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1 **HOUSE BILL NO. 704**

2 Offered January 14, 2026

3 Prefiled January 13, 2026

4 *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*
5 *effective and as they shall become effective, of the Code of Virginia, relating to public schools;*
6 *mathematics and reading in kindergarten through grade eight; certain requirements.*

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8 Committee Referral Pending

9 **Be it enacted by the General Assembly of Virginia:**10 **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**
11 **shall become effective, of the Code of Virginia are amended and reenacted as follows:**12 **§ 22.1-199.1. Programs designed to promote educational opportunities.**13 A. The General Assembly finds that Virginia educational research supports the conclusion that poor
14 children are more at risk of educational failure than children from more affluent homes and that reduced
15 pupil/teacher ratios and class sizes result in improved academic performance among young children; to this
16 end, the General Assembly establishes a long-term goal of reducing pupil/teacher ratios and class sizes for
17 grades K through three in those schools in the Commonwealth with high or moderate concentrations of at-
18 risk students.19 With such funds as are provided in the appropriation act for this purpose, there is hereby established the
20 statewide voluntary pupil/teacher ratio and class size reduction program for the purpose of reaching the long-
21 term goal of statewide voluntary pupil/teacher ratio and class size reductions for grades K through three in
22 schools with high or moderate concentrations of at-risk students, consistent with the provisions provided in
23 the appropriation act.24 In order to facilitate these primary grade ratio and class size reductions, the Department shall calculate the
25 state funding of these voluntary ratio and class size reductions based on the incremental cost of providing the
26 lower class sizes according to the greater of the division average per-pupil cost of all divisions or the actual
27 division per-pupil cost. Localities shall provide matching funds for these voluntary ratio and class size
28 reductions based on the composite index of local ability to pay. School divisions shall notify the Department
29 of their intention to implement the reduced ratios and class sizes in one or more of their qualifying schools by
30 August 1 of each year. By March 31 of each year, school divisions shall forward data substantiating that each
31 participating school has a complying pupil/teacher ratio.32 In developing each proposed biennium budget for public education, the Board shall include funding for
33 these ratios and class sizes. These ratios and class sizes shall be included in the annual budget for public
34 education.35 B. The General Assembly finds that educational technology is one of the most important components,
36 along with highly skilled teachers, in ensuring the delivery of quality public school education throughout the
37 Commonwealth. Therefore, the Board shall strive to incorporate technological studies within the teaching of
38 all disciplines. Further, the General Assembly notes that educational technology can only be successful if
39 teachers and administrators are provided adequate training and assistance. To this end, the following program
40 is established.41 With such funds as are appropriated for this purpose, the Board shall award to the several school divisions
42 grants for expanded access to educational technology. Funding for educational technology training for
43 instructional personnel shall be provided as set forth in the appropriation act.44 Funds for improving the quality and capacity of educational technology shall also be provided as set forth
45 in the appropriation act, including (i) funds for providing a technology resource assistant to serve every
46 elementary school in this Commonwealth and (ii) funds to maintain the currency of career and technical
47 education programs. Any local school board accepting funds to hire technology resource assistants or
48 maintain currency of career and technical education programs shall commit to providing the required
49 matching funds, based on the composite index of local ability to pay.50 Each qualifying school board shall establish an individualized technology plan, which shall be approved
51 by the Superintendent, for integrating technology into the classroom and into schoolwide instructional
52 programs, including career and technical education programs. The first priority for funding shall be consistent
53 with those components of the Board's revised six-year technology plan that focus on (i) retrofitting and
54 upgrading existing school buildings to efficiently use educational technology; (ii) providing (a) one network-
55 ready multimedia microcomputer for each classroom, (b) a five-to-one ratio of pupils to network-ready
56 microcomputers, (c) graphing calculators and relevant scientific probes/sensors as required by the Standards
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59 of Learning, and (d) training and professional development on available technologies and software to all
60 levels and positions, including professional development for personnel delivering career and technical
61 education at all levels and positions; and (iii) assisting school divisions in developing integrated voice-,
62 video-, and data-connectivity to local, national and international resources.

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

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

69 A technology replacement program shall be, with such funds as may be appropriated for this purpose,
70 implemented to replace obsolete educational hardware and software. As provided in subsection D of
71 § 22.1-129, school boards may donate obsolete educational technology hardware and software that are being
72 replaced. Any such donations shall be offered to other school divisions and to preschool programs in the
73 Commonwealth or to public school students as provided in guidelines to be promulgated by the Board. Such
74 guidelines shall include criteria for determining student eligibility and need, a reporting system for the
75 compilation of information concerning the number and socioeconomic characteristics of recipient students,
76 and notification of parents of the availability of such donations of obsolete educational hardware and
77 software.

