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1 **HOUSE BILL NO. 568**

2 Offered January 14, 2026

3 Prefiled January 13, 2026

4 *A BILL to amend and reenact §§ 22.1-253.13:1 and 22.1-253.13:6, as they are currently effective and as they*
5 *shall become effective, of the Code of Virginia, relating to student literacy programs and plans; certain*
6 *adjustments.*

7 Patron—Anthony

8 Committee Referral Pending

9 **Be it enacted by the General Assembly of Virginia:**10 **1. That §§ 22.1-253.13:1 and 22.1-253.13:6, as they are currently effective and as they shall become**
11 **effective, of the Code of Virginia are amended and reenacted as follows:**12 **§ 22.1-253.13:1. (Effective until July 1, 2026) Standard 1. Instructional programs supporting the**
13 **Standards of Learning and other educational objectives.**14 A. The General Assembly and the Board believe that the fundamental goal of the public schools of the
15 Commonwealth must be to enable each student to develop the skills that are necessary for success in school,
16 preparation for life, and reaching their full potential. The General Assembly and the Board find that the
17 quality of education is dependent upon the provision of (i) the appropriate working environment, benefits,
18 and salaries necessary to ensure the availability of high-quality instructional personnel; (ii) the appropriate
19 learning environment designed to promote student achievement; (iii) quality instruction that enables each
20 student to become a productive and educated citizen of Virginia and the United States of America; and (iv)
21 the adequate commitment of other resources. In keeping with this goal, the General Assembly shall provide
22 for the support of public education as set forth in Article VIII, § 1 of the Constitution of Virginia.23 B. The Board shall establish educational objectives known as the Standards of Learning, which shall form
24 the core of Virginia's educational program, and other educational objectives, which together are designed to
25 ensure the development of the skills that are necessary for success in school and for preparation for life in the
26 years beyond. At a minimum, the Board shall establish Standards of Learning for English, mathematics,
27 science, and history and social science. The Standards of Learning shall not be construed to be regulations as
28 defined in § 2.2-4001.29 The Board shall seek to ensure that the Standards of Learning are consistent with a high-quality
30 foundation educational program. The Standards of Learning shall include, but not be limited to, the basic
31 skills of communication (listening, speaking, reading, and writing); computation and critical reasoning,
32 including problem solving and decision making; proficiency in the use of computers and related technology;
33 computer science and computational thinking, including computer coding; and the skills to manage personal
34 finances and to make sound financial decisions.35 The English Standards of Learning for reading in kindergarten through grade eight shall align with
36 evidence-based literacy instruction and science-based reading research.37 The Standards of Learning in all subject areas shall be subject to regular review and revision to maintain
38 rigor and to reflect a balance between content knowledge and the application of knowledge in preparation for
39 eventual employment and lifelong learning. The Board shall establish a regular schedule, in a manner it
40 deems appropriate, for the review, and revision as may be necessary, of the Standards of Learning in all
41 subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this
42 section shall be construed to prohibit the Board from conducting such review and revision on a more frequent
43 basis.44 To provide appropriate opportunity for input from the general public, teachers, and local school boards,
45 the Board shall conduct public hearings prior to establishing revised Standards of Learning. Thirty days prior
46 to conducting such hearings, the Board shall give notice of the date, time, and place of the hearings to all
47 local school boards and any other persons requesting to be notified of the hearings and publish notice of its
48 intention to revise the Standards of Learning in the Virginia Register of Regulations. Interested parties shall
49 be given reasonable opportunity to be heard and present information prior to final adoption of any revisions
50 of the Standards of Learning.51 In addition, the Department shall make available and maintain a website, either separately or through an
52 existing website utilized by the Department, enabling public elementary, middle, and high school educators to
53 submit recommendations for improvements relating to the Standards of Learning, when under review by the
54 Board according to its established schedule, and related assessments required by the Standards of Quality
55 pursuant to this chapter. Such website shall facilitate the submission of recommendations by educators.

56 School boards shall implement the Standards of Learning or objectives specifically designed for their

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59 school divisions that are equivalent to or exceed the Board's requirements. Students shall be expected to
60 achieve the educational objectives established by the school division at appropriate age or grade levels. The
61 curriculum adopted by the local school division shall be aligned to the Standards of Learning.

