gainful employment, or training in a career or technical field; and
 298 development of the ability to apply such skills and knowledge in preparation for eventual employment and
 299 lifelong learning and to achieve economic self-sufficiency.

300 Local school boards shall also develop and implement programs of prevention, intervention, or
 301 remediation for students who are educationally at risk including, but not limited to, those who fail to achieve
 302 a passing score on any Standards of Learning assessment in grades three through eight or who fail an end-of-

303 course test required for the award of a verified unit of credit. Such programs shall include components that
304 are research-based.

305 Any student who achieves a passing score on one or more, but not all, of the Standards of Learning
306 assessments for the relevant grade level in grades three through eight may be required to attend a remediation
307 program.

308 Any student who fails to achieve a passing score on all of the Standards of Learning assessments for the
309 relevant grade level in grades three through eight or who fails an end-of-course test required for the award of
310 a verified unit of credit shall be required to attend a remediation program or to participate in another form of
311 remediation. Division superintendents shall require such students to take special programs of prevention,
312 intervention, or remediation, which may include attendance in public summer school programs, in accordance
313 with clause (ii) of subsection A of § 22.1-254 and § 22.1-254.01.

314 Remediation programs shall include, when applicable, a procedure for early identification of students who
315 are at risk of failing the Standards of Learning assessments in grades three through eight or who fail an end-
316 of-course test required for the award of a verified unit of credit. Such programs may also include summer
317 school for all elementary and middle school grades and for all high school academic courses, as defined by
318 regulations promulgated by the Board, or other forms of remediation. Summer school remediation programs
319 or other forms of remediation shall be chosen by the division superintendent to be appropriate to the
320 academic needs of the student. Students who are required to attend such summer school programs or to
321 participate in another form of remediation shall not be charged tuition by the school division.

322 The requirement for remediation may, however, be satisfied by the student's attendance in a program of
323 prevention, intervention or remediation that has been selected by his parent, in consultation with the division
324 superintendent or his designee, and is either (i) conducted by an accredited private school or (ii) a special
325 program that has been determined to be comparable to the required public school remediation program by the
326 division superintendent. The costs of such private school remediation program or other special remediation
327 program shall be borne by the student's parent.

328 The Board shall establish standards for full funding of summer remedial programs that shall include, but
329 not be limited to, the minimum number of instructional hours or the equivalent thereof required for full
330 funding and an assessment system designed to evaluate program effectiveness. Based on the number of
331 students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be
332 provided for the full cost of summer and other remediation programs as set forth in the appropriation act,
333 provided such programs comply with such standards as shall be established by the Board, pursuant to §
334 22.1-199.2.

335 D. Local school boards shall also implement the following:

336 1. Programs in grades K through three that emphasize developmentally appropriate learning to enhance
337 success.

338 2. Programs based on prevention, intervention, or remediation designed to increase the number of students
339 who earn a high school diploma and to prevent students from dropping out of school. Such programs shall
340 include components that are research-based.

341 3. Career and technical education programs incorporated into the K through 12 curricula that include:

342 a. Knowledge of careers and all types of employment opportunities, including, but not limited to,
343 apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession,
344 and emphasize the advantages of completing school with marketable skills;

345 b. Career exploration opportunities in the middle school grades;

346 c. Competency-based career and technical education programs that integrate academic outcomes, career
347 guidance, and job-seeking skills for all secondary students. Programs shall be based upon labor market needs
348 and student interest. Career guidance shall include counseling about available employment opportunities and
349 placement services for students exiting school. Each school board shall develop and implement a plan to
350 ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area
351 business and industry representatives and local comprehensive community colleges and shall be submitted to
352 the Superintendent in accordance with the timelines established by federal law;

353 d. Annual notice on its website to enrolled high school students and their parents of (i) the availability of
354 the postsecondary education and employment data published by the State Council of Higher Education on its
355 website pursuant to § 23.1-204.1 and (ii) the opportunity for such students to obtain a nationally recognized
356 career readiness certificate at a local public high school, comprehensive community college, or workforce
357 center; and

358 e. As part of each student's academic and career plan, a list of (i) the top 100 professions in the
359 Commonwealth by median pay and the education, training, and skills required for each such profession and
360 (ii) the top 10 degree programs at institutions of higher education in the Commonwealth by median pay of
361 program graduates. The Department shall annually compile such lists and provide them to each local school
362 board.

