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HOUSE BILL NO. 2460

Offered January 13, 2025

Prefiled January 8, 2025

A BILL to amend and reenact § 22.1-253.13:1 of the Code of Virginia, relating to Board of Education; Standards of Learning; incorporation of media literacy and digital citizenship.

Patrons—Scott, P.A., Lovejoy and Owen

Referred to Committee on Education

Be it enacted by the General Assembly of Virginia:

1. That § 22.1-253.13:1 of the Code of Virginia is amended and reenacted as follows:

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

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

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

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

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

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

To provide appropriate opportunity for input from the general public, teachers, and local school boards, the Board shall conduct public hearings prior to establishing revised Standards of Learning. Thirty days prior to conducting such hearings, the Board shall give notice of the date, time, and place of the hearings to all local school boards and any other persons requesting to be notified of the hearings and publish notice of its intention to revise the Standards of Learning in the Virginia Register of Regulations. Interested parties shall be given reasonable opportunity to be heard and present information prior to final adoption of any revisions of the Standards of Learning.

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

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

59 curriculum adopted by the local school division shall be aligned to the Standards of Learning.

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

63 The Board shall include in the Standards of Learning for health instruction in emergency first aid,
64 cardiopulmonary resuscitation, and the use of an automated external defibrillator, including hands-on practice
65 of the skills necessary to perform cardiopulmonary resuscitation. Such instruction shall be based on the
66 current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation
67 and the use of an automated external defibrillator, such as a program developed by the American Heart
68 Association or the American Red Cross. No teacher who is in compliance with subdivision D 3 of §
69 22.1-298.1 shall be required to be certified as a trainer of cardiopulmonary resuscitation to provide instruction
70 for non-certification.

71 The Board shall include in the Standards of Learning for physical and health education for grade nine or
72 10 research-based hazing prevention instruction, in accordance with the Standards of Learning and
73 curriculum guidelines for research-based hazing prevention instruction developed by the Board pursuant to
74 subsection B of § 22.1-207.

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

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

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

104 Local school boards shall also develop and implement programs of prevention, intervention, or
105 remediation for students who are educationally at risk including, but not limited to, those who fail to achieve
106 a passing score on any Standards of Learning assessment in grades three through eight or who fail an end-of-
107 course test required for the award of a verified unit of credit. Such programs shall include components that
108 are research-based.

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

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

118 Remediation programs shall include, when applicable, a procedure for early identification of students who
119 are at risk of failing the Standards of Learning assessments in grades three through eight or who fail an end-

120 of-course test required for the award of a verified unit of credit. Such programs may also include summer
 121 school for all elementary and middle school grades and for all high school academic courses, as defined by
 122 regulations promulgated by the Board, or other forms of remediation. Summer school remediation programs
 123 or other forms of remediation shall be chosen by the division superintendent to be appropriate to the
 124 academic needs of the student. Students who are required to attend such summer school programs or to
 125 participate in another form of remediation shall not be charged tuition by the school division.

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

132 The Board shall establish standards for full funding of summer remedial programs that shall include, but
 133 not be limited to, the minimum number of instructional hours or the equivalent thereof required for full
 134 funding and an assessment system designed to evaluate program effectiveness. Based on the number of
 135 students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be
 136 provided for the full cost of summer and other remediation programs as set forth in the appropriation act,
 137 provided such programs comply with such standards as shall be established by the Board, pursuant to §
 138 22.1-199.2.

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

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

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

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

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

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

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

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

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

167 4. Educational objectives in middle and high school that emphasize economic education and financial
 168 literacy pursuant to § 22.1-200.03.

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

171 6. Early identification of gifted students and enrollment of such students in appropriately differentiated
 172 instructional programs.

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

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

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

181 10. An agreement for postsecondary credit and degree attainment with any comprehensive community

182 college in the Commonwealth specifying the options for students to complete an associate degree, a one-year
183 Uniform Certificate of General Studies, or the Passport Program from a comprehensive community college
184 concurrent with a high school diploma, consistent with the requirements for the College and Career Ready
185 Virginia Program set forth in Article 5.1 (§ 22.1-237.1 et seq.) of Chapter 13. Such agreement shall specify
186 the credit available for dual enrollment courses and Advanced Placement courses with qualifying exam
187 scores of three or higher.

