

HOUSE BILL NO. 1816

AMENDMENT IN THE NATURE OF A SUBSTITUTE

(Proposed by the House Committee on Education

on _____)

(Patron Prior to Substitute--Delegate Avoli)

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 and to amend the Code of Virginia by adding a section numbered 2.2-3320.1, relating to dangers and victims of communism; recognition; Standards of Learning and programs of instruction.

Be it enacted by the General Assembly of Virginia:

1. That § 22.1-253.13:1, as it is currently effective and as it shall become effective, of the Code of Virginia is amended and reenacted and that the Code of Virginia is amended by adding a section numbered 2.2-3320.1 as follows:

§ 2.2-3320.1. Victims of Communism Day.

The Governor shall annually issue a proclamation setting the seventh day of November as Victims of Communism Day and requiring such day to be suitably observed in each public elementary and secondary school in the Commonwealth as a day honoring the approximately 100 million individuals who have fallen victim to communist regimes around the world and to be suitably observed by a public exercise in the Capitol and elsewhere as the Governor may designate in such proclamation.

§ 22.1-253.13:1. (For expiration date, see 2022 Acts cc. 549, 550, cl. 2) Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

A. The General Assembly and the Board of Education 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 of Education 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

27 high-quality instructional personnel; (ii) the appropriate learning environment designed to promote student
28 achievement; (iii) quality instruction that enables each student to become a productive and educated citizen
29 of Virginia and the United States of America; and (iv) the adequate commitment of other resources. In
30 keeping with this goal, the General Assembly shall provide for the support of public education as set forth
31 in Article VIII, Section 1 of the Constitution of Virginia.

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

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

44 The English Standards of Learning for reading in kindergarten through grade three shall be based
45 on components of effective reading instruction, to include, at a minimum, phonemic awareness, systematic
46 phonics, fluency, vocabulary development, and text comprehension.

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

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

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

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

71 The Board of Education shall include in the Standards of Learning for history and social science
72 the study of contributions to society of diverse people and in grades six through twelve the study of the
73 dangers of communism. For the purposes of this subsection, "diverse" includes consideration of disability,
74 ethnicity, race, and gender.

75 The Board of Education shall include in the Standards of Learning for health instruction in
76 emergency first aid, cardiopulmonary resuscitation, and the use of an automated external defibrillator,
77 including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Such
78 instruction shall be based on the current national evidence-based emergency cardiovascular care
79 guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a
80 program developed by the American Heart Association or the American Red Cross. No teacher who is in

81 compliance with subdivision D 3 of § 22.1-298.1 shall be required to be certified as a trainer of
82 cardiopulmonary resuscitation to provide instruction for non-certification.

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

88 The Board shall establish content standards and curriculum guidelines for courses in career
89 investigation in elementary school, middle school, and high school. Each school board shall (i) require
90 each middle school student to take at least one course in career investigation or (ii) select an alternate
91 means of delivering the career investigation course to each middle school student, provided that such
92 alternative is equivalent in content and rigor and provides the foundation for such students to develop their
93 academic and career plans. Any school board may require (a) such courses in career investigation at the
94 high school level as it deems appropriate, subject to Board approval as required in subsection A of § 22.1-
95 253.13:4, and (b) such courses in career investigation at the elementary school level as it deems
96 appropriate. The Board shall develop and disseminate to each school board career investigation resource
97 materials that are designed to ensure that students have the ability to further explore interest in career and
98 technical education opportunities in middle and high school. In developing such resource materials, the
99 Board shall consult with representatives of career and technical education, industry, skilled trade
100 associations, chambers of commerce or similar organizations, and contractor organizations.

101 C. Local school boards shall develop and implement a program of instruction for grades K through
102 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board of
103 Education. The program of instruction shall emphasize reading, writing, speaking, mathematical concepts
104 and computations, proficiency in the use of computers and related technology, computer science and
105 computational thinking, including computer coding, and scientific concepts and processes; essential skills
106 and concepts of citizenship, including knowledge of Virginia history and world and United States history,
107 economics, government, foreign languages, international cultures, health and physical education,

108 environmental issues, and geography necessary for responsible participation in American society and in
109 the international community; in grades six through 12, the study of the dangers of communism; fine arts,
110 which may include, but need not be limited to, music and art, and practical arts; knowledge and skills
111 needed to qualify for further education, gainful employment, or training in a career or technical field; and
112 development of the ability to apply such skills and knowledge in preparation for eventual employment
113 and lifelong learning and to achieve economic self-sufficiency.