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

65 The Board shall include in the Standards of Learning for health instruction in emergency first aid,
66 cardiopulmonary resuscitation, and the use of an automated external defibrillator, including hands-on practice
67 of the skills necessary to perform cardiopulmonary resuscitation. Such instruction shall be based on the
68 current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation
69 and the use of an automated external defibrillator, such as a program developed by the American Heart
70 Association or the American Red Cross. No teacher who is in compliance with subdivision D 3 of
71 § 22.1-298.1 shall be required to be certified as a trainer of cardiopulmonary resuscitation to provide
72 instruction for non-certification.

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

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

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

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

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

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

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

120 Remediation programs shall include, when applicable, a procedure for early identification of students who

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

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

134 The Board shall establish standards for full funding of summer remedial programs that shall include, but
 135 not be limited to, the minimum number of instructional hours or the equivalent thereof required for full
 136 funding and an assessment system designed to evaluate program effectiveness. Based on the number of
 137 students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be
 138 provided for the full cost of summer and other remediation programs as set forth in the appropriation act,
 139 provided such programs comply with such standards as shall be established by the Board, pursuant to
 140 § 22.1-199.2.

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

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

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

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

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

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

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

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

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

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

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

173 6. Early identification of gifted students and enrollment of such students in appropriately differentiated
 174 instructional programs.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

251 F. The Board shall, in collaboration with the Virginia Community College System, Career and Technical
 252 Education directors, and industry partners, develop and maintain a current, comprehensive, and uniform list
 253 of industry-recognized workforce credentials that students may take as a substitute for certain credits required
 254 for graduation pursuant to 8VAC20-131-51 of the Virginia Administrative Code, including
 255 industry-recognized workforce credentials that students may take as a substitute for elective credits and
 256 industry-recognized workforce credentials completed outside of regular school hours. The Board shall
 257 include on such list its diploma seal of biliteracy established pursuant to subdivision E 4 of § 22.1-253.13:4
 258 and shall consider such seal to be a high-demand industry workforce credential for the purpose of satisfying
 259 graduation requirements. The Board, in collaboration with the Virginia Community College System, shall
 260 ensure that such list reflects the current credit requirements for graduation and the current credentials
 261 accepted as substitutes. The Board shall post such list in a publicly accessible location on its website. Each
 262 school board shall accept as a substitute for a required credit any credential listed as an accepted substitute for
 263 such required credit.

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

277 H. Each local school board shall provide a program of literacy instruction that is aligned with
 278 science-based reading research and provides evidenced-based literacy instruction to students in kindergarten
 279 through grade eight and is consistent with the school board's literacy plan as required by subsection B of
 280 § 22.1-253.13:6. Pursuant to such program:

281 1. Each local school board shall provide reading intervention services to students in kindergarten through
 282 grade eight who demonstrate substantial deficiencies based on their individual performance on the Standards
 283 of Learning reading assessment or a literacy screener provided by the Department. *No literacy screener*
284 administered pursuant to this section shall commence earlier than the tenth full instructional day of the
285 academic year, and the testing window established by the Department shall extend no fewer than 15 full
286 instructional days to ensure adequate instructional readiness and equitable access. Such reading intervention
 287 services shall consist of evidence-based literacy instruction, align with science-based reading research, and be
 288 documented for each student in a written student reading plan, consistent with the requirements in
 289 subdivision 2 and the list developed by the Department pursuant to subdivision I 2.

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

307 reading plan. In accordance with § 22.1-215.2, the parent of each student shall receive notice before services
308 begin and a copy of the student reading plan.

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

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

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

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

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

320 3. The Department shall develop a template for student reading plans that aligns with the requirements of
321 subsection H and that (i) auto-populates all available student data from the results on the literacy screener
322 provided by the Department; (ii) minimizes duplicative manual data entry; (iii) authorizes the use of
323 standardized instructional profiles for students presenting substantially similar literacy needs, where
324 appropriate; and (iv) permits the batch creation of plans when it is appropriate to the instructional context;

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

329 5. *The Department shall annually compile, in a de-identified format, themes and trends reported through
330 division-level educator feedback mechanisms related to the implementation of the literacy screeners provided
331 by the Department and the development of reading plans. Such summary shall be submitted to the Board of
332 Education and the Chairs of the House Committee on Education and the Senate Committee on Education and
333 Health no later than December 1 of each year;*

334 6. *Prior to the statewide implementation of any substantial modification to the literacy screeners provided
335 by the Department or associated data systems, the Department shall conduct an implementation feasibility
336 analysis that assesses system readiness, teacher workload impact, and anticipated training needs. The
337 analysis shall be made publicly available on the Department's website at least 60 days prior to the effective
338 date of such modification; and*

339 5. 7. The Department shall provide free online evidence-based literacy instruction resources that can be
340 accessed by parents and local school boards to support student literacy development at home.