363 4. Educational objectives in middle and high school that emphasize economic education and financial

364 literacy pursuant to § 22.1-200.03.

365 5. Early identification of students with disabilities and enrollment of such students in appropriate
366 instructional programs consistent with state and federal law.

367 6. Early identification of gifted students and enrollment of such students in appropriately differentiated
368 instructional programs.

369 7. Educational alternatives for students whose needs are not met in programs prescribed elsewhere in
370 these standards. Such students shall be counted in average daily membership (ADM) in accordance with the
371 regulations of the Board.

372 8. Adult education programs for individuals functioning below the high school completion level. Such
373 programs may be conducted by the school board as the primary agency or through a collaborative
374 arrangement between the school board and other agencies.

375 9. A plan to make achievements for students who are educationally at risk a divisionwide priority that
376 shall include procedures for measuring the progress of such students.

377 10. An agreement for postsecondary credit and degree attainment with any comprehensive community
378 college in the Commonwealth specifying the options for students to complete an associate degree, a one-year
379 Uniform Certificate of General Studies, or the Passport Program from a comprehensive community college
380 concurrent with a high school diploma, consistent with the requirements for the College and Career Ready
381 Virginia Program set forth in Article 5.1 (§ 22.1-237.1 et seq.) of Chapter 13. Such agreement shall specify
382 the credit available for dual enrollment courses and Advanced Placement courses with qualifying exam
383 scores of three or higher.

384 11. A plan to notify students and their parents of the availability of dual enrollment and advanced
385 placement classes; career and technical education programs, including internships, externships,
386 apprenticeships, credentialing programs, certification programs, licensure programs, and other work-based
387 learning experiences; the International Baccalaureate Program and Academic Year Governor's School
388 Programs; the qualifications for enrolling in such classes, programs, and experiences; and the availability of
389 financial assistance to low-income and needy students to take the advanced placement and International
390 Baccalaureate examinations. This plan shall include notification to students and parents of the College and
391 Career Ready Virginia Program established pursuant to Article 5.1. (§ 22.1-237.1 et seq.) of Chapter 13 and
392 its agreement with a comprehensive community college in the Commonwealth pursuant to subdivision 10 to
393 enable students to complete an associate degree, a one-year Uniform Certificate of General Studies, or the
394 Passport Program concurrent with a high school diploma.

395 12. Identification of students with limited English proficiency and enrollment of such students in
396 appropriate instructional programs, which programs may include dual language programs whereby such
397 students receive instruction in English and in a second language.

398 13. Early identification, diagnosis, and assistance for students with mathematics problems and provision
399 of instructional strategies and mathematics practices that benefit the development of mathematics skills for all
400 students.

401 Local school divisions shall provide algebra readiness intervention services to students in grades six
402 through nine who are at risk of failing the Algebra I end-of-course test, as demonstrated by their individual
403 performance on any diagnostic test that has been approved by the Department. Local school divisions shall
404 report the results of the diagnostic tests to the Department on an annual basis, at a time to be determined by
405 the Superintendent. Each student who receives algebra readiness intervention services will be assessed again
406 at the end of that school year. Funds appropriated for prevention, intervention, and remediation; summer
407 school remediation; at-risk; or algebra readiness intervention services may be used to meet the requirements
408 of this subdivision.

409 14. Incorporation of art, music, and physical education as a part of the instructional program at the
410 elementary school level.