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

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

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

128 Remediation programs shall include, when applicable, a procedure for early identification of
129 students who are at risk of failing the Standards of Learning assessments in grades three through eight or
130 who fail an end-of-course test required for the award of a verified unit of credit. Such programs may also
131 include summer school for all elementary and middle school grades and for all high school academic
132 courses, as defined by regulations promulgated by the Board of Education, or other forms of remediation.
133 Summer school remediation programs or other forms of remediation shall be chosen by the division
134 superintendent to be appropriate to the academic needs of the student. Students who are required to attend

135 such summer school programs or to participate in another form of remediation shall not be charged tuition
136 by the school division.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

194 10. An agreement for postsecondary degree attainment with a comprehensive community college
195 in the Commonwealth specifying the options for students to complete an associate degree or a one-year
196 Uniform Certificate of General Studies from a comprehensive community college concurrent with a high
197 school diploma. Such agreement shall specify the credit available for dual enrollment courses and
198 Advanced Placement courses with qualifying exam scores of three or higher.

199 11. A plan to notify students and their parents of the availability of dual enrollment and advanced
200 placement classes; career and technical education programs, including internships, externships,
201 apprenticeships, credentialing programs, certification programs, licensure programs, and other work-
202 based learning experiences; the International Baccalaureate Program and Academic Year Governor's
203 School Programs; the qualifications for enrolling in such classes, programs, and experiences; and the
204 availability of financial assistance to low-income and needy students to take the advanced placement and
205 International Baccalaureate examinations. This plan shall include notification to students and parents of
206 the agreement with a comprehensive community college in the Commonwealth to enable students to
207 complete an associate degree or a one-year Uniform Certificate of General Studies concurrent with a high
208 school diploma.

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

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

215 Local school divisions shall provide reading intervention services to students in kindergarten
216 through grade three who demonstrate deficiencies based on their individual performance on the Standards
217 of Learning reading test or any reading diagnostic test that meets criteria established by the Department
218 of Education. Local school divisions shall report the results of the diagnostic tests to the Department of
219 Education on an annual basis, at a time to be determined by the Superintendent of Public Instruction. Such
220 reading intervention services shall be evidence-based, including services that are grounded in the science
221 of reading, and include (i) the components of effective reading instruction and (ii) explicit, systematic,
222 sequential, and cumulative instruction, to include phonemic awareness, systematic phonics, fluency,
223 vocabulary development, and text comprehension as appropriate based on the student's demonstrated
224 reading deficiencies. The parent of each student who receives such reading intervention services shall be
225 notified before the services begin in accordance with the provisions of § 22.1-215.2, and the progress of
226 each such student shall be monitored throughout the provision of services. Each student who receives such
227 reading intervention services shall be assessed again at the end of that school year. The local school
228 division, in its discretion, shall provide such reading intervention services prior to promoting a student
229 from grade three to grade four. Such reading intervention services may be administered through the use
230 of reading specialists; trained aides; trained volunteers under the supervision of a certified teacher;
231 computer-based reading tutorial programs; aides to instruct in-class groups while the teacher provides
232 direct instruction to the students who need extra assistance; and extended instructional time in the school
233 day or school year for these students. Funds appropriated for prevention, intervention, and remediation;
234 summer school remediation; at-risk; or early intervention reading may be used to meet the requirements
235 of this subdivision.

236 Local school divisions shall provide algebra readiness intervention services to students in grades
237 six through nine who are at risk of failing the Algebra I end-of-course test, as demonstrated by their
238 individual performance on any diagnostic test that has been approved by the Department of Education.
239 Local school divisions shall report the results of the diagnostic tests to the Department of Education on an
240 annual basis, at a time to be determined by the Superintendent of Public Instruction. Each student who
241 receives algebra readiness intervention services will be assessed again at the end of that school year. Funds

242 appropriated for prevention, intervention, and remediation; summer school remediation; at-risk; or algebra
243 readiness intervention services may be used to meet the requirements of this subdivision.

