

# 2026 SESSION

INTRODUCED

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## HOUSE BILL NO. 1193

Offered January 14, 2026

Prefiled January 14, 2026

A BILL to amend and reenact §§ 22.1-1, as it is currently effective and as it shall become effective, 22.1-237.2, 22.1-237.3, 22.1-253.13:1, as it is currently effective and as it shall become effective, 23.1-100, and 23.1-907 of the Code of Virginia, relating to high school students; postsecondary opportunities; concurrent enrollment.

Patron—Scott, P.A.

Committee Referral Pending

### Be it enacted by the General Assembly of Virginia:

1. That §§ 22.1-1, as it is currently effective and as it shall become effective, 22.1-237.2, 22.1-237.3, 22.1-253.13:1, as it is currently effective and as it shall become effective, 23.1-100, and 23.1-907 of the Code of Virginia are amended and reenacted as follows:

#### § 22.1-1. (Effective until July 1, 2026) Definitions.

As used in this title, unless the context requires a different meaning:

"Board" or "State Board" means the Board of Education.

"Concurrent enrollment" means the enrollment of a high school student in an associate degree-level course, creditable toward high school completion, offered on a campus, center, location, or site operated by an associate-degree-granting public institution of higher education, as that term is defined in § 23.1-100.

"Department" means the Department of Education.

"Division superintendent" means the division superintendent of schools of a school division.

"Dual enrollment" means the enrollment of a qualified high school student in a postsecondary course that is creditable toward high school completion and a career certificate or an associate or baccalaureate degree at a public institution of higher education. "Dual enrollment" does not include the enrollment of a qualified high school student in a postsecondary course that is not creditable toward high school completion.

"Elementary" includes kindergarten.

"Elementary and secondary" and "elementary or secondary" include elementary, middle, and high school grades.

"Evidence-based literacy instruction" means structured instructional practices, including sequential, systematic, explicit, and cumulative teaching, that (i) are based on reliable, trustworthy, and valid evidence consistent with science-based reading research; (ii) are used in core or general instruction, supplemental instruction, intervention services, and intensive intervention services; (iii) have a demonstrated record of success in adequately increasing students' reading competency, vocabulary, oral language, and comprehension and in building mastery of the foundational reading skills of phonological and phonemic awareness, alphabetic principle, phonics, spelling, and text reading fluency; and (iv) are able to be differentiated in order to meet the individual needs of students. "Evidence-based literacy instruction" does not include practices that instruct students to gain meaning from print through the use of (i) three-cueing, which includes semantic, syntactic, and graphophonic cues; (ii) meaning, structure, and visual cues; or (iii) visual memory for word recognition.

"Governing body" or "local governing body" means the board of supervisors of a county, council of a city, or council of a town, responsible for appropriating funds for such locality, as the context may require.

"Middle school" means separate schools for early adolescents and the middle school grades that might be housed at elementary or high schools.

"Parent" or "parents" means any parent, guardian, legal custodian, or other person having control or charge of a child.

"Person of school age" means a person who will have reached his fifth birthday on or before September 30 of the school year and who has not reached twenty years of age on or before August 1 of the school year.

"School board" means the school board that governs a school division.

"Science-based reading research" means research that (i) applies rigorous, systematic, and objective observational or experimental procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading and writing difficulties and (ii) explains how proficient reading and writing develop, why some children have difficulties developing key literacy skills, and how schools can best assess and instruct early literacy, including the use of evidence-based literacy instruction practices to promote reading and writing achievement.

"Superintendent" means the Superintendent of Public Instruction.

