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HOUSE BILL NO. 704

Offered January 14, 2026

Prefiled January 13, 2026

A BILL to amend and reenact §§ 22.1-199.1 and 22.1-253.13:1 and 22.1-253.13:5, as they are currently effective and as they shall become effective, of the Code of Virginia, relating to public schools; mathematics and reading in kindergarten through grade eight; certain requirements.

Patron—Tata

Committee Referral Pending

Be it enacted by the General Assembly of Virginia:

1. That §§ 22.1-199.1 and 22.1-253.13:1 and 22.1-253.13:5, as they are currently effective and as they shall become effective, of the Code of Virginia are amended and reenacted as follows:

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

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

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

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

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

B. The General Assembly finds that educational technology is one of the most important components, along with highly skilled teachers, in ensuring the delivery of quality public school education throughout the Commonwealth. Therefore, the Board shall strive to incorporate technological studies within the teaching of all disciplines. Further, the General Assembly notes that educational technology can only be successful if teachers and administrators are provided adequate training and assistance. To this end, the following program is established.

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

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

Each qualifying school board shall establish an individualized technology plan, which shall be approved by the Superintendent, for integrating technology into the classroom and into schoolwide instructional programs, including career and technical education programs. The first priority for funding shall be consistent with those components of the Board's revised six-year technology plan that focus on (i) retrofitting and upgrading existing school buildings to efficiently use educational technology; (ii) providing (a) one network-ready multimedia microcomputer for each classroom, (b) a five-to-one ratio of pupils to network-ready microcomputers, (c) graphing calculators and relevant scientific probes/sensors as required by the Standards

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of Learning, and (d) training and professional development on available technologies and software to all levels and positions, including professional development for personnel delivering career and technical education at all levels and positions; and (iii) assisting school divisions in developing integrated voice-, video-, and data-connectivity to local, national and international resources.

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

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

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

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

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

E. Pursuant to a turnaround specialist program administered by the Department, local school boards may enter into agreements with individuals to be employed as turnaround specialists to address those conditions at the school that may impede educational progress and effectiveness and academic success. Local school boards may offer such turnaround specialists or other administrative personnel incentives such as increased compensation, improved retirement benefits in accordance with Chapter 6.2 (§ 51.1-617 et seq.) of Title 51.1, increased deferred compensation in accordance with § 51.1-603, relocation expenses, bonuses, and other incentives as may be determined by the board.

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

For purposes of this subsection, "middle school teacher corps" means licensed instructional personnel who are assigned to a local school division to teach in a subject matter in grades six, seven, or eight where there is a critical need, as determined by the Department. The contract between such persons and the relevant local school board shall specify that the contract is for service in the middle school teacher corps the Department shall establish and administer, with such funds as may be provided for such purpose, the math teacher and specialist corps whereby the Department provides grants on a competitive basis to school divisions in which the mathematics proficiency of students in kindergarten through grade eight indicates a high need for intervention and improvement based on the indicators set forth in subdivision D 13 of § 22.1-253.13:1 in order for such school divisions to offer annual stipends to effective educators with endorsements in

mathematics or as mathematics specialists and deploy such individuals to the schools with the highest need.

§ 22.1-253.13:1. (Effective until July 1, 2026) 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 curriculum adopted by the local school division shall be aligned to the Standards of Learning.

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

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

The Board shall include in the Standards of Learning for physical and health education for grade nine or 10 research-based hazing prevention instruction, in accordance with the Standards of Learning and

183 curriculum guidelines for research-based hazing prevention instruction developed by the Board pursuant to
184 subsection B of § 22.1-207.

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

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

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

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

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

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

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

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

242 The Board shall establish standards for full funding of summer remedial programs that shall include, but
243 not be limited to, the minimum number of instructional hours or the equivalent thereof required for full
244 funding and an assessment system designed to evaluate program effectiveness. Based on the number of

students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be provided for the full cost of summer and other remediation programs as set forth in the appropriation act, provided such programs comply with such standards as shall be established by the Board, pursuant to § 22.1-199.2.