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

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

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

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

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

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

122 **§ 22.1-253.13:1. (Effective until July 1, 2026) Standard 1. Instructional programs supporting the**
 123 **Standards of Learning and other educational objectives.**

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

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

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

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

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

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

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

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

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

173 The Board shall include in the Standards of Learning for health instruction in emergency first aid,
 174 cardiopulmonary resuscitation, and the use of an automated external defibrillator, including hands-on practice
 175 of the skills necessary to perform cardiopulmonary resuscitation. Such instruction shall be based on the
 176 current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation
 177 and the use of an automated external defibrillator, such as a program developed by the American Heart
 178 Association or the American Red Cross. No teacher who is in compliance with subdivision D 3 of
 179 § 22.1-298.1 shall be required to be certified as a trainer of cardiopulmonary resuscitation to provide
 180 instruction for non-certification.

181 The Board shall include in the Standards of Learning for physical and health education for grade nine or
 182 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

245 students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be
 246 provided for the full cost of summer and other remediation programs as set forth in the appropriation act,
 247 provided such programs comply with such standards as shall be established by the Board, pursuant to
 248 § 22.1-199.2.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

298 11. A plan to notify students and their parents of the availability of dual enrollment and advanced
 299 placement classes; career and technical education programs, including internships, externships,
 300 apprenticeships, credentialing programs, certification programs, licensure programs, and other work-based
 301 learning experiences; the International Baccalaureate Program and Academic Year Governor's School
 302 Programs; the qualifications for enrolling in such classes, programs, and experiences; and the availability of
 303 financial assistance to low-income and needy students to take the advanced placement and International
 304 Baccalaureate examinations. This plan shall include notification to students and parents of the College and
 305 Career Ready Virginia Program established pursuant to Article 5.1. (§ 22.1-237.1 et seq.) of Chapter 13 and
 306 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,

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

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

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

397 H. Each local school board shall provide a program of literacy instruction that is aligned with
 398 science-based reading research and provides evidenced-based literacy instruction to students in kindergarten
 399 through grade eight and is consistent with the school board's literacy plan as required by subsection B of
 400 § 22.1-253.13:6. Pursuant to such program:

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

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

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

493 subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this
 494 section shall be construed to prohibit the Board from conducting such review and revision on a more frequent
 495 basis.

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

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

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

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

515 The Board shall include in the Standards of Learning for health instruction in emergency first aid,
 516 cardiopulmonary resuscitation, and the use of an automated external defibrillator, including hands-on practice
 517 of the skills necessary to perform cardiopulmonary resuscitation. Such instruction shall be based on the
 518 current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation
 519 and the use of an automated external defibrillator, such as a program developed by the American Heart
 520 Association or the American Red Cross. No teacher who is in compliance with subdivision D 3 of
 521 § 22.1-298.1 shall be required to be certified as a trainer of cardiopulmonary resuscitation to provide
 522 instruction for non-certification.

523 The Board shall include in the Standards of Learning for physical and health education for grade nine or
 524 10 research-based hazing prevention instruction, in accordance with the Standards of Learning and
 525 curriculum guidelines for research-based hazing prevention instruction developed by the Board pursuant to
 526 subsection B of § 22.1-207.

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

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

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

555 lifelong learning and to achieve economic self-sufficiency.

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

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

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

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

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

584 The Board shall establish standards for full funding of summer remedial programs that shall include, but
585 not be limited to, the minimum number of instructional hours or the equivalent thereof required for full
586 funding and an assessment system designed to evaluate program effectiveness. Based on the number of
587 students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be
588 provided for the full cost of summer and other remediation programs as set forth in the appropriation act,
589 provided such programs comply with such standards as shall be established by the Board, pursuant to
590 § 22.1-199.2.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

677 14. Incorporation of art, music, and physical education as a part of the instructional program at the
 678 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

741 through grade eight and is consistent with the school board's literacy plan as required by subsection B of
 742 § 22.1-253.13:6. Pursuant to such program:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

798 J. As used in this subsection:

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

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

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

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

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

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

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

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

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

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

839 **§ 22.1-253.13:5. (Effective until July 1, 2026) Standard 5. Quality of classroom instruction and
840 educational leadership.**

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

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

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

865 eight who teaches mathematics, science, or history and social science that builds an awareness of
 866 evidence-based literacy instruction and science-based reading research; (viii) each teacher with a provisional
 867 general education or special education license or an endorsement in early/primary education preschool
 868 through grade three, elementary education preschool through grade six, middle education grades six through
 869 eight, and secondary education grades six through 12; each principal with an endorsement in administration
 870 and supervision preschool through grade 12; and each teacher's aide or other paraprofessional that builds
 871 proficiency in instructional practices to support specially designed instruction in inclusive settings; (ix) each
 872 teacher with a provisional special education license or an endorsement in special education general
 873 curriculum preschool through grade 12, special education deaf and hard of hearing preschool through grade
 874 12, or special education blindness and visual impairments preschool through grade 12 that builds proficiency
 875 in implementing the Virginia IEP established pursuant to subdivision 11 of § 22.1-214.4 and the referral,
 876 evaluation, reevaluation, and eligibility forms and worksheets referenced in subdivision 6 of § 22.1-214.4;
 877 and (x) all instructional personnel and school board employees whose duties include regular contact with
 878 students on communicating with and supporting students with autism spectrum disorder.