#### § 22.1-1. (Effective July 1, 2026) Definitions.

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59        As used in this title, unless the context requires a different meaning:  
60        "Board" or "State Board" means the Board of Education.  
61        *"Concurrent enrollment" means the enrollment of a high school student in an associate degree-level*  
62        *course, creditable toward high school completion, offered on a campus, center, location, or site operated by*  
63        *an associate-degree-granting public institution of higher education, as that term is defined in § 23.1-100.*

64        "Department" means the Department of Education.  
65        "Division superintendent" means the division superintendent of schools of a school division.  
66        "Dual enrollment" means the enrollment of a qualified high school student in a postsecondary course that  
67        is creditable toward high school completion and a career certificate or an associate or baccalaureate degree at  
68        a public institution of higher education. "Dual enrollment" does not include the enrollment of a qualified high  
69        school student in a postsecondary course that is not creditable toward high school completion.  
70        "Elementary" includes kindergarten.  
71        "Elementary and secondary" and "elementary or secondary" include elementary, middle, and high school  
72        grades.  
73        "Evidence-based literacy instruction" means structured instructional practices, including sequential,  
74        systematic, explicit, and cumulative teaching, that (i) are based on reliable, trustworthy, and valid evidence  
75        consistent with science-based reading research; (ii) are used in core or general instruction, supplemental  
76        instruction, intervention services, and intensive intervention services; (iii) have a demonstrated record of  
77        success in adequately increasing students' reading competency, vocabulary, oral language, and  
78        comprehension and in building mastery of the foundational reading skills of phonological and phonemic  
79        awareness, alphabetic principle, phonics, spelling, and text reading fluency; and (iv) are able to be  
80        differentiated in order to meet the individual needs of students. "Evidence-based literacy instruction" does not  
81        include practices that instruct students to gain meaning from print through the use of (a) three-cueing, which  
82        includes semantic, syntactic, and graphophonic cues; (b) meaning, structure, and visual cues; or (c) visual  
83        memory for word recognition.  
84        "Governing body" or "local governing body" means the board of supervisors of a county, council of a city,  
85        or council of a town, responsible for appropriating funds for such locality, as the context may require.  
86        "Middle school" means separate schools for early adolescents and the middle school grades that might be  
87        housed at elementary or high schools.  
88        "Parent" or "parents" means any parent, guardian, legal custodian, or other person having control or  
89        charge of a child.  
90        "Person of school age" means a person who will have reached his fifth birthday on or before September  
91        30 of the school year and who has not reached twenty years of age on or before August 1 of the school year.  
92        "School board" means the school board that governs a school division.  
93        "Science-based reading research" means research that (i) applies rigorous, systematic, and objective  
94        observational or experimental procedures to obtain valid knowledge relevant to reading development, reading  
95        instruction, and reading and writing difficulties and (ii) explains how proficient reading and writing develop,  
96        why some children have difficulties developing key literacy skills, and how schools can best assess and  
97        instruct early literacy, including the use of evidence-based literacy instruction practices to promote reading  
98        and writing achievement.  
99        "Superintendent" means the Superintendent of Public Instruction.  
100       "Textbooks and other high-quality instructional materials" means systematic print or digital curricula that  
101       serve as the primary curriculum basis for a grade-level subject or course and that provide (i) adequate content  
102       and materials for student mastery of corresponding Standards of Learning; (ii) instructional practices that are  
103       aligned with general and discipline-specific research evidence; (iii) assessments to monitor student mastery of  
104       curriculum content; (iv) guidance for meeting student needs including enrichment for above-grade-level  
105       students and intensification for students who are at-risk of not mastering curriculum content, including  
106       English language learners and students with disabilities; and (v) resources for teachers that develop content  
107       knowledge, support implementation of instructional practices that are based on reliable, trustworthy, and  
108       valid evidence and have a demonstrated record of success, and build understanding of the rationale for  
109       curricula components.  
110       **§ 22.1-237.2. College and Career Ready Virginia Program and Fund; establishment.**  
111       A. The Board and the State Board for Community Colleges shall establish the College and Career Ready  
112       Virginia Program.  
113       B. The purpose of the Program is to offer consistent, structured opportunities for all qualified high school  
114       students in the Commonwealth to enroll in postsecondary coursework offered by a comprehensive  
115       community college that is creditable toward high school completion and a certificate or degree from a public  
116       institution of higher education. Academic credits earned through the Program shall enable students to  
117       complete a postsecondary credential in less time and at lower cost.  
118       C. There is hereby created in the state treasury a special nonreverting fund to be known as the College and  
119       Career Ready Virginia Fund. The Fund shall be established on the books of the Comptroller. All funds