D. Local school boards shall also implement the following:

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

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

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

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

b. Career exploration opportunities in the middle school grades;

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

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

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

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

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

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

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

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

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

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

11. A plan to notify students and their parents of the availability of dual enrollment and advanced placement classes; career and technical education programs, including internships, externships, apprenticeships, credentialing programs, certification programs, licensure programs, and other work-based learning experiences; the International Baccalaureate Program and Academic Year Governor's School Programs; the qualifications for enrolling in such classes, programs, and experiences; and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations. This plan shall include notification to students and parents of the College and Career Ready Virginia Program established pursuant to Article 5.1. (§ 22.1-237.1 et seq.) of Chapter 13 and its agreement with a comprehensive community college in the Commonwealth pursuant to subdivision 10 to

307 enable students to complete an associate degree, a one-year Uniform Certificate of General Studies, or the
308 Passport Program concurrent with a high school diploma.

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

312 13. Early identification, diagnosis, and assistance for students *in kindergarten through grade eight* with
313 mathematics problems and provision of instructional strategies and mathematics practices that benefit the
314 development of mathematics skills for all *such* students *that shall consist of the following components:*

315 *a. Each student in kindergarten through grade three shall participate in a mathematics screener approved*
316 *by the Department, and any student whose results on such screener indicate the need for further assessment*
317 *shall participate in a diagnostic mathematics assessment approved by the Department to identify individual*
318 *student deficits in numeracy and other mathematical skills.*

319 *b. A mathematics improvement plan shall be developed and implemented for any student whose results on*
320 *such diagnostic mathematics assessment indicate the need for accelerated interventions to progress toward*
321 *proficient performance in mathematics. Such plan shall require intensive intervention that includes effective*
322 *instructional strategies and relevant and appropriate instructional resources necessary to help the student*
323 *make accelerated progress toward proficient performance in mathematics and become ready for the next*
324 *grade, including daily, one-on-one instruction with students the most in need provided by certified teachers*
325 *specifically trained and most qualified to provide one-on-one instruction in numeracy and quarterly written*
326 *progress reports provided by the school to the student's parents.*

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

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

337 15. A program of physical activity available to all students in grades kindergarten through five consisting
338 of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and
339 available to all students in grades six through 12 with a goal of at least 150 minutes per week on average
340 during the regular school year. Such program may include any combination of (i) physical education classes,
341 (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by
342 the local school board. Each local school board shall implement such program during the regular school year.
343 Any physical education class offered to students in grades seven and eight shall include at least one hour of
344 personal safety training per school year in each such grade level that is developed and delivered in
345 partnership with the local law-enforcement agency and consists of situational safety awareness training and
346 social media education. Each local school board shall offer to all students in grade nine or 10 a physical
347 education class that includes research-based hazing prevention instruction pursuant to subsection C of
348 § 22.1-207, unless such hazing prevention instruction is provided as part of a separate health education class
349 offered to students in grade nine or 10. Each local school board may accept participation in the Junior
350 Reserve Officers' Training Corps as fulfillment of any physical education requirements applicable to students
351 in grades nine through 12.

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

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

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

358 E. From such funds as may be appropriated or otherwise received for such purpose, there shall be
359 established within the Department a unit to (i) conduct evaluative studies; (ii) provide the resources and
360 technical assistance to increase the capacity for school divisions to deliver quality instruction; and (iii) assist
361 school divisions in implementing those programs and practices that will enhance pupil academic performance
362 and improve family and community involvement in the public schools. Such unit shall identify and analyze
363 effective instructional programs and practices and professional development initiatives; evaluate the success
364 of programs encouraging parental and family involvement; assess changes in student outcomes prompted by
365 family involvement; and collect and disseminate among school divisions information regarding effective
366 instructional programs and practices, initiatives promoting family and community involvement, and potential
367 funding and support sources. Such unit may also provide resources supporting professional development for
368 administrators and teachers. In providing such information, resources, and other services to school divisions,

the unit shall give priority to those divisions demonstrating a less than 70 percent passing rate on the Standards of Learning assessments.

