

HOUSE BILL NO. 873  
AMENDMENT IN THE NATURE OF A SUBSTITUTE  
(Proposed by the House Committee on Education  
on \_\_\_\_\_)  
(Patron Prior to Substitute—Delegate Kent)

*A BILL to amend and reenact § 22.1-253.13:1, as it is currently effective and as it shall become effective, of the Code of Virginia, relating to public elementary school students; physical activity.*

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

9     1. That § 22.1-253.13:1, as it is currently effective and as it shall become effective, of the Code of  
10    Virginia is amended and reenacted as follows:

11        **§ 22.1-253.13:1. (Effective until July 1, 2026) Standard 1. Instructional programs supporting the**  
12        **Standards of Learning and other educational objectives.**

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

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

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

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

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

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

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

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

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

59 The Board shall include in the Standards of Learning for history and social science the study of

60 contributions to society of diverse people. For the purposes of this subsection, "diverse" includes  
61 consideration of disability, ethnicity, race, and gender.

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

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

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

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

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

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

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

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

117       Remediation programs shall include, when applicable, a procedure for early identification of students who  
118       are at risk of failing the Standards of Learning assessments in grades three through eight or who fail an end-  
119       of-course test required for the award of a verified unit of credit. Such programs may also include summer

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

204        Local school divisions shall provide algebra readiness intervention services to students in grades six  
205        through nine who are at risk of failing the Algebra I end-of-course test, as demonstrated by their individual  
206        performance on any diagnostic test that has been approved by the Department. Local school divisions shall  
207        report the results of the diagnostic tests to the Department on an annual basis, at a time to be determined by

208 the Superintendent. Each student who receives algebra readiness intervention services will be assessed again  
209 at the end of that school year. Funds appropriated for prevention, intervention, and remediation; summer  
210 school remediation; at-risk; or algebra readiness intervention services may be used to meet the requirements  
211 of this subdivision.

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

214 15. A program of physical activity available to all students in grades kindergarten through five consisting  
215 of at least 20 minutes per day or an average of 100 minutes per week during the regular school year ~~and, with~~  
216 *a goal of at least 30 minutes per day or an average of 150 minutes per week during the regular school year.*  
217 *No student shall be prohibited from participating in a program of physical activity as a form of disciplinary*  
218 *action, except that a student may be prohibited from participating in such program if it is determined that the*  
219 *program would constitute a health or safety risk to such student. A program of physical activity shall be*  
220 *available to all students in grades six through 12 with a goal of at least 150 minutes per week on average*  
221 *during the regular school year. Such program may include any combination of (i) physical education classes,*  
222 *(ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by*  
223 *the local school board. Each local school board shall implement such program during the regular school year.*  
224 Any physical education class offered to students in grades seven and eight shall include at least one hour of  
225 personal safety training per school year in each such grade level that is developed and delivered in  
226 partnership with the local law-enforcement agency and consists of situational safety awareness training and  
227 social media education. Each local school board shall offer to all students in grade nine or 10 a physical  
228 education class that includes research-based hazing prevention instruction pursuant to subsection C of  
229 § 22.1-207, unless such hazing prevention instruction is provided as part of a separate health education class  
230 offered to students in grade nine or 10. Each local school board may accept participation in the Junior  
231 Reserve Officers' Training Corps as fulfillment of any physical education requirements applicable to students  
232 in grades nine through 12.

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

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

237 18. A program of instruction in the high school Virginia and U.S. Government course on all information

238 and concepts contained in the civics portion of the U.S. Naturalization Test.