120 appropriated for such purpose and any gifts, donations, grants, bequests, and other funds received on its  
 121 behalf shall be paid into the state treasury and credited to the Fund. Interest earned on moneys in the Fund  
 122 shall remain in the Fund and be credited to it. Any moneys remaining in the Fund, including interest thereon,  
 123 at the end of each fiscal year shall not revert to the general fund but shall remain in the Fund. Moneys in the  
 124 Fund shall be used solely for the purpose of administering the Program. Expenditures and disbursements  
 125 from the Fund shall be made by the State Treasurer on warrants issued by the Comptroller upon written  
 126 request signed by the Chancellor of the System and the Superintendent.

127 D. Comprehensive community colleges, the Online Virginia Network Authority, and local school boards  
 128 shall not charge qualified high school students tuition or fees for enrolling and participating in ~~Program~~ *dual*  
 129 *enrollment* courses *through the Program*.

130 E. *Any student participating in concurrent enrollment courses through the Program shall be counted as a*  
 131 *high school student for the purpose of the calculation and receipt of state funding for such student.*

132 § 22.1-237.3. (For effective date, see Acts 2024, cc. 647, 684, cl. 2) **College and Career Ready**  
 133 **Virginia Program; requirements.**

134 A. The Program shall consist of (i) the dual enrollment and participation of qualified high school students  
 135 at the high school in college courses pursuant to the Passport Program and the Uniform Certificate of General  
 136 Studies Program established in accordance with the requirements set forth in subsection B of § 23.1-907 and  
 137 (ii) *the opportunity for any qualified high school student to earn college credit, including pursuant to the*  
 138 *Passport Program or the Uniform Certificate of General Studies Program, or a full associate degree through*  
 139 *concurrent enrollment.*

140 B. (Effective beginning with course registration for the fall term of the 2025 academic year) Each school  
 141 board shall, pursuant to the Program, offer each qualified high school student in the local school division  
 142 access to courses at each high school that are sufficient to complete the Passport Program and the Uniform  
 143 Certificate of General Studies Program at a public institution of higher education at no cost to such student.

144 C. (Effective beginning with course registration for the fall term of the 2025 academic year) The System  
 145 and the Online Virginia Network Authority shall, pursuant to the Program, (i) offer each local school board  
 146 access to courses at each high school, including virtual courses, that are sufficient for each local school  
 147 board's qualified high school students to complete the Passport Program and the Uniform Certificate of  
 148 General Studies Program at a public institution of higher education, at no cost to such local school board and  
 149 (ii) *offer the opportunity for any qualified high school student to earn college credit, including pursuant to*  
 150 *the Passport Program or the Uniform Certificate of General Studies Program, or a full associate degree*  
 151 *through concurrent enrollment.*

152 D. (Effective beginning with course registration for the fall term of the 2025 academic year) Any credit  
 153 earned through successful completion of Passport Program and Uniform Certificate of General Studies  
 154 Program courses through the Program shall transfer to each public institution of higher education pursuant to  
 155 §§ 23.1-905.1 and § 23.1-907 and, in the case of dual enrollment, § 23.1-905.1.

156 E. The Program shall include appropriate counseling by high school and comprehensive community  
 157 college staff to ensure that all high school students and parents of high school students receive thorough  
 158 information about the availability of and process for enrolling in Program courses and the opportunity to earn  
 159 Passport Program and Uniform Certificate of General Studies Program credits that will transfer to public  
 160 institutions of higher education.

161 F. The Program shall be data-driven and continually updated to (i) reduce socioeconomic, academic, and  
 162 other barriers impeding students' access to Program courses; (ii) improve student academic and career  
 163 outcomes; and (iii) align with the changing workforce needs of the Commonwealth.

164 G. The Auditor of Public Accounts shall annually audit the receipt and expenditure of any funds  
 165 associated with the Program by any local school board, any comprehensive community college, the  
 166 Department, or the System to ensure that such funds are expended exclusively in furtherance of the purposes  
 167 of this article.