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

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

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

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

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

215 15. A program of physical activity available to all students in grades kindergarten through five consisting
216 of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and
217 available to all students in grades six through 12 with a goal of at least 150 minutes per week on average
218 during the regular school year. Such program may include any combination of (i) physical education classes,
219 (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by
220 the local school board. Each local school board shall implement such program during the regular school year.
221 Any physical education class offered to students in grades seven and eight shall include at least one hour of
222 personal safety training per school year in each such grade level that is developed and delivered in
223 partnership with the local law-enforcement agency and consists of situational safety awareness training and
224 social media education. Each local school board shall offer to all students in grade nine or 10 a physical
225 education class that includes research-based hazing prevention instruction pursuant to subsection C of §
226 22.1-207, unless such hazing prevention instruction is provided as part of a separate health education class
227 offered to students in grade nine or 10. Each local school board may accept participation in the Junior
228 Reserve Officers' Training Corps as fulfillment of any physical education requirements applicable to students
229 in grades nine through 12.

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

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

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

236 E. From such funds as may be appropriated or otherwise received for such purpose, there shall be
237 established within the Department a unit to (i) conduct evaluative studies; (ii) provide the resources and
238 technical assistance to increase the capacity for school divisions to deliver quality instruction; and (iii) assist
239 school divisions in implementing those programs and practices that will enhance pupil academic performance
240 and improve family and community involvement in the public schools. Such unit shall identify and analyze
241 effective instructional programs and practices and professional development initiatives; evaluate the success
242 of programs encouraging parental and family involvement; assess changes in student outcomes prompted by

243 family involvement; and collect and disseminate among school divisions information regarding effective
 244 instructional programs and practices, initiatives promoting family and community involvement, and potential
 245 funding and support sources. Such unit may also provide resources supporting professional development for
 246 administrators and teachers. In providing such information, resources, and other services to school divisions,
 247 the unit shall give priority to those divisions demonstrating a less than 70 percent passing rate on the
 248 Standards of Learning assessments.

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

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

272 H. Each local school board shall provide a program of literacy instruction that is aligned with
 273 science-based reading research and provides evidenced-based literacy instruction to students in kindergarten
 274 through grade eight and is consistent with the school board's literacy plan as required by subsection B of §
 275 22.1-253.13:6. Pursuant to such program:

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

282 2. A reading specialist, in collaboration with the teacher of any student who receives reading intervention
 283 services pursuant to subdivision 1, shall develop, oversee implementation of, and monitor student progress on
 284 a student reading plan. The parent of each student who receives reading intervention services pursuant to
 285 subdivision 1 shall receive notice of and have the opportunity to participate in the development of the student
 286 reading plan. Each student reading plan (i) shall follow the Department template created pursuant to
 287 subdivision I 3; (ii) shall document such reading intervention services; (iii) shall include, at a minimum, (a)
 288 the student's specific, diagnosed reading skill deficiencies as determined or identified by diagnostic
 289 assessment data or the literacy screener provided by the Department; (b) the goals and benchmarks for
 290 student growth in reading; (c) a description of the specific measures that will be used to evaluate and monitor
 291 the student's reading progress; (d) the specific evidence-based literacy instruction that the student will
 292 receive; (e) the strategies, resources, and materials that will be provided to the student's parent to support the
 293 student to make reading progress; and (f) any additional services the teacher deems available and appropriate
 294 to accelerate the student's reading skill development; and (iv) may include the following services for the
 295 student: instruction from a reading specialist, trained aide, computer-based reading tutorial program, or
 296 classroom teacher with support from an aide, extended instructional time in the school day or school year, or,
 297 for students in grades six through eight, a literacy course, in addition to the course required by the Standards
 298 of Learning in English, that provides the specific evidence-based literacy instruction identified in the student's
 299 reading plan. In accordance with § 22.1-215.2, the parent of each student shall receive notice before services
 300 begin and a copy of the student reading plan.

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

304 Funds appropriated for prevention, intervention, and remediation, summer school remediation, the at-risk

305 add-on, or early intervention reading may be used to meet the requirements of this subsection.

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

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

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

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

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

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

320 J. As used in this subsection:

321 "*Digital citizenship*" means a diverse set of skills related to current technology and social media,
322 including the norms of appropriate, responsible, and healthy behavior.

323 "*Media literacy*" means the ability to access, analyze, evaluate, and use media and information. "*Media*
324 *literacy*" includes the foundational skills that lead to digital citizenship.

325 The Board shall consider, during each regularly scheduled revision to the Standards of Learning and any
326 associated curriculum framework, including the Digital Learning Integration Standards of Learning,
327 incorporating media literacy and digital citizenship standards at each grade level.