341 J. As used in this subsection:

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

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

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

349 **§ 22.1-253.13:1. (Effective July 1, 2026) Standard 1. Instructional programs supporting the
350 Standards of Learning and other educational objectives.**

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

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

366 The Board shall seek to ensure that the Standards of Learning are consistent with a high-quality
367 foundation educational program. The Standards of Learning shall include, but not be limited to, the basic
368 skills of communication (listening, speaking, reading, and writing); computation and critical reasoning,

369 including problem solving and decision making; proficiency in the use of computers and related technology;
 370 computer science and computational thinking, including computer coding; and the skills to manage personal
 371 finances and to make sound financial decisions.

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

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

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

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

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

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

400 The Board shall include in the Standards of Learning for health instruction in emergency first aid,
 401 cardiopulmonary resuscitation, and the use of an automated external defibrillator, including hands-on practice
 402 of the skills necessary to perform cardiopulmonary resuscitation. Such instruction shall be based on the
 403 current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation
 404 and the use of an automated external defibrillator, such as a program developed by the American Heart
 405 Association or the American Red Cross. No teacher who is in compliance with subdivision D 3 of
 406 § 22.1-298.1 shall be required to be certified as a trainer of cardiopulmonary resuscitation to provide
 407 instruction for non-certification.

408 The Board shall include in the Standards of Learning for physical and health education for grade nine or
 409 10 research-based hazing prevention instruction, in accordance with the Standards of Learning and
 410 curriculum guidelines for research-based hazing prevention instruction developed by the Board pursuant to
 411 subsection B of § 22.1-207.

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

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

429 C. Local school boards shall develop and implement a program of instruction for grades K through 12 that
 430 is aligned to the Standards of Learning and meets or exceeds the requirements of the Board. The program of

431 instruction shall emphasize reading, writing, speaking, mathematical concepts and computations, proficiency
432 in the use of computers and related technology, computer science and computational thinking, including
433 computer coding, and scientific concepts and processes; essential skills and concepts of citizenship, including
434 knowledge of Virginia history and world and United States history, economics, government, foreign
435 languages, international cultures, health and physical education, environmental issues, and geography
436 necessary for responsible participation in American society and in the international community; fine arts,
437 which may include, but need not be limited to, music and art, and practical arts; knowledge and skills needed
438 to qualify for further education, gainful employment, or training in a career or technical field; and
439 development of the ability to apply such skills and knowledge in preparation for eventual employment and
440 lifelong learning and to achieve economic self-sufficiency.

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

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

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

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

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

469 The Board shall establish standards for full funding of summer remedial programs that shall include, but
470 not be limited to, the minimum number of instructional hours or the equivalent thereof required for full
471 funding and an assessment system designed to evaluate program effectiveness. Based on the number of
472 students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be
473 provided for the full cost of summer and other remediation programs as set forth in the appropriation act,
474 provided such programs comply with such standards as shall be established by the Board, pursuant to
475 § 22.1-199.2.

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

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

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

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

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

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

487 c. Competency-based career and technical education programs that integrate academic outcomes, career
488 guidance, and job-seeking skills for all secondary students. Programs shall be based upon labor market needs
489 and student interest. Career guidance shall include counseling about available employment opportunities and
490 placement services for students exiting school. Each school board shall develop and implement a plan to
491 ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area
492 business and industry representatives and local comprehensive community colleges and shall be submitted to

493 the Superintendent in accordance with the timelines established by federal law;

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

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

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

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

508 6. Early identification of gifted students and enrollment of such students in appropriately differentiated
509 instructional programs.

