

26104625D

HOUSE BILL NO. 568

Offered January 14, 2026

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

Patron—Anthony

Referred to Committee on Education

Be it enacted by the General Assembly of Virginia:

1. That §§ 22.1-253.13:1 and 22.1-253.13:6, as they are currently effective and as they shall become effective, of the Code of Virginia are amended and reenacted as follows:

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

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

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

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

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

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

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

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

School boards shall implement the Standards of Learning or objectives specifically designed for their school divisions that are equivalent to or exceed the Board's requirements. Students shall be expected to

INTRODUCED

HB568

59 achieve the educational objectives established by the school division at appropriate age or grade levels. The
60 curriculum adopted by the local school division shall be aligned to the Standards of Learning.

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

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

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

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

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

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

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

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

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

119 Remediation programs shall include, when applicable, a procedure for early identification of students who
120 are at risk of failing the Standards of Learning assessments in grades three through eight or who fail an end-

of-course test required for the award of a verified unit of credit. Such programs may also include summer school for all elementary and middle school grades and for all high school academic courses, as defined by regulations promulgated by the Board, or other forms of remediation. Summer school remediation programs or other forms of remediation shall be chosen by the division superintendent to be appropriate to the academic needs of the student. Students who are required to attend such summer school programs or to participate in another form of remediation shall not be charged tuition by the school division.

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

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

D. Local school boards shall also implement the following:

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

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

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

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

b. Career exploration opportunities in the middle school grades;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

307 begin and a copy of the student reading plan.

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

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

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

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

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

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

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

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

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

338 5- 7. The Department shall provide free online evidence-based literacy instruction resources that can be
339 accessed by parents and local school boards to support student literacy development at home.

340 J. As used in this subsection:

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

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

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

348 **§ 22.1-253.13:1. (Effective July 1, 2026) Standard 1. Instructional programs supporting the**
349 **Standards of Learning and other educational objectives.**

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

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

365 The Board shall seek to ensure that the Standards of Learning are consistent with a high-quality
366 foundation educational program. The Standards of Learning shall include, but not be limited to, the basic
367 skills of communication (listening, speaking, reading, and writing); computation and critical reasoning,
368 including problem solving and decision making; proficiency in the use of computers and related technology;

computer science and computational thinking, including computer coding; and the skills to manage personal finances and to make sound financial decisions.

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

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

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

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

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

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

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

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

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

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

C. Local school boards shall develop and implement a program of instruction for grades K through 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board. The program of instruction shall emphasize reading, writing, speaking, mathematical concepts and computations, proficiency

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

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

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

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

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

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

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

D. Local school boards shall also implement the following:

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

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

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

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

b. Career exploration opportunities in the middle school grades;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

15. A program of physical activity available to all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and available to all students in grades six through 12 with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of (i) physical education classes,

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

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

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

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

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

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

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

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

1. Each local school board shall provide reading intervention services to students in kindergarten through grade eight who demonstrate substantial deficiencies based on their individual performance on the Standards

of Learning reading assessment or a literacy screener provided by the Department. *No literacy screener administered pursuant to this section shall commence earlier than the tenth full instructional day of the academic year, and the testing window established by the Department shall extend no fewer than 15 full instructional days to ensure adequate instructional readiness and equitable access.* Such reading intervention services shall consist of evidence-based literacy instruction, align with science-based reading research, and be documented for each student in a written student reading plan, consistent with the requirements in subdivision 2 and the list developed by the Department pursuant to subdivision I 2.

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

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

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

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

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

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

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

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

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

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

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

J. As used in this subsection:

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

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

The Board shall consider, during each regularly scheduled revision to the Standards of Learning and any associated curriculum framework, including the Digital Learning Integration Standards of Learning,

incorporating media literacy and digital citizenship standards at each grade level.

K. Each local school board shall adopt and implement textbooks and other high-quality instructional materials in English language arts for grades six through 12 and mathematics, science, and history and social science for grades kindergarten through 12. Except as otherwise provided in subdivision 1 2 and subsection B of § 22.1-253.13:6, such textbooks and other high-quality instructional materials shall be selected from the list approved by the Board pursuant to § 22.1-238 or through a local adoption process that incorporates requirements for textbooks and other high-quality instructional materials in accordance with regulations promulgated by the Board.

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

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

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

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

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

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

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

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

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

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

The divisionwide comprehensive plan shall include, but shall not be limited to, (i) the objectives of the school division, including strategies for first improving student achievement, particularly the achievement of

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

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

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

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

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

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

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

This plan shall include the objectives of public education in Virginia, including strategies for first

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

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

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

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

teacher and reading specialist feedback on the implementation of the divisionwide literacy plan; and (C) provide for panels of teachers and reading specialists to advise on the implementation of the divisionwide literacy plan and recommend systematic changes. Each local school board shall post, maintain, and update as necessary on such school board's website a copy of its divisionwide literacy plan and the job description and contact information for any reading specialist employed by such school division pursuant to subsection G of § 22.1-253.13:2 and for any dyslexia specialist employed by such school division. The Department shall post each divisionwide literacy plan on its website.

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

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

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

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