168 § 22.1-253.13:1. (Effective until July 1, 2026) **Standard 1. Instructional programs supporting the**  
 169 **Standards of Learning and other educational objectives.**

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

179 B. The Board shall establish educational objectives known as the Standards of Learning, which shall form  
 180 the core of Virginia's educational program, and other educational objectives, which together are designed to  
 181 ensure the development of the skills that are necessary for success in school and for preparation for life in the

182 years beyond. At a minimum, the Board shall establish Standards of Learning for English, mathematics,  
183 science, and history and social science. The Standards of Learning shall not be construed to be regulations as  
184 defined in § 2.2-4001.

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

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

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

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

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

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

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

219 The Board shall include in the Standards of Learning for health instruction in emergency first aid,  
220 cardiopulmonary resuscitation, and the use of an automated external defibrillator, including hands-on practice  
221 of the skills necessary to perform cardiopulmonary resuscitation. Such instruction shall be based on the  
222 current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation  
223 and the use of an automated external defibrillator, such as a program developed by the American Heart  
224 Association or the American Red Cross. No teacher who is in compliance with subdivision D 3 of  
225 § 22.1-298.1 shall be required to be certified as a trainer of cardiopulmonary resuscitation to provide  
226 instruction for non-certification.

227 The Board shall include in the Standards of Learning for physical and health education for grade nine or  
228 10 research-based hazing prevention instruction, in accordance with the Standards of Learning and  
229 curriculum guidelines for research-based hazing prevention instruction developed by the Board pursuant to  
230 subsection B of § 22.1-207.

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

235 The Board shall establish content standards and curriculum guidelines for courses in career investigation  
236 in elementary school, middle school, and high school. Each school board shall (i) require each middle school  
237 student to take at least one course in career investigation or (ii) select an alternate means of delivering the  
238 career investigation course to each middle school student, provided that such alternative is equivalent in  
239 content and rigor and provides the foundation for such students to develop their academic and career plans.  
240 Any school board may require (a) such courses in career investigation at the high school level as it deems  
241 appropriate, subject to Board approval as required in subsection A of § 22.1-253.13:4, and (b) such courses in  
242 career investigation at the elementary school level as it deems appropriate. The Board shall develop and  
243 disseminate to each school board career investigation resource materials that are designed to ensure that

244 students have the ability to further explore interest in career and technical education opportunities in middle  
 245 and high school. In developing such resource materials, the Board shall consult with representatives of career  
 246 and technical education, industry, skilled trade associations, chambers of commerce or similar organizations,  
 247 and contractor organizations.

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

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

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

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

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

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

288 The Board shall establish standards for full funding of summer remedial programs that shall include, but  
 289 not be limited to, the minimum number of instructional hours or the equivalent thereof required for full  
 290 funding and an assessment system designed to evaluate program effectiveness. Based on the number of  
 291 students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be  
 292 provided for the full cost of summer and other remediation programs as set forth in the appropriation act,  
 293 provided such programs comply with such standards as shall be established by the Board, pursuant to  
 294 § 22.1-199.2.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

368 school remediation; at-risk; or algebra readiness intervention services may be used to meet the requirements  
 369 of this subdivision.

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

372 15. A program of physical activity available to all students in grades kindergarten through five consisting  
 373 of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and  
 374 available to all students in grades six through 12 with a goal of at least 150 minutes per week on average  
 375 during the regular school year. Such program may include any combination of (i) physical education classes,  
 376 (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by  
 377 the local school board. Each local school board shall implement such program during the regular school year.  
 378 Any physical education class offered to students in grades seven and eight shall include at least one hour of  
 379 personal safety training per school year in each such grade level that is developed and delivered in  
 380 partnership with the local law-enforcement agency and consists of situational safety awareness training and  
 381 social media education. Each local school board shall offer to all students in grade nine or 10 a physical  
 382 education class that includes research-based hazing prevention instruction pursuant to subsection C of  
 383 § 22.1-207, unless such hazing prevention instruction is provided as part of a separate health education class  
 384 offered to students in grade nine or 10. Each local school board may accept participation in the Junior  
 385 Reserve Officers' Training Corps as fulfillment of any physical education requirements applicable to students  
 386 in grades nine through 12.

