

HOUSE BILL NO. 1089

AMENDMENT IN THE NATURE OF A SUBSTITUTE

(Proposed by the House Committee on Education

on \_\_\_\_\_)

(Patron Prior to Substitute--Delegate Coyner)

A BILL to amend and reenact §§ 22.1-213, 22.1-214.4, 22.1-253.13:2, as it shall become effective, 22.1-253.13:4, 22.1-253.13:5, as it shall become effective, 22.1-289, and 23.1-902.1, as it shall become effective, of the Code of Virginia and to amend the Code of Virginia by adding sections numbered 22.1-214.5 and 22.1-214.6, relating to special education and related services; definitions; records retention; duties of Department of Education; parent engagement specialists; professional development; education preparation program coursework; reports.

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

**1. That §§ 22.1-213, 22.1-214.4, 22.1-253.13:2, as it shall become effective, 22.1-253.13:4, 22.1-253.13:5, as it shall become effective, 22.1-289, and 23.1-902.1, as it shall become effective, of the Code of Virginia are amended and reenacted and that the Code of Virginia is amended by adding sections numbered 22.1-214.5 and 22.1-214.6 as follows:**

**§ 22.1-213. Definitions.**

As used in this article:

"Children with disabilities" means those persons (i) who are age two to 21, inclusive, having reached the age of two by the date specified in § 22.1-254; (ii) who have intellectual disability or serious emotional disturbance, are physically disabled, speech impaired, deaf or hard of hearing, visually impaired, or multiple disabled, are otherwise health impaired, including those who have autism spectrum disorder or a specific learning disability, or are otherwise disabled as defined by the Board of Education; and (iii) who because of such impairments need special education.

"Instructional practices to support specially designed instruction in inclusive settings" means structured instructional practices, including sequential, systematic, explicit, and cumulative teaching, that

27 (i) are based on reliable, trustworthy, and valid evidence; (ii) provide access to grade-level content in core  
28 or general instruction, supplemental instruction, intervention services, and intensive intervention services;  
29 (iii) are developed based on reliable data collection and progress monitoring from both valid and reliable  
30 assessments and tracking of progress toward individual goals and objectives; (iv) are able to be  
31 differentiated in order to meet the individual needs of students; and (v) align with student need based on  
32 special education eligibility, present level of performance, and related goals and objectives.

33 "Related services" means transportation and such developmental, corrective, and other supportive  
34 services as are required to assist a child with a disability to benefit from special education, including  
35 speech pathology and audiology, psychological services, physical and occupational therapy, recreation,  
36 early identification and assessment of disabilities in children, counseling services, and medical services  
37 for diagnostic or evaluation purposes. "Related services" also includes school health services, social work  
38 services in schools, and parent counseling and training.

39 "Special education" means specially designed instruction at no cost to the parent to meet the unique  
40 needs of a child with a disability, including classroom instruction, home instruction, instruction provided  
41 in hospitals and institutions, instruction in physical education, and instruction in career and technical  
42 education.

43 "Specially designed instruction" means instruction for which the content, methodology, or delivery  
44 is adapted, as appropriate to the needs of an eligible child, to (i) address the unique needs of the child that  
45 result from the child's disability and (ii) ensure that the child has access to the general curriculum so that  
46 the child can meet the educational standards that apply to all children within the jurisdiction of the local  
47 educational agency.

48 "Specific learning disability" means a disorder in one or more of the basic psychological processes  
49 involved in understanding or using language, spoken or written, which may manifest itself in an imperfect  
50 ability to listen, think, speak, read, write, spell, or do mathematical calculations. "Specific learning  
51 disability" does not include children who have learning problems that are primarily the result of visual,  
52 hearing, motor, or intellectual disability, or of environmental, cultural, or economic disadvantage.

53 **§ 22.1-214.4. Certain duties of Department.**

54 The Department shall:

55 1. Provide training and guidance documents to local school divisions on the development of  
56 individualized education programs ~~(IEPs)~~ for children with disabilities that incorporate specific examples  
57 of high-quality present level of performance descriptions, annual goals, and postsecondary transition  
58 sections.

59 2. Develop a required training module for each individual who participates in an IEP meeting that  
60 comprehensively addresses and explains in detail (i) each IEP team member's respective role in the IEP  
61 meeting, (ii) the IEP development process, and (iii) components of effective IEPs. The training module  
62 shall be required for all IEP participants, with the exception of parents, prior to participating in an IEP  
63 meeting and at regular intervals thereafter.