411 15. A program of physical activity available to all students in grades kindergarten through five consisting
412 of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and
413 available to all students in grades six through 12 with a goal of at least 150 minutes per week on average
414 during the regular school year. Such program may include any combination of (i) physical education classes,
415 (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by
416 the local school board. Each local school board shall implement such program during the regular school year.
417 Any physical education class offered to students in grades seven and eight shall include at least one hour of
418 personal safety training per school year in each such grade level that is developed and delivered in
419 partnership with the local law-enforcement agency and consists of situational safety awareness training and
420 social media education. Each local school board shall offer to all students in grade nine or 10 a physical
421 education class that includes research-based hazing prevention instruction pursuant to subsection C of §
422 22.1-207, unless such hazing prevention instruction is provided as part of a separate health education class
423 offered to students in grade nine or 10. Each local school board may accept participation in the Junior
424 Reserve Officers' Training Corps as fulfillment of any physical education requirements applicable to students

425 in grades nine through 12.

426 16. A program of student services for kindergarten through grade 12 that shall be designed to aid students
427 in their educational, social, and career development.

428 17. The collection and analysis of data and the use of the results to evaluate and make decisions about the
429 instructional program.

430 18. A program of instruction in the high school Virginia and U.S. Government course on all information
431 and concepts contained in the civics portion of the U.S. Naturalization Test.

432 E. From such funds as may be appropriated or otherwise received for such purpose, there shall be
433 established within the Department a unit to (i) conduct evaluative studies; (ii) provide the resources and
434 technical assistance to increase the capacity for school divisions to deliver quality instruction; and (iii) assist
435 school divisions in implementing those programs and practices that will enhance pupil academic performance
436 and improve family and community involvement in the public schools. Such unit shall identify and analyze
437 effective instructional programs and practices and professional development initiatives; evaluate the success
438 of programs encouraging parental and family involvement; assess changes in student outcomes prompted by
439 family involvement; and collect and disseminate among school divisions information regarding effective
440 instructional programs and practices, initiatives promoting family and community involvement, and potential
441 funding and support sources. Such unit may also provide resources supporting professional development for
442 administrators and teachers. In providing such information, resources, and other services to school divisions,
443 the unit shall give priority to those divisions demonstrating a less than 70 percent passing rate on the
444 Standards of Learning assessments.

445 F. The Board shall, in collaboration with the Virginia Community College System, Career and Technical
446 Education directors, and industry partners, develop and maintain a current, comprehensive, and uniform list
447 of industry-recognized workforce credentials that students may take as a substitute for certain credits required
448 for graduation pursuant to 8VAC20-131-51 of the Virginia Administrative Code, including
449 industry-recognized workforce credentials that students may take as a substitute for elective credits and
450 industry-recognized workforce credentials completed outside of regular school hours. The Board, in
451 collaboration with the Virginia Community College System, shall ensure that such list reflects the current
452 credit requirements for graduation and the current credentials accepted as substitutes. The Board shall post
453 such list in a publicly accessible location on its website. Each school board shall accept as a substitute for a
454 required credit any credential listed as an accepted substitute for such required credit.

455 G. Each local school board may enter into agreements for postsecondary course credit, credential,
456 certification, or license attainment, hereinafter referred to as College and Career Access Pathways
457 Partnerships (Partnerships), with comprehensive community colleges or other public institutions of higher
458 education or educational institutions established pursuant to Title 23.1 that offer a career and technical
459 education curriculum. Such Partnerships shall (i) specify the options for students to take courses as part of the
460 career and technical education curriculum that lead to course credit or an industry-recognized credential,
461 certification, or license concurrent with a high school diploma; (ii) specify the credit, credentials,
462 certifications, or licenses available for such courses; (iii) specify the industry-recognized credentials that are
463 accepted as substitutes for certain credits required for high school graduation, consistent with the list
464 developed and maintained by the Board pursuant to subsection F; and (iv) specify available options for
465 students to participate in pre-apprenticeship and apprenticeship programs at comprehensive community
466 colleges concurrent with the pursuit of a high school diploma and receive college credit and high school
467 credit for successful completion of any such program.