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

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

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

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

406 F. The Board shall, in collaboration with the Virginia Community College System, Career and Technical  
 407 Education directors, and industry partners, develop and maintain a current, comprehensive, and uniform list  
 408 of industry-recognized workforce credentials that students may take as a substitute for certain credits required  
 409 for graduation pursuant to 8VAC20-131-51 of the Virginia Administrative Code, including  
 410 industry-recognized workforce credentials that students may take as a substitute for elective credits and  
 411 industry-recognized workforce credentials completed outside of regular school hours. The Board shall  
 412 include on such list its diploma seal of biliteracy established pursuant to subdivision E 4 of  
 413 § 22.1-253.13:4 and shall consider such seal to be a high-demand industry workforce credential for the  
 414 purpose of satisfying graduation requirements. The Board, in collaboration with the Virginia Community  
 415 College System, shall ensure that such list reflects the current credit requirements for graduation and the  
 416 current credentials accepted as substitutes. The Board shall post such list in a publicly accessible location on  
 417 its website. Each school board shall accept as a substitute for a required credit any credential listed as an  
 418 accepted substitute for such required credit.

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

430 colleges concurrent with the pursuit of a high school diploma and receive college credit and high school  
431 credit for successful completion of any such program.

432 H. Each local school board shall provide a program of literacy instruction that is aligned with  
433 science-based reading research and provides evidenced-based literacy instruction to students in kindergarten  
434 through grade eight and is consistent with the school board's literacy plan as required by subsection B of  
435 § 22.1-253.13:6. Pursuant to such program:

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

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

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

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

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

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

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

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

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

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

480 J. As used in this subsection:

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

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

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

488 **§ 22.1-253.13:1. (Effective July 1, 2026) Standard 1. Instructional programs supporting the  
489 Standards of Learning and other educational objectives.**

490 A. The General Assembly and the Board believe that the fundamental goal of the public schools of the  
491 Commonwealth must be to enable each student to develop the skills that are necessary for success in school,

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

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

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

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

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

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

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

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

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

539 The Board shall include in the Standards of Learning for health instruction in emergency first aid,  
 540 cardiopulmonary resuscitation, and the use of an automated external defibrillator, including hands-on practice  
 541 of the skills necessary to perform cardiopulmonary resuscitation. Such instruction shall be based on the  
 542 current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation  
 543 and the use of an automated external defibrillator, such as a program developed by the American Heart  
 544 Association or the American Red Cross. No teacher who is in compliance with subdivision D 3 of  
 545 § 22.1-298.1 shall be required to be certified as a trainer of cardiopulmonary resuscitation to provide  
 546 instruction for non-certification.

547 The Board shall include in the Standards of Learning for physical and health education for grade nine or  
 548 10 research-based hazing prevention instruction, in accordance with the Standards of Learning and  
 549 curriculum guidelines for research-based hazing prevention instruction developed by the Board pursuant to  
 550 subsection B of § 22.1-207.

551 With such funds as are made available for this purpose, the Board shall regularly review and revise the  
 552 competencies for career and technical education programs to require the full integration of English,  
 553 mathematics, science, and history and social science Standards of Learning. Career and technical education

554 programs shall be aligned with industry and professional standard certifications, where they exist.

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

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

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

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

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

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

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

608 The Board shall establish standards for full funding of summer remedial programs that shall include, but  
609 not be limited to, the minimum number of instructional hours or the equivalent thereof required for full  
610 funding and an assessment system designed to evaluate program effectiveness. Based on the number of  
611 students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be  
612 provided for the full cost of summer and other remediation programs as set forth in the appropriation act,  
613 provided such programs comply with such standards as shall be established by the Board, pursuant to  
614 § 22.1-199.2.