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

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

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

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

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

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

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

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

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

552 15. A program of physical activity available to all students in grades kindergarten through five consisting
553 of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and
554 available to all students in grades six through 12 with a goal of at least 150 minutes per week on average

555 during the regular school year. Such program may include any combination of (i) physical education classes,
556 (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by
557 the local school board. Each local school board shall implement such program during the regular school year.
558 Any physical education class offered to students in grades seven and eight shall include at least one hour of
559 personal safety training per school year in each such grade level that is developed and delivered in
560 partnership with the local law-enforcement agency and consists of situational safety awareness training and
561 social media education. Each local school board shall offer to all students in grade nine or 10 a physical
562 education class that includes research-based hazing prevention instruction pursuant to subsection C of
563 § 22.1-207, unless such hazing prevention instruction is provided as part of a separate health education class
564 offered to students in grade nine or 10. Each local school board may accept participation in the Junior
565 Reserve Officers' Training Corps as fulfillment of any physical education requirements applicable to students
566 in grades nine through 12.

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

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

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

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

586 F. The Board shall, in collaboration with the Virginia Community College System, Career and Technical
587 Education directors, and industry partners, develop and maintain a current, comprehensive, and uniform list
588 of industry-recognized workforce credentials that students may take as a substitute for certain credits required
589 for graduation pursuant to 8VAC20-131-51 of the Virginia Administrative Code, including
590 industry-recognized workforce credentials that students may take as a substitute for elective credits and
591 industry-recognized workforce credentials completed outside of regular school hours. The Board shall
592 include on such list its diploma seal of biliteracy established pursuant to subdivision E 4 of § 22.1-253.13:4
593 and shall consider such seal to be a high-demand industry workforce credential for the purpose of satisfying
594 graduation requirements. The Board, in collaboration with the Virginia Community College System, shall
595 ensure that such list reflects the current credit requirements for graduation and the current credentials
596 accepted as substitutes. The Board shall post such list in a publicly accessible location on its website. Each
597 school board shall accept as a substitute for a required credit any credential listed as an accepted substitute for
598 such required credit.

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

612 H. Each local school board shall provide a program of literacy instruction that is aligned with
613 science-based reading research and provides evidenced-based literacy instruction to students in kindergarten
614 through grade eight and is consistent with the school board's literacy plan as required by subsection B of
615 § 22.1-253.13:6. Pursuant to such program:

616 1. Each local school board shall provide reading intervention services to students in kindergarten through

617 grade eight who demonstrate substantial deficiencies based on their individual performance on the Standards
 618 of Learning reading assessment or a literacy screener provided by the Department. *No literacy screener*
 619 *administered pursuant to this section shall commence earlier than the tenth full instructional day of the*
 620 *academic year, and the testing window established by the Department shall extend no fewer than 15 full*
 621 *instructional days to ensure adequate instructional readiness and equitable access.* Such reading intervention
 622 services shall consist of evidence-based literacy instruction, align with science-based reading research, and be
 623 documented for each student in a written student reading plan, consistent with the requirements in
 624 subdivision 2 and the list developed by the Department pursuant to subdivision I 2.

625 2. A reading specialist, in collaboration with the teacher of any student who receives reading intervention
 626 services pursuant to subdivision 1, shall develop, oversee implementation of, and monitor student progress on
 627 a student reading plan. The parent of each student who receives reading intervention services pursuant to
 628 subdivision 1 shall receive notice of and have the opportunity to participate in the development of the student
 629 reading plan. Each student reading plan (i) shall follow the Department template created pursuant to
 630 subdivision I 3; (ii) shall document such reading intervention services; (iii) shall include, at a minimum, (a)
 631 the student's specific, diagnosed reading skill deficiencies as determined or identified by diagnostic
 632 assessment data or the literacy screener provided by the Department; (b) the goals and benchmarks for
 633 student growth in reading; (c) a description of the specific measures that will be used to evaluate and monitor
 634 the student's reading progress; (d) the specific evidence-based literacy instruction that the student will
 635 receive; (e) the strategies, resources, and materials that will be provided to the student's parent to support the
 636 student to make reading progress; and (f) any additional services the teacher deems available and appropriate
 637 to accelerate the student's reading skill development; and (iv) may include the following services for the
 638 student: instruction from a reading specialist, trained aide, computer-based reading tutorial program, or
 639 classroom teacher with support from an aide, extended instructional time in the school day or school year, or,
 640 for students in grades six through eight, a literacy course, in addition to the course required by the Standards
 641 of Learning in English, that provides the specific evidence-based literacy instruction identified in the student's
 642 reading plan. In accordance with § 22.1-215.2, the parent of each student shall receive notice before services
 643 begin and a copy of the student reading plan.