244 As used in this subdivision:

245 "Science of reading" means the study of the relationship between cognitive science and educational
246 outcomes.

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

249 15. A program of physical activity available to all students in grades kindergarten through five
250 consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school
251 year and available to all students in grades six through 12 with a goal of at least 150 minutes per week on
252 average during the regular school year. Such program may include any combination of (i) physical
253 education classes, (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities
254 deemed appropriate by the local school board. Each local school board shall implement such program
255 during the regular school year. Any physical education class offered to students in grades seven and eight
256 shall include at least one hour of personal safety training per school year in each such grade level that is
257 developed and delivered in partnership with the local law-enforcement agency and consists of situation
258 safety awareness training and social media education.

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

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

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

265 E. From such funds as may be appropriated or otherwise received for such purpose, there shall be
266 established within the Department of Education a unit to (i) conduct evaluative studies; (ii) provide the
267 resources and technical assistance to increase the capacity for school divisions to deliver quality
268 instruction; and (iii) assist school divisions in implementing those programs and practices that will

269 enhance pupil academic performance and improve family and community involvement in the public
270 schools. Such unit shall identify and analyze effective instructional programs and practices and
271 professional development initiatives; evaluate the success of programs encouraging parental and family
272 involvement; assess changes in student outcomes prompted by family involvement; and collect and
273 disseminate among school divisions information regarding effective instructional programs and practices,
274 initiatives promoting family and community involvement, and potential funding and support sources. Such
275 unit may also provide resources supporting professional development for administrators and teachers. In
276 providing such information, resources, and other services to school divisions, the unit shall give priority
277 to those divisions demonstrating a less than 70 percent passing rate on the Standards of Learning
278 assessments.

279 F. Each local school board may enter into agreements for postsecondary course credit, credential,
280 certification, or license attainment, hereinafter referred to as College and Career Access Pathways
281 Partnerships (Partnerships), with comprehensive community colleges or other public institutions of higher
282 education or educational institutions established pursuant to Title 23.1 that offer a career and technical
283 education curriculum. Such Partnerships shall (i) specify the options for students to take courses as part
284 of the career and technical education curriculum that lead to course credit or an industry-recognized
285 credential, certification, or license concurrent with a high school diploma; (ii) specify the credit,
286 credentials, certifications, or licenses available for such courses; and (iii) specify available options for
287 students to participate in pre-apprenticeship and apprenticeship programs at comprehensive community
288 colleges concurrent with the pursuit of a high school diploma and receive college credit and high school
289 credit for successful completion of any such program.

290 **§ 22.1-253.13:1. (For effective date, see 2022 Acts cc. 549, 550, cl. 2) Standard 1. Instructional**
291 **programs supporting the Standards of Learning and other educational objectives.**

292 A. The General Assembly and the Board of Education believe that the fundamental goal of the
293 public schools of the Commonwealth must be to enable each student to develop the skills that are
294 necessary for success in school, preparation for life, and reaching their full potential. The General
295 Assembly and the Board of Education find that the quality of education is dependent upon the provision

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299 of Virginia and the United States of America; and (iv) the adequate commitment of other resources. In
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307 shall not be construed to be regulations as defined in § 2.2-4001.

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

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361 means of delivering the career investigation course to each middle school student, provided that such
362 alternative is equivalent in content and rigor and provides the foundation for such students to develop their
363 academic and career plans. Any school board may require (a) such courses in career investigation at the
364 high school level as it deems appropriate, subject to Board approval as required in subsection A of § 22.1-
365 253.13:4, and (b) such courses in career investigation at the elementary school level as it deems
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421 1. Programs in grades K through three that emphasize developmentally appropriate learning to
422 enhance success.

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

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

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

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

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

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

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

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

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

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

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

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

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

464 10. An agreement for postsecondary degree attainment with a comprehensive community college
465 in the Commonwealth specifying the options for students to complete an associate degree or a one-year
466 Uniform Certificate of General Studies from a comprehensive community college concurrent with a high
467 school diploma. Such agreement shall specify the credit available for dual enrollment courses and
468 Advanced Placement courses with qualifying exam scores of three or higher.