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

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

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

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

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

3. Each student who receives such reading intervention services shall be assessed utilizing either the literacy screener provided by the Department or the grade-level reading Standards of Learning assessment again at the end of that school year. *No student in grade three who continues to demonstrate substantial deficiencies based on his individual performance on such screener or assessment at the end of that school year shall be promoted to grade four except in the case of any student:*

- 431 a. *With limited English proficiency who has received less than two years of total instruction in an English*
432 *language learner program;*
433 b. *With a disability whose individualized education program does not indicate that participation in such a*
434 *screening or assessment would be appropriate;*
435 c. *Who has received intensive remediation in reading for more than two years but still demonstrates a*
436 *deficiency in reading or previously was retained in kindergarten or grade one, two, or three; or*
437 d. *Who demonstrates an acceptable level of reading proficiency on an alternative assessment approved by*
438 *the Board.*

439 *Any such student who is promoted to grade four shall have a reading plan pursuant to subdivision 2.*

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

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

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

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

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

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

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

456 J. As used in this subsection:

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

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

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

464 **§ 22.1-253.13:1. (Effective July 1, 2026) Standard 1. Instructional programs supporting the**
465 **Standards of Learning and other educational objectives.**

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

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

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

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

489 The Standards of Learning in all subject areas shall be subject to regular review and revision to maintain
490 rigor and to reflect a balance between content knowledge and the application of knowledge in preparation for
491 eventual employment and lifelong learning. The Board shall establish a regular schedule, in a manner it
492 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 curriculum adopted by the local school division shall be aligned to the Standards of Learning.

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

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

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

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

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

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

lifelong learning and to achieve economic self-sufficiency.

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

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

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

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

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

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

D. Local school boards shall also implement the following:

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

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

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

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

b. Career exploration opportunities in the middle school grades;

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

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

e. As part of each student's academic and career plan, a list of (i) the top 100 professions in the Commonwealth by median pay and the education, training, and skills required for each such profession and (ii) the top 10 degree programs at institutions of higher education in the Commonwealth by median pay of

program graduates. The Department shall annually compile such lists and provide them to each local school board.

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

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

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

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

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

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

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

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

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

13. Early identification, diagnosis, and assistance for students *in kindergarten through grade eight* with mathematics problems and provision of instructional strategies and mathematics practices that benefit the development of mathematics skills for all *such students that shall consist of the following components:*

a. Each student in kindergarten through grade three shall participate in a mathematics screener approved by the Department, and any student whose results on such screener indicate the need for further assessment shall participate in a diagnostic mathematics assessment approved by the Department to identify individual student deficits in numeracy and other mathematical skills.

b. A mathematics improvement plan shall be developed and implemented for any student whose results on such diagnostic mathematics assessment indicate the need for accelerated interventions to progress toward proficient performance in mathematics. Such plan shall require intensive intervention that includes effective instructional strategies and relevant and appropriate instructional resources necessary to help the student make accelerated progress toward proficient performance in mathematics and become ready for the next grade, including daily, one-on-one instruction with students the most in need provided by certified teachers specifically trained and most qualified to provide one-on-one instruction in numeracy and quarterly written progress reports provided by the school to the student's parents.

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

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

679 15. A program of physical activity available to all students in grades kindergarten through five consisting
680 of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and
681 available to all students in grades six through 12 with a goal of at least 150 minutes per week on average
682 during the regular school year. Such program may include any combination of (i) physical education classes,
683 (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by
684 the local school board. Each local school board shall implement such program during the regular school year.
685 Any physical education class offered to students in grades seven and eight shall include at least one hour of
686 personal safety training per school year in each such grade level that is developed and delivered in
687 partnership with the local law-enforcement agency and consists of situational safety awareness training and
688 social media education. Each local school board shall offer to all students in grade nine or 10 a physical
689 education class that includes research-based hazing prevention instruction pursuant to subsection C of
690 § 22.1-207, unless such hazing prevention instruction is provided as part of a separate health education class
691 offered to students in grade nine or 10. Each local school board may accept participation in the Junior
692 Reserve Officers' Training Corps as fulfillment of any physical education requirements applicable to students
693 in grades nine through 12.