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

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

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

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

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

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

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

661 5. *The Department shall annually compile, in a de-identified format, themes and trends reported through*
 662 *division-level educator feedback mechanisms related to the implementation of the literacy screeners provided*
 663 *by the Department and the development of reading plans. Such summary shall be submitted to the Board of*
 664 *Education and the Chairs of the House Committee on Education and the Senate Committee on Education and*
 665 *Health no later than December 1 of each year;*

666 6. *Prior to the statewide implementation of any substantial modification to the literacy screeners provided*
 667 *by the Department or associated data systems, the Department shall conduct an implementation feasibility*
 668 *analysis that assesses system readiness, teacher workload impact, and anticipated training needs. The*
 669 *analysis shall be made publicly available on the Department's website at least 60 days prior to the effective*
 670 *date of such modification; and*

671 5. 7. The Department shall provide free online evidence-based literacy instruction resources that can be
 672 accessed by parents and local school boards to support student literacy development at home.

673 J. As used in this subsection:

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

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

678 The Board shall consider, during each regularly scheduled revision to the Standards of Learning and any

679 associated curriculum framework, including the Digital Learning Integration Standards of Learning,
680 incorporating media literacy and digital citizenship standards at each grade level.

681 K. Each local school board shall adopt and implement textbooks and other high-quality instructional
682 materials in English language arts for grades six through 12 and mathematics, science, and history and social
683 science for grades kindergarten through 12. Except as otherwise provided in subdivision I 2 and subsection B
684 of § 22.1-253.13:6, such textbooks and other high-quality instructional materials shall be selected from the
685 list approved by the Board pursuant to § 22.1-238 or through a local adoption process that incorporates
686 requirements for textbooks and other high-quality instructional materials in accordance with regulations
687 promulgated by the Board.

688 L. To support local adoption and implementation of textbooks and other high-quality instructional
689 materials, the Department shall:

690 1. Review and update its "Virginia's Textbook Review Process" document to identify textbooks and other
691 high-quality instructional materials for Board approval pursuant to § 22.1-238. Such review process shall
692 include guidelines and timelines for the submission of, review of, comment on, and evaluation of textbooks
693 and instructional materials, the development and update at least every seven years of evaluation rubrics to
694 determine the extent to which submitted textbooks and instructional materials meet the definition of
695 textbooks and other high-quality instructional materials, the selection and training of Virginia review teams
696 that represent educators from various geographical regions of the Commonwealth and the diversity of the
697 Commonwealth's schools, opportunity for public comment, and the publication of ratings and reports based
698 on the reviews;

699 2. Implement the review process developed pursuant to subdivision 1 to develop a list of textbooks and
700 other high-quality instructional materials for English language arts for grades six through 12 and
701 mathematics, science, and history and social science for grades kindergarten through 12;

702 3. Develop, adopt, and publish a list of approved vendors of professional learning resources that support
703 teachers to implement the textbooks and other high-quality instructional materials approved by the Board
704 pursuant to § 22.1-238;

705 4. For any school that requires improvement, based on federal indicators or a failure to meet Board
706 standards pursuant to § 22.1-253.13:3, (i) complete a review of the curricula in use at such school, (ii) from
707 such funds as may be appropriated, develop a grant program to support the school to adopt textbooks and
708 other high-quality instructional materials from the list approved by the Board pursuant to § 22.1-238 and
709 contract with vendors of professional learning resources from the list approved in accordance with
710 subdivision 3, and (iii) monitor implementation of the adopted textbooks and high-quality instructional
711 materials and professional learning resources; and

712 5. Publish annually a list of the textbooks and other high-quality instructional materials and professional
713 learning resources adopted and procured by each local school board.

714 **§ 22.1-253.13:6. (Effective until July 1, 2026) Standard 6. Planning and public involvement.**

715 A. The Board shall adopt a statewide comprehensive, unified, long-range plan based on data collection,
716 analysis, and evaluation. Such plan shall be developed with statewide participation. The Board shall review
717 the plan biennially and adopt any necessary revisions. The Board shall post the plan on the Department's
718 website if practicable, and, in any case, shall make a hard copy of such plan available for public inspection
719 and copying.