468 H. Each local school board shall provide a program of literacy instruction that is aligned with
469 science-based reading research and provides evidenced-based literacy instruction to students in kindergarten
470 through grade eight and is consistent with the school board's literacy plan as required by subsection B of §
471 22.1-253.13:6. Pursuant to such program:

472 1. Each local school board shall provide reading intervention services to students in kindergarten through
473 grade eight who demonstrate substantial deficiencies based on their individual performance on the Standards
474 of Learning reading assessment or a literacy screener provided by the Department. Such reading intervention
475 services shall consist of evidence-based literacy instruction, align with science-based reading research, and be
476 documented for each student in a written student reading plan, consistent with the requirements in
477 subdivision 2 and the list developed by the Department pursuant to subdivision I 2.

478 2. A reading specialist, in collaboration with the teacher of any student who receives reading intervention
479 services pursuant to subdivision 1, shall develop, oversee implementation of, and monitor student progress on
480 a student reading plan. The parent of each student who receives reading intervention services pursuant to
481 subdivision 1 shall receive notice of and have the opportunity to participate in the development of the student
482 reading plan. Each student reading plan (i) shall follow the Department template created pursuant to
483 subdivision I 3; (ii) shall document such reading intervention services; (iii) shall include, at a minimum, (a)
484 the student's specific, diagnosed reading skill deficiencies as determined or identified by diagnostic
485 assessment data or the literacy screener provided by the Department; (b) the goals and benchmarks for

486 student growth in reading; (c) a description of the specific measures that will be used to evaluate and monitor
 487 the student's reading progress; (d) the specific evidence-based literacy instruction that the student will
 488 receive; (e) the strategies, resources, and materials that will be provided to the student's parent to support the
 489 student to make reading progress; and (f) any additional services the teacher deems available and appropriate
 490 to accelerate the student's reading skill development; and (iv) may include the following services for the
 491 student: instruction from a reading specialist, trained aide, computer-based reading tutorial program, or
 492 classroom teacher with support from an aide, extended instructional time in the school day or school year, or,
 493 for students in grades six through eight, a literacy course, in addition to the course required by the Standards
 494 of Learning in English, that provides the specific evidence-based literacy instruction identified in the student's
 495 reading plan. In accordance with § 22.1-215.2, the parent of each student shall receive notice before services
 496 begin and a copy of the student reading plan.

497 3. Each student who receives such reading intervention services shall be assessed utilizing either the
 498 literacy screener provided by the Department or the grade-level reading Standards of Learning assessment
 499 again at the end of that school year.

500 Funds appropriated for prevention, intervention, and remediation, summer school remediation, the at-risk
 501 add-on, or early intervention reading may be used to meet the requirements of this subsection.

502 I. In order to assist local school boards to implement the provisions of subsection H:

503 1. The Board shall provide guidance on the content of student reading plans;

504 2. The Department shall develop a list of core literacy curricula for students in kindergarten through grade
 505 five and supplemental instruction practices and programs and intervention programs for students in
 506 kindergarten through grade eight that consist of evidence-based literacy instruction aligned with science-
 507 based reading research. The list shall be approved by the Board;

508 3. The Department shall develop a template for student reading plans that aligns with the requirements of
 509 subsection H;

510 4. The Department shall develop and implement a plan for the annual collection and public reporting of
 511 division-level and school-level literacy data, at a time to be determined by the Superintendent, to include
 512 results on the literacy screeners provided by the Department and the reading Standards of Learning
 513 assessments; and

514 5. The Department shall provide free online evidence-based literacy instruction resources that can be
 515 accessed by parents and local school boards to support student literacy development at home.