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

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

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

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

713 F. The Board shall, in collaboration with the Virginia Community College System, Career and Technical
714 Education directors, and industry partners, develop and maintain a current, comprehensive, and uniform list
715 of industry-recognized workforce credentials that students may take as a substitute for certain credits required
716 for graduation pursuant to 8VAC20-131-51 of the Virginia Administrative Code, including
717 industry-recognized workforce credentials that students may take as a substitute for elective credits and
718 industry-recognized workforce credentials completed outside of regular school hours. The Board shall
719 include on such list its diploma seal of biliteracy established pursuant to subdivision E 4 of § 22.1-253.13:4
720 and shall consider such seal to be a high-demand industry workforce credential for the purpose of satisfying
721 graduation requirements. The Board, in collaboration with the Virginia Community College System, shall
722 ensure that such list reflects the current credit requirements for graduation and the current credentials
723 accepted as substitutes. The Board shall post such list in a publicly accessible location on its website. Each
724 school board shall accept as a substitute for a required credit any credential listed as an accepted substitute for
725 such required credit.

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

739 H. Each local school board shall provide a program of literacy instruction that is aligned with
740 science-based reading research and provides evidenced-based literacy instruction to students in kindergarten

through grade eight and is consistent with the school board's literacy plan as required by subsection B of § 22.1-253.13:6. Pursuant to such program:

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

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

3. Each student who receives such reading intervention services shall be assessed utilizing either the literacy screener provided by the Department or the grade-level reading Standards of Learning assessment again at the end of that school year. *No student in grade three who continues to demonstrate substantial deficiencies based on his individual performance on such screener or assessment at the end of that school year shall be promoted to grade four except in the case of any student:*

a. With limited English proficiency who has received less than two years of total instruction in an English language learner program;

b. With a disability whose individualized education program does not indicate that participation in such a screener or assessment would be appropriate;

c. Who has received intensive remediation in reading for more than two years but still demonstrates a deficiency in reading or previously was retained in kindergarten or grade one, two, or three; or

d. Who demonstrates an acceptable level of reading proficiency on an alternative assessment approved by the Board.

Any such student who is promoted to grade four shall have a reading plan pursuant to subdivision 2.

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

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

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

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

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

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

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

J. As used in this subsection:

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

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

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

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

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

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

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

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

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

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

§ 22.1-253.13:5. (Effective until July 1, 2026) Standard 5. Quality of classroom instruction and educational leadership.

A. Each member of the Board shall participate in high-quality professional development programs on personnel, curriculum and current issues in education as part of his service on the Board.

B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, principal, and superintendent evaluations shall be consistent with the performance standards included in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents. Evaluations shall include student academic progress as a significant component and an overall summative rating. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities. Evaluations shall include an evaluation of cultural competency.

C. The Board shall provide guidance on high-quality professional development for (i) teachers, principals, supervisors, division superintendents, and other school staff; (ii) principals, supervisors, and division superintendents in the evaluation and documentation of teacher and principal performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel; (iii) school board members on personnel, curriculum and current issues in education; (iv) teachers of the blind and visually impaired, in cooperation with the Virginia Department for the Blind and Vision Impaired, in Braille; (v) any individual with an endorsement in early/primary education preschool through grade three, elementary education preschool through grade six, special education general curriculum kindergarten through grade 12, special education deaf and hard of hearing preschool through grade 12, special education blindness/visual impairments preschool through grade 12, or English as a second language preschool through grade 12, or as a reading specialist that builds proficiency in science-based reading research and evidence-based literacy instruction; (vi) each teacher with an endorsement in middle education grades six through eight who teaches English that builds proficiency in evidence-based literacy instruction and science-based reading research; (vii) each middle school principal and teacher with an endorsement in middle education grades six through

eight who teaches mathematics, science, or history and social science that builds an awareness of evidence-based literacy instruction and science-based reading research; (viii) each teacher with a provisional general education or special education license or an endorsement in early/primary education preschool through grade three, elementary education preschool through grade six, middle education grades six through eight, and secondary education grades six through 12; each principal with an endorsement in administration and supervision preschool through grade 12; and each teacher's aide or other paraprofessional that builds proficiency in instructional practices to support specially designed instruction in inclusive settings; (ix) each teacher with a provisional special education license or an endorsement in special education general curriculum preschool through grade 12, special education deaf and hard of hearing preschool through grade 12, or special education blindness and visual impairments preschool through grade 12 that builds proficiency in implementing the Virginia IEP established pursuant to subdivision 11 of § 22.1-214.4 and the referral, evaluation, reevaluation, and eligibility forms and worksheets referenced in subdivision 6 of § 22.1-214.4; and (x) all instructional personnel and school board employees whose duties include regular contact with students on communicating with and supporting students with autism spectrum disorder.