469 11. A plan to notify students and their parents of the availability of dual enrollment and advanced
470 placement classes; career and technical education programs, including internships, externships,
471 apprenticeships, credentialing programs, certification programs, licensure programs, and other work-
472 based learning experiences; the International Baccalaureate Program and Academic Year Governor's
473 School Programs; the qualifications for enrolling in such classes, programs, and experiences; and the
474 availability of financial assistance to low-income and needy students to take the advanced placement and
475 International Baccalaureate examinations. This plan shall include notification to students and parents of
476 the agreement with a comprehensive community college in the Commonwealth to enable students to
477 complete an associate degree or a one-year Uniform Certificate of General Studies concurrent with a high
478 school diploma.

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

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

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

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

495 15. A program of physical activity available to all students in grades kindergarten through five
496 consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school
497 year and available to all students in grades six through 12 with a goal of at least 150 minutes per week on
498 average during the regular school year. Such program may include any combination of (i) physical
499 education classes, (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities
500 deemed appropriate by the local school board. Each local school board shall implement such program
501 during the regular school year. Any physical education class offered to students in grades seven and eight
502 shall include at least one hour of personal safety training per school year in each such grade level that is
503 developed and delivered in partnership with the local law-enforcement agency and consists of situational
504 safety awareness training and social media education.

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

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

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

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

525 F. Each local school board may enter into agreements for postsecondary course credit, credential,
526 certification, or license attainment, hereinafter referred to as College and Career Access Pathways
527 Partnerships (Partnerships), with comprehensive community colleges or other public institutions of higher
528 education or educational institutions established pursuant to Title 23.1 that offer a career and technical
529 education curriculum. Such Partnerships shall (i) specify the options for students to take courses as part
530 of the career and technical education curriculum that lead to course credit or an industry-recognized
531 credential, certification, or license concurrent with a high school diploma; (ii) specify the credit,

532 credentials, certifications, or licenses available for such courses; and (iii) specify available options for
533 students to participate in pre-apprenticeship and apprenticeship programs at comprehensive community
534 colleges concurrent with the pursuit of a high school diploma and receive college credit and high school
535 credit for successful completion of any such program.

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

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

547 2. A reading specialist, in collaboration with the teacher of any student who receives reading
548 intervention services pursuant to subdivision 1, shall develop, oversee implementation of, and monitor
549 student progress on a student reading plan. The parent of each student who receives reading intervention
550 services pursuant to subdivision 1 shall receive notice of and have the opportunity to participate in the
551 development of the student reading plan. Each student reading plan (i) shall follow the Department
552 template created pursuant to subdivision H 3; (ii) shall document such reading intervention services; (iii)
553 shall include, at a minimum, (a) the student's specific, diagnosed reading skill deficiencies as determined
554 or identified by diagnostic assessment data or the early literacy screener provided or approved by the
555 Department; (b) the goals and benchmarks for student growth in reading; (c) a description of the specific
556 measures that will be used to evaluate and monitor the student's reading progress; (d) the specific evidence-
557 based literacy instruction that the student will receive; (e) the strategies, resources, and materials that will
558 be provided to the student's parent to support the student to make reading progress; and (f) any additional

559 services the teacher deems available and appropriate to accelerate the student's reading skill development;
560 and (iv) may include the following services for the student: instruction from a reading specialist, trained
561 aide, computer-based reading tutorial program, or classroom teacher with support from an aide or extended
562 instructional time in the school day or school year. In accordance with § 22.1-215.2, the parent of each
563 student shall receive notice before services begin and a copy of the student reading plan.

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

567 4. The local school board shall provide such reading intervention services prior to promoting a
568 student from grade three to grade four.

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

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

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

573 2. The Department shall develop a list of core literacy curricula, supplemental instruction practices
574 and programs, and intervention programs that consist of evidence-based literacy instruction aligned with
575 science-based reading research. The list shall be approved by the Board;

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

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

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

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