720 This plan shall include the objectives of public education in Virginia, including strategies for first
721 improving student achievement, particularly the achievement of educationally at-risk students, then
722 maintaining high levels of student achievement; an assessment of the extent to which these objectives are
723 being achieved; a forecast of enrollment changes; and an assessment of the needs of public education in the
724 Commonwealth. In the annual report required by § 22.1-18, the Board shall include an analysis of the extent
725 to which these Standards of Quality have been achieved and the objectives of the statewide comprehensive
726 plan have been met. The Board shall also develop, consistent with, or as a part of, its comprehensive plan, a
727 detailed comprehensive, long-range plan to integrate educational technology into the Standards of Learning
728 and the curricula of the public schools in Virginia, including career and technical education programs. The
729 Board shall review and approve the comprehensive plan for educational technology and may require the
730 revision of such plan as it deems necessary.

731 B. Each local school board shall adopt a divisionwide comprehensive, unified, long-range plan based on
732 data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and
733 student achievement. The plan shall be developed with staff and community involvement and shall include,
734 or be consistent with, all other divisionwide plans required by state and federal laws and regulations. Each
735 local school board shall review the plan biennially and adopt any necessary revisions. Prior to the adoption of
736 any divisionwide comprehensive plan or revisions thereto, each local school board shall post such plan or
737 revisions on the division's Internet website if practicable, and, in any case, shall make a hard copy of the plan
738 or revisions available for public inspection and copying and shall conduct at least one public hearing to solicit
739 public comment on the divisionwide plan or revisions.

740 The divisionwide comprehensive plan shall include, but shall not be limited to, (i) the objectives of the

741 school division, including strategies for first improving student achievement, particularly the achievement of
 742 educationally at-risk students, then maintaining high levels of student achievement; (ii) an assessment of the
 743 extent to which these objectives are being achieved; (iii) a forecast of enrollment changes; (iv) a plan for
 744 projecting and managing enrollment changes including consideration of the consolidation of schools to
 745 provide for a more comprehensive and effective delivery of instructional services to students and economies
 746 in school operations; (v) an evaluation of the appropriateness of establishing regional programs and services
 747 in cooperation with neighboring school divisions; (vi) a plan for implementing such regional programs and
 748 services when appropriate; (vii) a technology plan designed to integrate educational technology into the
 749 instructional programs of the school division, including the school division's career and technical education
 750 programs, consistent with, or as a part of, the comprehensive technology plan for Virginia adopted by the
 751 Board; (viii) an assessment of the needs of the school division and evidence of community participation,
 752 including parental participation, in the development of the plan; (ix) any corrective action plan required
 753 pursuant to § 22.1-253.13:3; and (x) a plan for parent and family involvement to include building successful
 754 school and parent partnerships that shall be developed with staff and community involvement, including
 755 participation by parents.

756 The divisionwide comprehensive plan shall also include a divisionwide literacy plan for pre-kindergarten
 757 through grade eight. The Board shall issue guidance on the contents of such plans. The Department shall
 758 develop a template for such plans. Each divisionwide literacy plan shall follow such template and address
 759 how the local school board will align (i) (a) literacy professional development, (ii) (b) core reading and
 760 literacy curriculum, and (iii) (c) screening, supplemental instruction, and interventions with evidence-based
 761 literacy instruction practices aligned with science-based reading research and how the school board will
 762 support parents to support the literacy development of their children. When developing such divisionwide
 763 literacy plan, each local school board shall use programs from the lists developed by the Department pursuant
 764 to subsection C of § 22.1-253.13:5 and subdivision H 2 of § 22.1-253.13:1 or seek approval from the
 765 Department for the use of alternative programs that consist of evidence-based literacy instruction and align
 766 with science-based reading research. Each such divisionwide literacy plan shall be submitted to the
 767 Department and shall (1) identify which core literacy curricula, supplemental instructional practices and
 768 programs, and intervention programs from the list developed by the Department pursuant to subdivision H 2
 769 of § 22.1-253.13:1 or alternative programs approved by the Department that consist of evidence-based
 770 literacy instruction and align with science-based reading research will be used in each grade level,
 771 kindergarten through 12, at each of the schools within such school division; (2) *in coordination with the*
 772 *Department, ensure the interoperability of local student information systems and state-maintained literacy*
 773 *assessment platforms; the Department shall provide integration guidance, technical support, and publicly*
 774 *available documentation, including application programming interfaces or other data sharing tools, to*
 775 *enable such interoperability and reduce redundant data entry; and (3) include a plan to ensure that all*
 776 *teachers and reading specialists who provide or support evidence-based literacy instruction in the school*
 777 *division have the support necessary to succeed and support students, which plan shall (A) identify existing*
 778 *planning hours, compensated time, or scheduling adjustments within available resources to support teachers*
 779 *and reading specialists in meeting literacy plan development and assessment responsibilities and may include*
 780 *the use of stipends or additional staffing, which shall be subject to availability of state or local funds; (B)*
 781 *provide for a portal for the submission of anonymous teacher and reading specialist feedback on the*
 782 *implementation of the divisionwide literacy plan; and (C) provide for panels of teachers and reading*
 783 *specialists to advise on the implementation of the divisionwide literacy plan and recommend systematic*
 784 *changes.* Each local school board shall post, maintain, and update as necessary on such school board's
 785 website a copy of its divisionwide literacy plan and the job description and contact information for any
 786 reading specialist employed by such school division pursuant to subsection G of § 22.1-253.13:2 and for any
 787 dyslexia specialist employed by such school division. The Department shall post each divisionwide literacy
 788 plan on its website.