The Board shall also provide technical assistance on high-quality professional development to local school boards designed to ensure that all instructional personnel are proficient in the use of educational technology consistent with its comprehensive plan for educational technology.

The Department shall provide technical assistance, including literacy coaching, to local school divisions to provide professional development in science-based reading research and evidence-based literacy instruction for students in kindergarten through grade eight. The Department shall also create a list of professional development programs aligned with science-based reading research and evidence-based literacy instruction that includes programs that provide training in dyslexia for reading specialists as required by subsection G of § 22.1-253.13:2. The list shall be approved by the Board. The Department shall provide resources to local school divisions to ensure that each division is able to provide professional development to teachers and reading specialists listed in subdivision E 2 in one of the programs enumerated in the list approved by the Board pursuant to this subdivision and that such professional development is provided at no cost to the teachers and reading specialists.

The Department shall provide technical assistance, including special education coaching, to local school divisions to provide professional development in special education and related services and in instructional practices to support specially designed instruction in inclusive settings. The Department shall provide resources to local school divisions to ensure that each division is able to provide professional development to the teachers, principals, teacher's aides, and other paraprofessionals listed in subdivisions E 4 and 5 at no cost to such individuals.

D. Each local school board shall require (i) its members to participate annually in high-quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel policies and practices; the evaluation of personnel, curriculum, and instruction; use of data in planning and decision making; and current issues in education as part of their service on the local board and (ii) the division superintendent to participate annually in high-quality professional development activities at the local, state, or national levels, including the Standards of Quality, Board regulations, and the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents.

E. Each local school board shall provide a program of high-quality professional development (i) in the use and documentation of performance standards and evaluation criteria based on student academic progress and skills for teachers, principals, and superintendents to clarify roles and performance expectations and to facilitate the successful implementation of instructional programs that promote student achievement at the school and classroom levels; (ii) as part of the license renewal process, to assist teachers and principals in acquiring the skills needed to work with gifted students, students with disabilities, and students who have been identified as having limited English proficiency and to increase student achievement and expand the knowledge and skills students require to meet the standards for academic performance set by the Board; (iii) in educational technology for all instructional personnel which is designed to facilitate integration of computer skills and related technology into the curricula; and (iv) for principals and supervisors designed to increase proficiency in instructional leadership and management, including training in the evaluation and documentation of teacher and principal performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel.

In addition, each local school board shall provide:

1. Teachers and principals with high-quality professional development programs each year in (i) instructional content; (ii) the preparation of tests and other assessment measures; (iii) methods for assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests that match locally developed objectives; (iv) instruction and remediation techniques in English, mathematics, science, and history and social science; (v) interpreting test data for instructional purposes; (vi) technology applications to implement the Standards of Learning; and (vii) effective classroom management;

2. High-quality professional development and training in science-based reading research and evidence-based literacy instruction, from the list developed and the resources provided by the Department pursuant to subsection C or an alternative program that consists of evidence-based literacy instruction and aligns with science-based reading research approved by the Department, for each elementary school principal and each teacher with an endorsement in early/primary education preschool through grade three, elementary education preschool through grade six, special education general curriculum kindergarten through grade 12, special education deaf and hard of hearing preschool through grade 12, special education blindness/visual impairments preschool through grade 12, or English as a second language preschool through grade 12, or as a reading specialist that builds proficiency in evidence-based literacy instruction and science-based reading research in order to aid in the licensure renewal process for such individuals;