516 *I. To ensure the provision of consistent and high-quality instruction in each advanced mathematics course*
 517 *available for students to take as a substitute for Algebra II to earn an Advanced Studies Diploma, including*
 518 *Trigonometry, Computer Mathematics, Probability and Statistics, Discrete Mathematics, Mathematical*
 519 *Analysis, and Data Science, for each such course:*

520 1. *The Department, in collaboration with the Office of Mathematics Improvement (the Office) established*
 521 *pursuant to § 22.1-199.8, shall develop and distribute to each school board a comprehensive instructional*
 522 *guide that shall include the applicable curriculum frameworks, best practices for providing instruction, and*
 523 *assessment strategies;*

524 2. *The Professional Development Coordinator of the Office, in collaboration with the Department, the*
 525 *High School Mathematics Advisory Task Force established pursuant to § 22.1-199.8, and such other entities*
 526 *as deemed necessary, shall develop and make available to each school board by April 1, 2027, online*
 527 *training programs and modules to be used as a resource to prepare teachers to provide instruction in the*
 528 *applicable advanced mathematics course; and*

529 3. *The Department, in collaboration with the Office, shall update the comprehensive instructional guide*
 530 *developed pursuant to subdivision 1 and the online training programs and modules developed pursuant to*
 531 *subdivision 2 to ensure that such materials reflect the most current instructional best practices, course*
 532 *offerings, and workforce and post-secondary demands and expectations and are aligned with the latest*
 533 *Standards of Learning. The Superintendent shall promptly notify each division superintendent of any update*
 534 *made to such materials pursuant to this subdivision.*

535 **§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.**

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

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

539 C. Each school board shall assign licensed instructional personnel in a manner that produces divisionwide
 540 ratios of students in average daily membership to full-time equivalent teaching positions, excluding special
 541 education teachers, principals, assistant principals, school counselors or certain other licensed individuals as
 542 set forth in subdivision H 4, and librarians, that are not greater than the following ratios: (i) 24 to one in
 543 kindergarten with no class being larger than 29 students; if the average daily membership in any kindergarten
 544 class exceeds 24 pupils, a full-time teacher's aide shall be assigned to the class; (ii) 24 to one in grades one,
 545 two, and three with no class being larger than 30 students; (iii) 25 to one in grades four through six with no
 546 class being larger than 35 students; and (iv) 24 to one in English classes in grades six through 12. After

547 September 30 of any school year, anytime the number of students in a class exceeds the class size limit
548 established by this subsection, the local school division shall notify the parent of each student in such class of
549 such fact no later than 10 days after the date on which the class exceeded the class size limit. Such
550 notification shall state the reason that the class size exceeds the class size limit and describe the measures that
551 the local school division will take to reduce the class size to comply with this subsection.

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

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

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

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

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

573 *E. In addition to the full-time equivalent positions required elsewhere in this section, state funding,*
574 *pursuant to the appropriation act, shall be provided to support and each school board shall employ (i) one*
575 *mathematics specialist for every 550 students in kindergarten through grade five starting in the 2027–2028*
576 *school year and in each school year thereafter through the 2027–2028 school year and (ii) one mathematics*
577 *specialist for every 550 students in kindergarten through grade eight starting in the 2028–2029 school year*
578 *and in each school year thereafter. To provide flexibility in meeting the mathematics specialist staffing*
579 *requirements, a school board may use such state funding to support an instructional faculty member*
580 *currently employed by such school board in earning the necessary credentials for licensure as a mathematics*
581 *specialist or obtaining a mathematics specialist endorsement or a mathematics specialist microcredential*
582 *pursuant to § 22.1-299.7:2, provided that (i) such state funding may only be used to cover costs associated*
583 *with completing the requisite professional development or training or to reimburse such faculty member at*
584 *his regular hourly rate of pay for the time spent completing such professional development or training; (ii)*
585 *the faculty member begins working toward completing the requirements for such licensure in the 2026–2027*
586 *school year; and (iii) the school board submits to the Department documentation verifying the use of such*
587 *funds in accordance with clauses (i) and (ii), including itemized documentation of such costs. Any locality*
588 *receiving such state funding shall provide matching funds based on the composite index of local ability-to-*
589 *pay. State funding may be awarded on a pro rata basis to any school board that employs a mathematics*
590 *specialist after the start of the school year for the purpose of meeting the mathematics specialist staffing*
591 *requirements.*