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

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

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

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

- Knowledge of careers and all types of employment opportunities, including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills;
- Career exploration opportunities in the middle school grades;
- Competency-based career and technical education programs that integrate academic outcomes, career guidance, and job-seeking skills for all secondary students. Programs shall be based upon labor market needs and student interest. Career guidance shall include counseling about available employment opportunities and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area business and industry representatives and local comprehensive community colleges and shall be submitted to the Superintendent in accordance with the timelines established by federal law;
- Annual notice on its website to enrolled high school students and their parents of (i) the availability of the postsecondary education and employment data published by the State Council of Higher Education on its website pursuant to § 23.1-204.1 and (ii) the opportunity for such students to obtain a nationally recognized career readiness certificate at a local public high school, comprehensive community college, or workforce center; and
- As part of each student's academic and career plan, a list of (i) the top 100 professions in the Commonwealth by median pay and the education, training, and skills required for each such profession and (ii) the top 10 degree programs at institutions of higher education in the Commonwealth by median pay of program graduates. The Department shall annually compile such lists and provide them to each local school board.

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

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

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

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

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

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

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

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

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

678 students receive instruction in English and in a second language.

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

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

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

692 15. A program of physical activity available to all students in grades kindergarten through five consisting  
693 of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and  
694 available to all students in grades six through 12 with a goal of at least 150 minutes per week on average  
695 during the regular school year. Such program may include any combination of (i) physical education classes,  
696 (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by  
697 the local school board. Each local school board shall implement such program during the regular school year.  
698 Any physical education class offered to students in grades seven and eight shall include at least one hour of  
699 personal safety training per school year in each such grade level that is developed and delivered in  
700 partnership with the local law-enforcement agency and consists of situational safety awareness training and  
701 social media education. Each local school board shall offer to all students in grade nine or 10 a physical  
702 education class that includes research-based hazing prevention instruction pursuant to subsection C of  
703 § 22.1-207, unless such hazing prevention instruction is provided as part of a separate health education class  
704 offered to students in grade nine or 10. Each local school board may accept participation in the Junior  
705 Reserve Officers' Training Corps as fulfillment of any physical education requirements applicable to students  
706 in grades nine through 12.

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

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

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

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

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

739 G. Each local school board may enter into agreements for postsecondary course credit, credential,

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

752 H. Each local school board shall provide a program of literacy instruction that is aligned with  
 753 science-based reading research and provides evidenced-based literacy instruction to students in kindergarten  
 754 through grade eight and is consistent with the school board's literacy plan as required by subsection B of  
 755 § 22.1-253.13:6. Pursuant to such program:

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

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

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

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

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

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

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

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

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

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

800 J. As used in this subsection:

801 "Digital citizenship" means a diverse set of skills related to current technology and social media, including

802 the norms of appropriate, responsible, and healthy behavior.

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

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

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

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

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

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

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

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

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

841 **§ 23.1-100. Definitions.**

842 As used in this title, unless the context requires a different meaning:

843 "Associate-degree-granting" means that an associate degree is the most advanced degree that is granted.

844 "Associate-degree-granting public institution of higher education" includes Richard Bland College and  
845 each comprehensive community college.

846 "Baccalaureate" means that bachelor's degrees or more advanced degrees, or both, are granted.

847 "Baccalaureate public institution of higher education" includes Christopher Newport University, George  
848 Mason University, James Madison University, Longwood University, the University of Mary Washington,  
849 Norfolk State University, Old Dominion University, Radford University, the University of Virginia, the  
850 University of Virginia's College at Wise as a division of the University of Virginia, Virginia Commonwealth  
851 University, Virginia Military Institute, Virginia Polytechnic Institute and State University, Virginia State  
852 University, and The College of William and Mary in Virginia.

853 "Chief executive officer" includes the Chancellor of the Virginia Community College System, the  
854 Chancellor of the University of Virginia's College at Wise, the Superintendent of Virginia Military Institute,  
855 and the president of each other public institution of higher education.

856 "Comprehensive community college" means an associate-degree-granting public institution of higher  
857 education governed by the State Board that offers instruction in one or more of the following fields:

858 1. Freshman and sophomore courses in arts and sciences acceptable for transfer to baccalaureate degree  
859 programs;

860 2. Diversified technical curricula, including programs leading to an associate degree;

861 3. Career and technical education leading directly to employment;

862 4. Courses in general and continuing education for adults in the fields set out in subdivisions 1, 2, and 3;

863 or

864       5. Noncredit training and retraining courses and programs of varying lengths to meet the needs of business  
 865 and industry in the Commonwealth.