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

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

265 G. Each local school board may enter into agreements for postsecondary course credit, credential,  
266 certification, or license attainment, hereinafter referred to as College and Career Access Pathways  
267 Partnerships (Partnerships), with comprehensive community colleges or other public institutions of higher

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

278 H. Each local school board shall provide a program of literacy instruction that is aligned with  
279 science-based reading research and provides evidenced-based literacy instruction to students in kindergarten  
280 through grade eight and is consistent with the school board's literacy plan as required by subsection B of  
281 § 22.1-253.13:6. Pursuant to such program:

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

288 2. A reading specialist, in collaboration with the teacher of any student who receives reading intervention  
289 services pursuant to subdivision 1, shall develop, oversee implementation of, and monitor student progress on  
290 a student reading plan. The parent of each student who receives reading intervention services pursuant to  
291 subdivision 1 shall receive notice of and have the opportunity to participate in the development of the student  
292 reading plan. Each student reading plan (i) shall follow the Department template created pursuant to  
293 subdivision I 3; (ii) shall document such reading intervention services; (iii) shall include, at a minimum, (a)  
294 the student's specific, diagnosed reading skill deficiencies as determined or identified by diagnostic  
295 assessment data or the literacy screener provided by the Department; (b) the goals and benchmarks for  
296 student growth in reading; (c) a description of the specific measures that will be used to evaluate and monitor  
297 the student's reading progress; (d) the specific evidence-based literacy instruction that the student will

298 receive; (e) the strategies, resources, and materials that will be provided to the student's parent to support the  
299 student to make reading progress; and (f) any additional services the teacher deems available and appropriate  
300 to accelerate the student's reading skill development; and (iv) may include the following services for the  
301 student: instruction from a reading specialist, trained aide, computer-based reading tutorial program, or  
302 classroom teacher with support from an aide, extended instructional time in the school day or school year, or,  
303 for students in grades six through eight, a literacy course, in addition to the course required by the Standards  
304 of Learning in English, that provides the specific evidence-based literacy instruction identified in the student's  
305 reading plan. In accordance with § 22.1-215.2, the parent of each student shall receive notice before services  
306 begin and a copy of the student reading plan.

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

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

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

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

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

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

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

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

326 J. As used in this subsection:

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

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

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

**334        § 22.1-253.13:1. (Effective July 1, 2026) Standard 1. Instructional programs supporting the  
335        Standards of Learning and other educational objectives.**

336        A. The General Assembly and the Board believe that the fundamental goal of the public schools of the  
337        Commonwealth must be to enable each student to develop the skills that are necessary for success in school,  
338        preparation for life, and reaching their full potential. The General Assembly and the Board find that the  
339        quality of education is dependent upon the provision of (i) the appropriate working environment, benefits,  
340        and salaries necessary to ensure the availability of high-quality instructional personnel; (ii) the appropriate  
341        learning environment designed to promote student achievement; (iii) quality instruction that enables each  
342        student to become a productive and educated citizen of Virginia and the United States of America; and (iv)  
343        the adequate commitment of other resources. In keeping with this goal, the General Assembly shall provide  
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345        B. The Board shall establish educational objectives known as the Standards of Learning, which shall form  
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353        skills of communication (listening, speaking, reading, and writing); computation and critical reasoning,  
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355        computer science and computational thinking, including computer coding; and the skills to manage personal

356 finances and to make sound financial decisions.

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359 The Standards of Learning in all subject areas shall be subject to regular review and revision to maintain  
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362 deems appropriate, for the review, and revision as may be necessary, of the Standards of Learning in all  
363 subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this  
364 section shall be construed to prohibit the Board from conducting such review and revision on a more frequent  
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366 To provide appropriate opportunity for input from the general public, teachers, and local school boards,  
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377 pursuant to this chapter. Such website shall facilitate the submission of recommendations by educators.

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

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

385 The Board shall include in the Standards of Learning for health instruction in emergency first aid,  
386 cardiopulmonary resuscitation, and the use of an automated external defibrillator, including hands-on practice  
387 of the skills necessary to perform cardiopulmonary resuscitation. Such instruction shall be based on the  
388 current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation  
389 and the use of an automated external defibrillator, such as a program developed by the American Heart  
390 Association or the American Red Cross. No teacher who is in compliance with subdivision D 3 of  
391 § 22.1-298.1 shall be required to be certified as a trainer of cardiopulmonary resuscitation to provide  
392 instruction for non-certification.