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

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

604 G. In addition to the full-time equivalent positions required elsewhere in this section, each local school
605 board shall employ one reading specialist for each 550 students in kindergarten through grade five and one
606 reading specialist for each 1,100 students in grades six through eight. Each such reading specialist shall have
607 training in science-based reading research and evidence-based literacy instruction practices. In addition, each

608 such reading specialist shall have training in the identification of and the appropriate interventions,
 609 accommodations, and teaching techniques for students with dyslexia or a related disorder and shall serve as
 610 an advisor on dyslexia and related disorders. Such reading specialist shall have an understanding of the
 611 definition of dyslexia and a working knowledge of (i) techniques to help a student on the continuum of skills
 612 with dyslexia; (ii) dyslexia characteristics that may manifest at different ages and grade levels; (iii) the basic
 613 foundation of the keys to reading, including multisensory, explicit, systemic, and structured reading
 614 instruction; and (iv) appropriate interventions, accommodations, and assistive technology supports for
 615 students with dyslexia.

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

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

625 1. Principals, one full-time in each elementary school, middle school, and high school, to be employed on a
 626 12-month basis;

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

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

639 4. School counselors, one full-time equivalent position per 325 students in grades kindergarten through
 640 12. *It shall be the goal of the Commonwealth for each school division to employ school counselors in a ratio*
 641 *of one full-time equivalent position per 250 students in grades kindergarten through 12. In furtherance of this*
 642 *goal, each school division shall first prioritize attaining that staffing ratio at such schools with the lowest*
 643 *Standards of Learning mathematics assessment pass rate in the school division.*

644 However, in order to meet the staffing requirements set forth in this subdivision, any local school board (i)
 645 may employ, under a provisional license issued by the Department for three school years with an allowance
 646 for an additional two-year extension with the approval of the division superintendent, any professional
 647 counselor licensed by the Board of Counseling, clinical social worker licensed by the Board of Social Work,
 648 psychologist licensed by the Board of Psychology, or other licensed counseling professional with appropriate
 649 experience and training, provided that any such individual makes progress toward completing the
 650 requirements for full licensure as a school counselor during such period of employment or (ii) in the event
 651 that the school board does not receive any application from a licensed school counselor, professional
 652 counselor, clinical social worker, or psychologist or another licensed counseling professional with
 653 appropriate experience and training to fill a school counselor vacancy in the school division, may enter into
 654 an annual contract with another entity for the provision of school counseling services by a licensed
 655 professional counselor, clinical social worker, or psychologist or another licensed counseling professional
 656 with appropriate experience and training. Local school boards that employ a sufficient number of individuals
 657 to meet the staffing requirements set forth in this subdivision may assign such individuals to schools within
 658 the division according to the area of greatest need, regardless of whether such schools are elementary, middle,
 659 or high schools.

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

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

665 To provide flexibility, school divisions may use the state and local funds for instructional technology
 666 resource teachers to employ a data coordinator position, an instructional technology resource teacher position,
 667 or a data coordinator/instructional resource teacher blended position. The data coordinator position is
 668 intended to serve as a resource to principals and classroom teachers in the area of data analysis and

669 interpretation for instructional and school improvement purposes, as well as for overall data management and
670 administration of state assessments. School divisions using these funds in this manner shall employ only
671 instructional personnel licensed by the Board.

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

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

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

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

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

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

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

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

714 1. Executive policy and leadership positions, including school board members, superintendents and
715 assistant superintendents;

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

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

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

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

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

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

728 8. School-based clerical personnel in elementary schools; part-time to 299 students, one full-time at 300
729 students; clerical personnel in middle schools; one full-time and one additional full-time for each 600

730 students beyond 200 students and one full-time for the library at 750 students; clerical personnel in high
 731 schools; one full-time and one additional full-time for each 600 students beyond 200 students and one full-
 732 time for the library at 750 students. Local school divisions that employ a sufficient number of school-based
 733 clerical personnel to meet this staffing requirement may assign the clerical personnel to schools within the
 734 division according to the area of greatest need, regardless of whether such schools are elementary, middle, or
 735 secondary.