789 A report shall be presented by each school board to the public by November 1 of each odd-numbered year
 790 on the extent to which the objectives of the divisionwide comprehensive plan have been met during the
 791 previous two school years.

792 C. Each public school shall also prepare a comprehensive, unified, long-range plan, which the relevant
 793 school board shall consider in the development of its divisionwide comprehensive plan.

794 D. The Board shall, in a timely manner, make available to local school boards information about where
 795 current Virginia school laws, Board regulations and revisions, and copies of relevant Opinions of the
 796 Attorney General of Virginia may be located online.

797 **§ 22.1-253.13:6. (Effective July 1, 2026) Standard 6. Planning and public involvement.**

798 A. The Board shall adopt a statewide comprehensive, unified, long-range plan based on data collection,
 799 analysis, and evaluation. Such plan shall be developed with statewide participation. The Board shall review
 800 the plan biennially and adopt any necessary revisions. The Board shall post the plan on the Department's
 801 website if practicable, and, in any case, shall make a hard copy of such plan available for public inspection
 802 and copying.

803 This plan shall include the objectives of public education in Virginia, including strategies for first
804 improving student achievement, particularly the achievement of educationally at-risk students, then
805 maintaining high levels of student achievement; an assessment of the extent to which these objectives are
806 being achieved; a forecast of enrollment changes; and an assessment of the needs of public education in the
807 Commonwealth. In the annual report required by § 22.1-18, the Board shall include an analysis of the extent
808 to which these Standards of Quality have been achieved and the objectives of the statewide comprehensive
809 plan have been met. The Board shall also develop, consistent with, or as a part of, its comprehensive plan, a
810 detailed comprehensive, long-range plan to integrate educational technology into the Standards of Learning
811 and the curricula of the public schools in Virginia, including career and technical education programs. The
812 Board shall review and approve the comprehensive plan for educational technology and may require the
813 revision of such plan as it deems necessary.

814 B. Each local school board shall adopt a divisionwide comprehensive, unified, long-range plan based on
815 data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and
816 student achievement. The plan shall be developed with staff and community involvement and shall include,
817 or be consistent with, all other divisionwide plans required by state and federal laws and regulations. Each
818 local school board shall review the plan biennially and adopt any necessary revisions. Prior to the adoption of
819 any divisionwide comprehensive plan or revisions thereto, each local school board shall post such plan or
820 revisions on the division's Internet website if practicable, and, in any case, shall make a hard copy of the plan
821 or revisions available for public inspection and copying and shall conduct at least one public hearing to solicit
822 public comment on the divisionwide plan or revisions.