393 The Board shall include in the Standards of Learning for physical and health education for grade nine or  
394 10 research-based hazing prevention instruction, in accordance with the Standards of Learning and  
395 curriculum guidelines for research-based hazing prevention instruction developed by the Board pursuant to  
396 subsection B of § 22.1-207.

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

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

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

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

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

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

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

440 Remediation programs shall include, when applicable, a procedure for early identification of students who  
441 are at risk of failing the Standards of Learning assessments in grades three through eight or who fail an end-  
442 of-course test required for the award of a verified unit of credit. Such programs may also include summer  
443 school for all elementary and middle school grades and for all high school academic courses, as defined by  
444 regulations promulgated by the Board, or other forms of remediation. Summer school remediation programs

445 or other forms of remediation shall be chosen by the division superintendent to be appropriate to the  
446 academic needs of the student. Students who are required to attend such summer school programs or to  
447 participate in another form of remediation shall not be charged tuition by the school division.

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

454 The Board shall establish standards for full funding of summer remedial programs that shall include, but  
455 not be limited to, the minimum number of instructional hours or the equivalent thereof required for full  
456 funding and an assessment system designed to evaluate program effectiveness. Based on the number of  
457 students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be  
458 provided for the full cost of summer and other remediation programs as set forth in the appropriation act,  
459 provided such programs comply with such standards as shall be established by the Board, pursuant to  
460 § 22.1-199.2.

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

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

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

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

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

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

472 c. Competency-based career and technical education programs that integrate academic outcomes, career  
473 guidance, and job-seeking skills for all secondary students. Programs shall be based upon labor market needs

474 and student interest. Career guidance shall include counseling about available employment opportunities and  
475 placement services for students exiting school. Each school board shall develop and implement a plan to  
476 ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area  
477 business and industry representatives and local comprehensive community colleges and shall be submitted to  
478 the Superintendent in accordance with the timelines established by federal law;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

534 of this subdivision.

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

537 15. A program of physical activity available to all students in grades kindergarten through five consisting  
538 of at least 20 minutes per day or an average of 100 minutes per week during the regular school year *and, with*  
539 *a goal of at least 30 minutes per day or an average of 150 minutes per week during the regular school year.*

540 *No student shall be prohibited from participating in a program of physical activity as a form of disciplinary*  
541 *action, except that a student may be prohibited from participating in such program if it is determined that the*  
542 *program would constitute a health or safety risk to such student. A program of physical activity shall be*  
543 *available to all students in grades six through 12 with a goal of at least 150 minutes per week on average*  
544 *during the regular school year. Such program may include any combination of (i) physical education classes,*  
545 *(ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by*  
546 *the local school board. Each local school board shall implement such program during the regular school year.*

547 Any physical education class offered to students in grades seven and eight shall include at least one hour of  
548 personal safety training per school year in each such grade level that is developed and delivered in  
549 partnership with the local law-enforcement agency and consists of situational safety awareness training and  
550 social media education. Each local school board shall offer to all students in grade nine or 10 a physical  
551 education class that includes research-based hazing prevention instruction pursuant to subsection C of  
552 § 22.1-207, unless such hazing prevention instruction is provided as part of a separate health education class  
553 offered to students in grade nine or 10. Each local school board may accept participation in the Junior  
554 Reserve Officers' Training Corps as fulfillment of any physical education requirements applicable to students  
555 in grades nine through 12.

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

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

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

562 E. From such funds as may be appropriated or otherwise received for such purpose, there shall be  
563 established within the Department a unit to (i) conduct evaluative studies; (ii) provide the resources and

564 technical assistance to increase the capacity for school divisions to deliver quality instruction; and (iii) assist  
565 school divisions in implementing those programs and practices that will enhance pupil academic performance  
566 and improve family and community involvement in the public schools. Such unit shall identify and analyze  
567 effective instructional programs and practices and professional development initiatives; evaluate the success  
568 of programs encouraging parental and family involvement; assess changes in student outcomes prompted by  
569 family involvement; and collect and disseminate among school divisions information regarding effective  
570 instructional programs and practices, initiatives promoting family and community involvement, and potential  
571 funding and support sources. Such unit may also provide resources supporting professional development for  
572 administrators and teachers. In providing such information, resources, and other services to school divisions,  
573 the unit shall give priority to those divisions demonstrating a less than 70 percent passing rate on the  
574 Standards of Learning assessments.