3. High-quality professional development and training in science-based reading research and evidence-based literacy instruction, from the list developed and the resources provided by the Department pursuant to subsection C, or an alternative program that consists of evidence-based literacy instruction and aligns with science-based reading research approved by the Department, for (i) each teacher with an endorsement in middle education grades six through eight who teaches English that builds proficiency in evidence-based literacy instruction and science-based reading research and (ii) each middle school principal and teacher with an endorsement in middle education grades six through eight who teaches mathematics, science, or history and social science that builds an awareness of evidence-based literacy instruction and science-based reading research;

4. (Effective July 1, 2027) High-quality professional development in implementing the Virginia IEP established pursuant to subdivision 11 of § 22.1-214.4 and the referral, evaluation, reevaluation, and eligibility forms and worksheets referenced in subdivision 6 of § 22.1-214.4 for each teacher with a provisional special education license or an endorsement in special education general curriculum kindergarten through grade 12, special education deaf and hard of hearing preschool through grade 12, and special education blindness and visual impairments preschool through grade 12;

5. (Effective July 1, 2027) High-quality professional development in instructional practices to support specially designed instruction in inclusive settings for each teacher with a provisional general education license or an endorsement in early/primary education preschool through grade three, elementary education preschool through grade six, and secondary education grades six through 12; each principal with an endorsement in administration and supervision preschool through grade 12; each teacher's aide or other paraprofessional; and any teacher with a provisional special education license for whom the school board determines there is a need for such professional development; and

6. High-quality professional development each year in communicating with and supporting students with autism spectrum disorder for any instructional personnel and school board employees whose duties include regular contact with students, in accordance with the guidance provided by the Board pursuant to clause (x) of subsection C, that includes (i) an overview of the characteristics and behavioral recognition of autism spectrum disorder, (ii) strategies for communicating and interacting with and supporting students with autism spectrum disorder, and (iii) best practices for responding to and de-escalating certain behavioral challenges and situations. Such professional development shall be optional, provided, however, that any instructional personnel or school board employee who completes such professional development shall be eligible for professional development points toward renewal of his license for the number of in-person hours of coursework completed.

7. *High-quality professional development for kindergarten through grade eight mathematics teachers and mathematics specialists in complying with and implementing the provisions of subdivision D 13 of § 22.1-253.13:1.*

F. Schools and school divisions shall include as an integral component of their comprehensive plans required by § 22.1-253.13:6, high-quality professional development programs that support the recruitment, employment, and retention of qualified teachers and principals. Each school board shall require all instructional personnel to participate each year in these professional development programs.

G. Each local school board shall annually review its professional development program for quality, effectiveness, participation by instructional personnel, and relevancy to the instructional needs of teachers and the academic achievement needs of the students in the school division.

§ 22.1-253.13:5. (Effective July 1, 2026) Standard 5. Quality of classroom instruction and educational leadership.

A. Each member of the Board shall participate in high-quality professional development programs on personnel, curriculum and current issues in education as part of his service on the Board.

B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, principal, and superintendent evaluations shall be consistent with the performance standards included in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents. Evaluations shall include student academic progress as a significant component and an overall summative rating. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification

of areas of individual strengths and weaknesses and recommendations for appropriate professional activities. Evaluations shall include an evaluation of cultural competency.

C. The Board shall provide guidance on high-quality professional development for (i) teachers, principals, supervisors, division superintendents, and other school staff; (ii) principals, supervisors, and division superintendents in the evaluation and documentation of teacher and principal performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel; (iii) school board members on personnel, curriculum and current issues in education; (iv) teachers of the blind and visually impaired, in cooperation with the Virginia Department for the Blind and Vision Impaired, in Braille; (v) any individual with an endorsement in early/primary education preschool through grade three, elementary education preschool through grade six, special education general curriculum kindergarten through grade 12, special education deaf and hard of hearing preschool through grade 12, special education blindness/visual impairments preschool through grade 12, or English as a second language preschool through grade 12, or as a reading specialist that builds proficiency in science-based reading research and evidence-based literacy instruction; (vi) each teacher with an endorsement in middle education grades six through eight who teaches English that builds proficiency in evidence-based literacy instruction and science-based reading research; (vii) each middle school principal and teacher with an endorsement in middle education grades six through eight who teaches mathematics, science, or history and social science that builds an awareness of evidence-based literacy instruction and science-based reading research; (viii) each teacher with a provisional general education or special education license or an endorsement in early/primary education preschool through grade three, elementary education preschool through grade six, middle education grades six through eight, and secondary education grades six through 12; each principal with an endorsement in administration and supervision preschool through grade 12; and each teacher's aide or other paraprofessional that builds proficiency in instructional practices to support specially designed instruction in inclusive settings; (ix) each teacher with a provisional special education license or an endorsement in special education general curriculum preschool through grade 12, special education deaf and hard of hearing preschool through grade 12, or special education blindness and visual impairments preschool through grade 12 that builds proficiency in implementing the Virginia IEP established pursuant to subdivision 11 of § 22.1-214.4 and the referral, evaluation, reevaluation, and eligibility forms and worksheets referenced in subdivision 6 of § 22.1-214.4; and (x) all instructional personnel and school board employees whose duties include regular contact with students on communicating with and supporting students with autism spectrum disorder.