866       *"Concurrent enrollment" means the enrollment of a high school student in an associate degree-level  
 867 course, creditable toward high school completion, offered on a campus, center, location, or site operated by  
 868 an associate-degree-granting public institution of higher education.*

869       "Council" means the State Council of Higher Education for Virginia.

870       "Dual enrollment" means the enrollment of a qualified high school student in a postsecondary course that  
 871 is creditable toward high school completion and a career certificate or an associate or baccalaureate degree at  
 872 a public institution of higher education. "Dual enrollment" does not include the enrollment of a qualified high  
 873 school student in a postsecondary course that is not creditable toward high school completion.

874       "Governing board" includes the State Board and the board of visitors of each baccalaureate public  
 875 institution of higher education. "Governing board" does not include local community college boards.

876       "Local community college board" means the board established to act in an advisory capacity to the State  
 877 Board and perform such duties with respect to the operation of a single comprehensive community college as  
 878 may be delegated to it by the State Board.

879       "Nonprofit private institution of higher education" means any postsecondary school, as that term is  
 880 defined in § 23.1-213, in the Commonwealth that is exempt from paying federal income taxes under §  
 881 501(c)(3) of the Internal Revenue Code and is certified by the Council to offer degrees or exempt from such  
 882 certification pursuant to Article 3 (§ 23.1-213 et seq.) of Chapter 2.

883       "Non-Virginia student" means any student who has not established domicile in the Commonwealth  
 884 pursuant to § 23.1-502.

885       "Private institution of higher education" includes each nonprofit private institution of higher education  
 886 and proprietary private institution of higher education in the Commonwealth.

887       "Proprietary private institution of higher education" means any postsecondary school, as that term is  
 888 defined in § 23.1-213, in the Commonwealth that is privately owned, privately managed, and obligated to pay  
 889 federal income taxes in the Commonwealth and is certified by the Council to offer degrees or exempt from such  
 890 certification pursuant to Article 3 (§ 23.1-213 et seq.) of Chapter 2.

891       "Public institution of higher education" includes the System as a whole and each associate-degree-  
 892 granting and baccalaureate public institution of higher education in the Commonwealth.

893       "State Board" means the State Board for Community Colleges.

894       "System" means the Virginia Community College System.

895       "Virginia student" means any student who has established domicile in the Commonwealth pursuant to  
 896 § 23.1-502.

897       **§ 23.1-907. Articulation, dual admissions, and guaranteed admissions agreements; admission of  
 898 certain comprehensive community college graduates.**

899       A. The board of visitors of each baccalaureate public institution of higher education shall develop,  
 900 consistent with Council guidelines and the institution's six-year plan as set forth in § 23.1-306, articulation,  
 901 dual admissions, and guaranteed admissions agreements with each associate-degree-granting public  
 902 institution of higher education. Such guaranteed admissions agreements may provide for the guaranteed  
 903 admission of a student who earns an associate degree concurrently with a high school diploma through a dual  
 904 enrollment program, *a concurrent enrollment program, or a combination thereof*, in addition to any  
 905 guaranteed admission for a student who earns an associate degree post-high school.

906       B. The System, in cooperation with the Council and each public institution of higher education, and  
 907 consistent with the guidelines developed pursuant to subdivision 20 of § 23.1-203, shall establish a  
 908 one-semester Passport Program and a one-year Uniform Certificate of General Studies Program. The Passport  
 909 Program shall consist of 15 course credit hours and shall be a component of the 30-credit-hour Uniform  
 910 Certificate of General Studies Program. Each Uniform Certificate of General Studies Program and Passport  
 911 Program course shall be transferable and shall satisfy a lower division general education requirement at any  
 912 public institution of higher education. The Uniform Certificate of General Studies Program and Passport  
 913 Program shall be available at each comprehensive community college and through the Online Virginia  
 914 Network.