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

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

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

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

748 **§ 22.1-299.2:1. Advanced Mathematics Teacher Incentive and Support Grant Program.**

749 A. *With such funds as may be appropriated for such purpose pursuant to the general appropriation act,*
 750 *the Department shall establish and the Office of Mathematics Improvement (the Office) established pursuant*
 751 *to § 22.1-199.8 shall administer the Advanced Mathematics Teacher Incentive and Support Grant Program*
 752 *(the Program) for the purpose of awarding grants to school boards for encouraging and preparing teachers*
 753 *to provide instruction in advanced mathematics courses beyond Algebra II. Any school board selected to*
 754 *receive a grant pursuant to this section may use grant funds to cover costs associated with (i) participation in*
 755 *relevant teacher preparation workshops; (ii) professional development, training courses, or certification*
 756 *programs; or (iii) other programs or modules on preparing teachers to provide instruction in advanced*
 757 *mathematics courses or enhancing the ability of teachers to provide instruction in advanced mathematics*
 758 *courses.*

759 B. *Beginning with the fiscal year starting on July 1, 2026, any school board shall be eligible to annually*
 760 *apply for a grant under this section in accordance with the application requirements developed by the*
 761 *Department pursuant to subsection C. No more than \$1 million per year shall be allocated for the award of*
 762 *grants pursuant to the Program. In awarding grants under this section, the Department and the Office shall*
 763 *give priority to school divisions that contain any school for which the Standards of Learning mathematics*
 764 *pass rate ranks in the bottom 20 percent of all public schools in the Commonwealth.*

765 C. *The Department, in collaboration with the Office, shall develop and make available by February 1,*
 766 *2026 (i) an annual application form; (ii) any application requirements, procedures, or deadlines deemed*
 767 *necessary for the proper administration of the Program; and (iii) guidelines relating to grant eligibility,*
 768 *application, and administration requirements.*

769 **§ 22.1-299.7:2. Microcredential program; mathematics specialists.**

770 A. *The Department shall establish and the Office of Mathematics Improvement (the Office) established*
 771 *pursuant to § 22.1-199.8 shall administer a microcredential program for the purpose of permitting any public*
 772 *elementary or secondary school teacher who holds a renewable or provisional license or any individual who*
 773 *participates in any alternate route to licensure program to earn a series of microcredentials in the*
 774 *mathematics specialist endorsement area. Such microcredential program shall require candidates to*
 775 *complete a performance-based assessment intended to allow the educator to demonstrate competency in*
 776 *evidence-based mathematics instruction as well as the identification of and appropriate interventions,*
 777 *accommodations, and teaching techniques for students with disabilities and English language learners. In*
 778 *establishing such microcredential program, the Department shall consult with faculty and staff of the*
 779 *mathematics specialist endorsement programs offered at George Mason University, Old Dominion*
 780 *University, Virginia Commonwealth University, and such other institutions as deemed relevant by the*
 781 *Department.*

782 B. *The Board shall issue guidance that determines how the series of microcredentials awarded to teachers*
 783 *pursuant to the microcredential program established pursuant to subsection A will be used to award an*
 784 *add-on endorsement as a mathematics specialist. Any add-on endorsement that results from the completion of*
 785 *such microcredential program shall be provisional for a period of five years.*

786 C. *The Department, in collaboration with the Office, shall develop a webpage providing information*
 787 *relating to the microcredential program established pursuant to subsection A, including any qualifying*
 788 *microcredential opportunities for the mathematics specialist endorsement and any acceptable*
 789 *microcredentials offered by other entities or programs within the Commonwealth that may count toward*
 790 *earning such endorsement.*

791 D. *A school board may employ a teacher with an add-on endorsement as a mathematics specialist*

792 pursuant to this section to satisfy the requirement set forth in subdivision E 1 of § 22.1-253.13:2 if such
793 school board is unable to employ a teacher with a full endorsement as a mathematics specialist.