The Board shall also provide technical assistance on high-quality professional development to local school boards designed to ensure that all instructional personnel are proficient in the use of educational technology consistent with its comprehensive plan for educational technology.

The Department shall provide technical assistance, including literacy coaching, to local school divisions to provide professional development in science-based reading research and evidence-based literacy instruction for students in kindergarten through grade eight. The Department shall also create a list of professional development programs aligned with science-based reading research and evidence-based literacy instruction that includes programs that provide training in dyslexia for reading specialists as required by subsection G of § 22.1-253.13:2. The list shall be approved by the Board. The Department shall provide resources to local school divisions to ensure that each division is able to provide professional development to teachers and reading specialists listed in subdivision E 2 in one of the programs enumerated in the list approved by the Board pursuant to this subdivision and that such professional development is provided at no cost to the teachers and reading specialists.

The Department shall provide technical assistance to local school divisions to implement professional learning resources from the list of vendors approved by the Department pursuant to subdivision K 3 of § 22.1-253.13:1.

The Department shall provide technical assistance, including special education coaching, to local school divisions to provide professional development in special education and related services and in instructional practices to support specially designed instruction in inclusive settings. The Department shall provide resources to local school divisions to ensure that each division is able to provide professional development to the teachers, principals, teacher's aides, and other paraprofessionals listed in subdivisions E 4 and 5 at no cost to such individuals.

D. Each local school board shall require (i) its members to participate annually in high-quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel policies and practices; the evaluation of personnel, curriculum, and instruction; use of data in planning and decision making; and current issues in education as part of their service on the local board and (ii) the division superintendent to participate annually in high-quality professional development activities at the local, state, or national levels, including the Standards of Quality, Board regulations, and the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents.

E. Each local school board shall provide a program of high-quality professional development (i) in the use and documentation of performance standards and evaluation criteria based on student academic progress and

1051 skills for teachers, principals, and superintendents to clarify roles and performance expectations and to
1052 facilitate the successful implementation of instructional programs that promote student achievement at the
1053 school and classroom levels; (ii) as part of the license renewal process, to assist teachers and principals in
1054 acquiring the skills needed to work with gifted students, students with disabilities, and students who have
1055 been identified as having limited English proficiency and to increase student achievement and expand the
1056 knowledge and skills students require to meet the standards for academic performance set by the Board; (iii)
1057 in educational technology for all instructional personnel which is designed to facilitate integration of
1058 computer skills and related technology into the curricula; and (iv) for principals and supervisors designed to
1059 increase proficiency in instructional leadership and management, including training in the evaluation and
1060 documentation of teacher and principal performance based on student academic progress and the skills and
1061 knowledge of such instructional or administrative personnel.