823 The divisionwide comprehensive plan shall include (i) the objectives of the school division, including
824 strategies for (a) improving student achievement, particularly the achievement of educationally at-risk
825 students, (b) maintaining high levels of student achievement, and (c) supporting student achievement through
826 the adoption and implementation of textbooks and other high-quality instructional materials; (ii) an
827 assessment of the extent to which these objectives are being achieved; (iii) a forecast of enrollment changes;
828 (iv) a plan for projecting and managing enrollment changes including consideration of the consolidation of
829 schools to provide for a more comprehensive and effective delivery of instructional services to students and
830 economies in school operations; (v) an evaluation of the appropriateness of establishing regional programs
831 and services in cooperation with neighboring school divisions; (vi) a plan for implementing such regional
832 programs and services when appropriate; (vii) a technology plan designed to integrate educational technology
833 into the instructional programs of the school division, including the school division's career and technical
834 education programs, consistent with, or as a part of, the comprehensive technology plan for Virginia adopted
835 by the Board; (viii) an assessment of the needs of the school division and evidence of community
836 participation, including parental participation, in the development of the plan; (ix) any corrective action plan
837 required pursuant to § 22.1-253.13:3; and (x) a plan for parent and family involvement to include building
838 successful school and parent partnerships that shall be developed with staff and community involvement,
839 including participation by parents.

840 The divisionwide comprehensive plan shall also include a divisionwide literacy plan for pre-kindergarten
841 through grade eight. The Board shall issue guidance on the contents of such plans. The Department shall
842 develop a template for such plans. Each divisionwide literacy plan shall follow such template and address
843 how the local school board will align (a) literacy professional development; (b) core reading and literacy
844 curriculum for students in kindergarten through grade five; and (c) screening, supplemental instruction, and
845 interventions for students in kindergarten through grade eight with evidence-based literacy instruction
846 practices aligned with science-based reading research and how the school board will support parents to
847 support the literacy development of their children. When developing such divisionwide literacy plan, each
848 local school board shall use programs from the lists developed by the Department pursuant to subsection C of
849 § 22.1-253.13:5 and subdivision I 2 of § 22.1-253.13:1 or seek approval from the Department for the use of
850 alternative programs that consist of evidence-based literacy instruction and align with science-based reading
851 research. Each such divisionwide literacy plan shall be submitted to the Department and shall (1) identify
852 which core literacy curricula, supplemental instructional practices and programs, and intervention programs
853 from the list developed by the Department pursuant to subdivision I 2 of § 22.1-253.13:1 or alternative
854 programs approved by the Department that consist of evidence-based literacy instruction and align with
855 science-based reading research will be used in each grade level, kindergarten through 12, at each of the
856 schools within such school division; (2) *in coordination with the Department, ensure the interoperability of*
857 *local student information systems and state-maintained literacy assessment platforms; the Department shall*
858 *provide integration guidance, technical support, and publicly available documentation, including application*
859 *programming interfaces or other data sharing tools, to enable such interoperability and reduce redundant*
860 *data entry; and (3) include a plan to ensure that all teachers and reading specialists who provide or support*
861 *evidence-based literacy instruction in the school division have the support necessary to succeed and support*
862 *students, which plan shall (A) identify existing planning hours, compensated time, or scheduling adjustments*
863 *within available resources to support teachers and reading specialists in meeting literacy plan development*
864 *and assessment responsibilities and may include the use of stipends or additional staffing, which shall be*

865 *subject to availability of state or local funds; (B) provide for a portal for the submission of anonymous*
866 *teacher and reading specialist feedback on the implementation of the divisionwide literacy plan; and (C)*
867 *provide for panels of teachers and reading specialists to advise on the implementation of the divisionwide*
868 *literacy plan and recommend systematic changes.* Each local school board shall post, maintain, and update as
869 necessary on such school board's website a copy of its divisionwide literacy plan and the job description and
870 contact information for any reading specialist employed by such school division pursuant to subsection G of
871 § 22.1-253.13:2 and for any dyslexia specialist employed by such school division. The Department shall post
872 each divisionwide literacy plan on its website.

873 A report shall be presented by each school board to the public by November 1 of each odd-numbered year
874 on the extent to which the objectives of the divisionwide comprehensive plan have been met during the
875 previous two school years.

876 C. Each public school shall also prepare a comprehensive, unified, long-range plan, which the relevant
877 school board shall consider in the development of its divisionwide comprehensive plan.

878 D. The Board shall, in a timely manner, make available to local school boards information about where
879 current Virginia school laws, Board regulations and revisions, and copies of relevant Opinions of the
880 Attorney General of Virginia may be located online.

881 **2. That it is the intent of the General Assembly that the Department of Education implement the**
882 **requirements of this act using existing staff and existing resources. Any additional costs incurred as a**
883 **result of this act shall be subject to appropriation. Nothing in this act shall be construed to mandate**
884 **new state or local funding.**