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

588 G. Each local school board may enter into agreements for postsecondary course credit, credential,  
589 certification, or license attainment, hereinafter referred to as College and Career Access Pathways  
590 Partnerships (Partnerships), with comprehensive community colleges or other public institutions of higher  
591 education or educational institutions established pursuant to Title 23.1 that offer a career and technical  
592 education curriculum. Such Partnerships shall (i) specify the options for students to take courses as part of the  
593 career and technical education curriculum that lead to course credit or an industry-recognized credential,

594 certification, or license concurrent with a high school diploma; (ii) specify the credit, credentials,  
595 certifications, or licenses available for such courses; (iii) specify the industry-recognized credentials that are  
596 accepted as substitutes for certain credits required for high school graduation, consistent with the list  
597 developed and maintained by the Board pursuant to subsection F; and (iv) specify available options for  
598 students to participate in pre-apprenticeship and apprenticeship programs at comprehensive community  
599 colleges concurrent with the pursuit of a high school diploma and receive college credit and high school  
600 credit for successful completion of any such program.

601 H. Each local school board shall provide a program of literacy instruction that is aligned with  
602 science-based reading research and provides evidenced-based literacy instruction to students in kindergarten  
603 through grade eight and is consistent with the school board's literacy plan as required by subsection B of  
604 § 22.1-253.13:6. Pursuant to such program:

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

611 2. A reading specialist, in collaboration with the teacher of any student who receives reading intervention  
612 services pursuant to subdivision 1, shall develop, oversee implementation of, and monitor student progress on  
613 a student reading plan. The parent of each student who receives reading intervention services pursuant to  
614 subdivision 1 shall receive notice of and have the opportunity to participate in the development of the student  
615 reading plan. Each student reading plan (i) shall follow the Department template created pursuant to  
616 subdivision I 3; (ii) shall document such reading intervention services; (iii) shall include, at a minimum, (a)  
617 the student's specific, diagnosed reading skill deficiencies as determined or identified by diagnostic  
618 assessment data or the literacy screener provided by the Department; (b) the goals and benchmarks for  
619 student growth in reading; (c) a description of the specific measures that will be used to evaluate and monitor  
620 the student's reading progress; (d) the specific evidence-based literacy instruction that the student will  
621 receive; (e) the strategies, resources, and materials that will be provided to the student's parent to support the  
622 student to make reading progress; and (f) any additional services the teacher deems available and appropriate  
623 to accelerate the student's reading skill development; and (iv) may include the following services for the

624 student: instruction from a reading specialist, trained aide, computer-based reading tutorial program, or  
625 classroom teacher with support from an aide, extended instructional time in the school day or school year, or,  
626 for students in grades six through eight, a literacy course, in addition to the course required by the Standards  
627 of Learning in English, that provides the specific evidence-based literacy instruction identified in the student's  
628 reading plan. In accordance with § 22.1-215.2, the parent of each student shall receive notice before services  
629 begin and a copy of the student reading plan.

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

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

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

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

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

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

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

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

649 J. As used in this subsection:

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

652 "Media literacy" means the ability to access, analyze, evaluate, and use media and information. "Media

653 literacy" includes the foundational skills that lead to digital citizenship.

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

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

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

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

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

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

681 4. For any school that requires improvement, based on federal indicators or a failure to meet Board  
682 standards pursuant to § 22.1-253.13:3, (i) complete a review of the curricula in use at such school, (ii) from  
683 such funds as may be appropriated, develop a grant program to support the school to adopt textbooks and

684 other high-quality instructional materials from the list approved by the Board pursuant to § 22.1-238 and  
685 contract with vendors of professional learning resources from the list approved in accordance with  
686 subdivision 3, and (iii) monitor implementation of the adopted textbooks and high-quality instructional  
687 materials and professional learning resources; and

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