1062 In addition, each local school board shall provide:

1063 1. Teachers and principals with high-quality professional development programs each year in (i)
1064 instructional content; (ii) the preparation of tests and other assessment measures; (iii) methods for assessing
1065 the progress of individual students, including Standards of Learning assessment materials or other criterion-
1066 referenced tests that match locally developed objectives; (iv) instruction and remediation techniques in
1067 English, mathematics, science, and history and social science; (v) interpreting test data for instructional
1068 purposes; (vi) technology applications to implement the Standards of Learning; and (vii) effective classroom
1069 management;

1070 2. High-quality professional development and training in science-based reading research and evidence-
1071 based literacy instruction, from the list developed and the resources provided by the Department pursuant to
1072 subsection C or an alternative program that consists of evidence-based literacy instruction and aligns with
1073 science-based reading research approved by the Department, for each elementary school principal and each
1074 teacher with an endorsement in early/primary education preschool through grade three, elementary education
1075 preschool through grade six, special education general curriculum kindergarten through grade 12, special
1076 education deaf and hard of hearing preschool through grade 12, special education blindness/visual
1077 impairments preschool through grade 12, or English as a second language preschool through grade 12, or as a
1078 reading specialist that builds proficiency in evidence-based literacy instruction and science-based reading
1079 research in order to aid in the licensure renewal process for such individuals;

1080 3. High-quality professional development and training in science-based reading research and evidence-
1081 based literacy instruction, from the list developed and the resources provided by the Department pursuant to
1082 subsection C, or an alternative program that consists of evidence-based literacy instruction and aligns with
1083 science-based reading research approved by the Department, for (i) each teacher with an endorsement in
1084 middle education grades six through eight who teaches English that builds proficiency in evidence-based
1085 literacy instruction and science-based reading research and (ii) each middle school principal and teacher with
1086 an endorsement in middle education grades six through eight who teaches mathematics, science, or history
1087 and social science that builds an awareness of evidence-based literacy instruction and science-based reading
1088 research;

1089 4. (Effective July 1, 2027) High-quality professional development in implementing the Virginia IEP
1090 established pursuant to subdivision 11 of § 22.1-214.4 and the referral, evaluation, reevaluation, and
1091 eligibility forms and worksheets referenced in subdivision 6 of § 22.1-214.4 for each teacher with a
1092 provisional special education license or an endorsement in special education general curriculum kindergarten
1093 through grade 12, special education deaf and hard of hearing preschool through grade 12, and special
1094 education blindness and visual impairments preschool through grade 12;

1095 5. (Effective July 1, 2027) High-quality professional development in instructional practices to support
1096 specially designed instruction in inclusive settings for each teacher with a provisional general education
1097 license or an endorsement in early/primary education preschool through grade three, elementary education
1098 preschool through grade six, and secondary education grades six through 12; each principal with an
1099 endorsement in administration and supervision preschool through grade 12; each teacher's aide or other
1100 paraprofessional; and any teacher with a provisional special education license for whom the school board
1101 determines there is a need for such professional development; and

1102 6. High-quality professional development each year in communicating with and supporting students with
1103 autism spectrum disorder for any instructional personnel and school board employees whose duties include
1104 regular contact with students, in accordance with the guidance provided by the Board pursuant to clause (x)
1105 of subsection C, that includes (i) an overview of the characteristics and behavioral recognition of autism
1106 spectrum disorder, (ii) strategies for communicating and interacting with and supporting students with autism
1107 spectrum disorder, and (iii) best practices for responding to and de-escalating certain behavioral challenges
1108 and situations. Such professional development shall be optional, provided, however, that any instructional
1109 personnel or school board employee who completes such professional development shall be eligible for
1110 professional development points toward renewal of his license for the number of in-person hours of
1111 coursework completed.

1112 7. High-quality professional development for kindergarten through grade eight mathematics teachers and

1113 *mathematics specialists in complying with and implementing the provisions of subdivision D 13 of §*
1114 *22.1-253.13:1.*

1115 F. Schools and school divisions shall include as an integral component of their comprehensive plans
1116 required by § 22.1-253.13:6, high-quality professional development programs that support the recruitment,
1117 employment, and retention of qualified teachers and principals. Each school board shall require all
1118 instructional personnel to participate each year in these professional development programs.

1119 G. Each local school board shall annually review its professional development program for quality,
1120 effectiveness, participation by instructional personnel, and relevancy to the instructional needs of teachers
1121 and the academic achievement needs of the students in the school division. Such review shall consider the
1122 extent to which the professional development program supports teachers in implementing the textbooks and
1123 other high-quality instructional materials adopted for division and school use.

INTRODUCED

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