915       C. The Council shall establish procedures under which a baccalaureate public institution of higher  
 916 education may seek a waiver from the Council from accepting the transfer of a Uniform Certificate of  
 917 General Studies Program or Passport Program course to satisfy the requirements for the completion of a  
 918 specific pathway or degree. A waiver shall not be granted allowing a baccalaureate public institution to (i)  
 919 generally reject the transfer of all coursework that is a part of the Uniform Certificate of General Studies  
 920 Program or Passport Program or (ii) generally reject the transfer of a course from the Uniform Certificate of  
 921 General Studies Program or Passport Program for all pathway maps and degrees. An application for a waiver  
 922 shall identify with particularity the course for which the institution is seeking a waiver and the particular  
 923 pathway or degree to which the waiver would apply. The application shall provide justification for the waiver  
 924 and shall designate alternative courses offered through the System that may be completed by a student in  
 925 order to complete a transferable, 30-credit-hour Uniform Certificate of General Studies or 15-credit-hour

926 Passport. The Council shall adopt guidelines regarding the criteria to be used to review and issue decisions  
927 regarding waiver requests. Such waiver requests shall only be granted if the baccalaureate public institution  
928 of higher education provides evidence that the specified pathway or degree requires a specialized, lower  
929 division course not available through the System. Once approved, notice of a waiver granted by the Council  
930 shall be included in the online portal established pursuant to § 23.1-908.

931 D. The Council shall develop guidelines for associate-degree-granting and baccalaureate public  
932 institutions of higher education to use in mapping pathways for the completion of credits in particular  
933 programs of study, including the courses recommended to be taken in a dual enrollment, ~~comprehensive~~  
934 ~~community college, and or concurrent enrollment setting or a combination thereof or in an associate-degree-~~  
935 ~~granting or baccalaureate public institution setting in order to pursue a specific degree or career. Such~~  
936 ~~guidelines shall define the elements of a pathway map and identify the pathway maps to be developed. Initial~~  
937 ~~guidelines adopted for mapping such pathways shall establish a multiyear schedule for the development and~~  
938 ~~implementation of pathway maps for all fields of study.~~

939 E. Each baccalaureate public institution of higher education, in cooperation and consultation with the  
940 System, shall develop pathway maps consistent with the guidelines established pursuant to subsection D.  
941 Such pathways maps shall clearly set forth the courses that a student at a comprehensive community college  
942 is encouraged to complete prior to transferring to the baccalaureate institution. The goal of the career  
943 education pathway maps shall be to assist students in achieving optimal efficiencies in the time and cost of  
944 completing a degree program. Such program map shall also clearly identify the courses, if any, for which the  
945 baccalaureate institution has received a waiver from transfer pursuant to subsection C.

946 F. The Council shall prepare a comprehensive annual report on the effectiveness of transferring from  
947 comprehensive community colleges to baccalaureate public institutions of higher education, including a  
948 review of the effectiveness of the use of pathway maps in achieving efficiencies and cost savings in the  
949 completion of a degree program. The report shall include the following elements: completion rates, average  
950 time to degree, credit accumulation, post-transfer student academic performance, and comparative efficiency.  
951 The Council shall adopt guidelines for data submission from public institutions of higher education necessary  
952 for such report, and all institutions shall report such data in accordance with the guidelines. The report shall  
953 be made publicly available on the Council website and on the online portal maintained pursuant to  
954 § 23.1-908.

955 G. Each comprehensive community college shall develop agreements for postsecondary credit and degree  
956 attainment with the public high schools in the school divisions that such comprehensive community college  
957 serves specifying the options for students to complete an associate degree; *complete* the Passport Program; or  
958 the Uniform Certificate of General Studies Program concurrent with a high school diploma consistent with  
959 the requirements for the College and Career Ready Virginia Program set forth in Article 5.1 (§ 22.1-237.1 et  
960 seq.) of Chapter 13 of Title 22.1; *or earn college credit through dual enrollment, concurrent enrollment, or a*  
961 *combination thereof.* Such agreements shall specify the credit available for dual enrollment courses and  
962 Advanced Placement courses with qualifying exam scores of three or higher.

963 H. The provisions of this section shall not apply to any public institution of higher education established  
964 pursuant to Chapter 25 (§ 23.1-2500 et seq.).