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

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

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

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

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

919 In addition, each local school board shall provide:

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

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

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

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

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

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

969 7. *High-quality professional development for kindergarten through grade eight mathematics teachers and*
970 *mathematics specialists in complying with and implementing the provisions of subdivision D 13 of*
971 *§ 22.1-253.13:1.*

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

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

979 **§ 22.1-253.13:5. (Effective July 1, 2026) Standard 5. Quality of classroom instruction and**
980 **educational leadership.**

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

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

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

991 C. The Board shall provide guidance on high-quality professional development for (i) teachers, principals,
 992 supervisors, division superintendents, and other school staff; (ii) principals, supervisors, and division
 993 superintendents in the evaluation and documentation of teacher and principal performance based on student
 994 academic progress and the skills and knowledge of such instructional or administrative personnel; (iii) school
 995 board members on personnel, curriculum and current issues in education; (iv) teachers of the blind and
 996 visually impaired, in cooperation with the Virginia Department for the Blind and Vision Impaired, in Braille;
 997 (v) any individual with an endorsement in early/primary education preschool through grade three, elementary
 998 education preschool through grade six, special education general curriculum kindergarten through grade 12,
 999 special education deaf and hard of hearing preschool through grade 12, special education blindness/visual
 1000 impairments preschool through grade 12, or English as a second language preschool through grade 12, or as a
 1001 reading specialist that builds proficiency in science-based reading research and evidence-based literacy
 1002 instruction; (vi) each teacher with an endorsement in middle education grades six through eight who teaches
 1003 English that builds proficiency in evidence-based literacy instruction and science-based reading research;
 1004 (vii) each middle school principal and teacher with an endorsement in middle education grades six through
 1005 eight who teaches mathematics, science, or history and social science that builds an awareness of
 1006 evidence-based literacy instruction and science-based reading research; (viii) each teacher with a provisional
 1007 general education or special education license or an endorsement in early/primary education preschool
 1008 through grade three, elementary education preschool through grade six, middle education grades six through
 1009 eight, and secondary education grades six through 12; each principal with an endorsement in administration
 1010 and supervision preschool through grade 12; and each teacher's aide or other paraprofessional that builds
 1011 proficiency in instructional practices to support specially designed instruction in inclusive settings; (ix) each
 1012 teacher with a provisional special education license or an endorsement in special education general
 1013 curriculum preschool through grade 12, special education deaf and hard of hearing preschool through grade
 1014 12, or special education blindness and visual impairments preschool through grade 12 that builds proficiency
 1015 in implementing the Virginia IEP established pursuant to subdivision 11 of § 22.1-214.4 and the referral,
 1016 evaluation, reevaluation, and eligibility forms and worksheets referenced in subdivision 6 of § 22.1-214.4;
 1017 and (x) all instructional personnel and school board employees whose duties include regular contact with
 1018 students on communicating with and supporting students with autism spectrum disorder.

1019 The Board shall also provide technical assistance on high-quality professional development to local
 1020 school boards designed to ensure that all instructional personnel are proficient in the use of educational
 1021 technology consistent with its comprehensive plan for educational technology.

1022 The Department shall provide technical assistance, including literacy coaching, to local school divisions
 1023 to provide professional development in science-based reading research and evidence-based literacy
 1024 instruction for students in kindergarten through grade eight. The Department shall also create a list of
 1025 professional development programs aligned with science-based reading research and evidence-based literacy
 1026 instruction that includes programs that provide training in dyslexia for reading specialists as required by
 1027 subsection G of § 22.1-253.13:2. The list shall be approved by the Board. The Department shall provide
 1028 resources to local school divisions to ensure that each division is able to provide professional development to
 1029 teachers and reading specialists listed in subdivision E 2 in one of the programs enumerated in the list
 1030 approved by the Board pursuant to this subdivision and that such professional development is provided at no
 1031 cost to the teachers and reading specialists.

1032 The Department shall provide technical assistance to local school divisions to implement professional
 1033 learning resources from the list of vendors approved by the Department pursuant to subdivision K 3 of
 1034 § 22.1-253.13:1.

1035 The Department shall provide technical assistance, including special education coaching, to local school
 1036 divisions to provide professional development in special education and related services and in instructional
 1037 practices to support specially designed instruction in inclusive settings. The Department shall provide
 1038 resources to local school divisions to ensure that each division is able to provide professional development to
 1039 the teachers, principals, teacher's aides, and other paraprofessionals listed in subdivisions E 4 and 5 at no cost
 1040 to such individuals.

1041 D. Each local school board shall require (i) its members to participate annually in high-quality
 1042 professional development activities at the state, local, or national levels on governance, including, but not
 1043 limited to, personnel policies and practices; the evaluation of personnel, curriculum, and instruction; use of
 1044 data in planning and decision making; and current issues in education as part of their service on the local
 1045 board and (ii) the division superintendent to participate annually in high-quality professional development
 1046 activities at the local, state, or national levels, including the Standards of Quality, Board regulations, and the
 1047 Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and
 1048 Superintendents.

1049 E. Each local school board shall provide a program of high-quality professional development (i) in the use
 1050 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

HB704