794 E. Teachers who hold a renewable license and who participate, through the microcredential program
795 established in accordance with subsection A, in courses that do not contribute to an endorsement are eligible
796 for professional development points toward renewal of their license for the number of in-person hours of
797 coursework completed upon providing a certificate of such participation from the course provider.

798 **2. That the Board of Education (the Board), in collaboration with the Department of Education (the**
799 **Department) and representatives from public institutions of higher education, representatives from**
800 **industry, school counselors, associations or entities that represent school counselors, mathematics**
801 **instructors, school boards, division superintendents, parents of students currently enrolled in a public**
802 **elementary or secondary school in the Commonwealth, and public school administrators, and such**
803 **other stakeholders as the Board deems appropriate, shall develop a guidance document on best**
804 **practices for school counselors to advise students in selecting mathematics course offerings that are**
805 **appropriate for each student's grade level and mathematics proficiency and are aligned with each such**
806 **student's personal, life, and professional goals. The Board shall finalize and the Superintendent of**
807 **Public Instruction shall distribute to each division superintendent such guidance document by March**
808 **1, 2026. Each division superintendent shall certify to the Department by March 1 of the following year**
809 **that (i) the guidance document was disseminated to each school counselor in the applicable school**
810 **division and (ii) the best practices included in such document were integrated into the training or**
811 **professional development provided to each school counselor in the applicable school division.**

812 **3. That the Board of Education (the Board), in collaboration with the Office of Mathematics**
813 **Improvement and the Middle School Mathematics Advisory Task Force established pursuant to §**
814 **22.1-199.8 of the Code of Virginia, as created by this act, shall develop and approve by May 1, 2026, a**
815 **Geometry add-on endorsement for teachers licensed by the Board to provide instruction in Geometry**
816 **for students in kindergarten through grade eight.**

817 **4. That no later than July 1, 2026, the Board of Education shall amend its regulations establishing the**
818 **criteria for earning an Algebra I add-on endorsement set forth in 8VAC20-23-440 to (i) eliminate the**
819 **requirements that candidates complete coursework in calculus, Euclidian geometry, probability and**
820 **statistics, and discrete mathematics and (ii) permit candidates to receive a passing score on the Praxis**
821 **Algebra I (5162) add-on endorsement exam in lieu of the requirements that candidates complete course**
822 **work in elementary functions, introductory college algebra, trigonometry, and linear algebra.**

823 **5. That the Office of Mathematics Improvement established pursuant to § 22.1-199.8 of the Code of**
824 **Virginia, as created by this act, shall develop and distribute to each school board by July 1, 2027,**
825 **guidance documents relating to best practices for sequencing and consolidating mathematics**
826 **coursework for grades six through eight to permit students to complete Algebra I in the seventh or**
827 **eighth grade and Geometry in the eighth grade and recommendations for determining whether a**
828 **student in grade seven or grade eight is ready to take a course in Algebra I or Geometry.**

829 **6. That the Department of Education shall compile and post in a publicly accessible location on its**
830 **website by August 1, 2026 and each year thereafter through August 1, 2035 a report detailing the**
831 **impact of this act on (i) expanding the availability of advanced mathematics courses in each school**
832 **division; (ii) increasing student participation in advanced mathematics courses; (iii) encouraging and**
833 **enhancing teacher professional development relating to mathematics instruction; and (iv) improving**
834 **Standards of Learning mathematics assessment scores for each school division (a) in the**
835 **Commonwealth as a whole; (b) disaggregated by school division, grade level, and mathematics course;**
836 **and (c) in each school for which the Standards of Learning mathematics assessment pass rate is in the**
837 **bottom 20 percent of the Commonwealth as of the Standards of Learning assessment administration**
838 **period immediately preceding the effective date of this act.**