64 3. Annually conduct structured reviews of a sample of IEPs from a sufficiently large sample of  
65 local school divisions to verify that the IEPs are in compliance with state and federal laws and regulations  
66 governing IEP content, and provide a summary report of the findings of such reviews and  
67 recommendations regarding any necessary corrective actions to the reviewed divisions' superintendents,  
68 special education directors, school board chairs and vice-chairs, and local special education advisory  
69 committees. In reviewing local school divisions' IEPs, the Department shall determine whether the special  
70 education and related services, supplementary aids and services, and program modifications that will be  
71 provided to enable students with disabilities to participate in nonacademic and extracurricular activities  
72 are sufficient, and include its findings and corrective actions in the summary reports it provides to the  
73 reviewed local school divisions' superintendents, special education directors, and school board members.  
74 Nothing in this section shall be construed to (i) direct the Department to make determinations regarding  
75 whether a particular IEP provides a free appropriate public education to any individual student or (ii)  
76 authorize the Department to override a parent's consent to proposed revisions to an individual student's  
77 IEP. In determining corrective actions, the Department shall make recommendations to the relevant school  
78 division regarding, among other things, those individual IEPs for which the IEP team should convene to  
79 consider revisions necessary to incorporate content required by special education regulations. For those  
80 individual IEPs for which the Department recommends that the IEP team should convene to consider such

81 revisions, the relevant school division shall notify the relevant parents or caregivers of the  
82 recommendations issued in the summary report of the structured review conducted pursuant to this  
83 subdivision.

84 4. Develop and maintain a statewide plan for improving (i) its ongoing oversight of local practices  
85 related to transition planning and services for children with disabilities and (ii) technical assistance and  
86 guidance provided for postsecondary transition planning and services for children with disabilities. At a  
87 minimum, such plan shall articulate how the Department will reliably and comprehensively assess the  
88 compliance and quality of transition plans for children with disabilities on an ongoing basis and  
89 communicate findings to local school division staff and local school boards. The Department shall, no  
90 later than December 1 of each year, update the Chairmen of the Senate Committee on Education and  
91 Health and the House Committee on Education on its progress in implementing such plan.

92 5. Develop and maintain a statewide strategic plan for recruiting and retaining special education  
93 teachers. At a minimum, such plan shall (i) use data analyses to determine the specific staffing needs of  
94 each local school division on an ongoing basis; (ii) evaluate the potential effectiveness of strategies for  
95 addressing recruitment and retention challenges, including tuition assistance, differentiated pay for special  
96 education teachers, and the expansion of special education teacher mentorships; and (iii) estimate the costs  
97 of implementing each such strategy, including the extent to which federal funds could be used to support  
98 implementation. The Department shall, no later than November 1 of each year, update the Chairmen of  
99 the Senate Committee on Education and Health and the House Committee on Education on its progress in  
100 implementing such plan.

101 6. In order to (i) address variation in rates of determinations of student eligibility for special  
102 education and related services both across local school divisions in the Commonwealth and based on  
103 specific student disabilities, (ii) promote consistency in such eligibility determinations, and (iii) ensure  
104 equal access to special education and related services across local school divisions, (a) review and update  
105 its special education eligibility all forms and worksheets as necessary relating to referral, evaluation,  
106 reevaluation, and eligibility, including clarifying any ambiguity or vagueness in the standard for providing  
107 an initial evaluation or in eligibility criteria, and; (b) ~~provide to each local school division the appropriate~~

108 level of review and update guidance on the implementation of such referral, evaluation, reevaluation, and  
109 eligibility forms and worksheets and the legal obligations of local school boards to conduct initial  
110 evaluations and make eligibility determinations for special education and related services; and (c) develop  
111 high-quality professional development to support the implementation of such referral, evaluation,  
112 reevaluation, and eligibility guidance, forms, and worksheets.

113 7. (i) Develop criteria for what constitutes "exceptional circumstances" that warrant extension of  
114 the 60-calendar day regulatory timeline for complaint investigations and include the criteria in its publicly  
115 available complaint resolution procedures, (ii) consistently track the Department's receipt of each  
116 sufficient complaint and its issuance of the respective letter of findings, and (iii) require staff to report at  
117 least quarterly to the Superintendent of Public Instruction on the specific reasons for granting an extension  
118 due to "exceptional circumstances" and the amount of time it took to complete each investigation beyond  
119 the 60-calendar day regulatory timeline.

120 8. Develop policies and procedures for considering and addressing credible allegations of local  
121 education agency (LEA) noncompliance with the requirements of the Individuals with Disabilities  
122 Education Act (P.L. 101-476) that do not meet the current regulatory standard for state complaints. Such  
123 policies and procedures shall include expectations and mechanisms for collaboration between the Office  
124 of Dispute Resolution and Administrative Services and the Office of Special Education Program  
125 Improvement in the Division of Special Education and Student Services at the Department to investigate  
126 and resolve such credible allegations of noncompliance that do not qualify for state complaint  
127 investigations.

128 9. Elevate the position of ~~parent ombudsman~~ State Parent Ombudsman for special education to  
129 Special Education. The State Parent Ombudsman for Special Education shall (i) report to the  
130 Superintendent of Public Instruction. The parent ombudsman for special education shall; (ii)  
131 systematically track and report to the Department questions and concerns raised by parents to the  
132 Superintendent of Public Instruction. The Department shall State Parent Ombudsman for Special  
133 Education and special education family support centers established pursuant to § 22.1-214.6; (iii)  
134 coordinate with the Parent Training and Information Center on the activities of the special education

135 family support centers established pursuant to § 22.1-214.6; and (iv) develop a one-page comprehensive  
136 summary of the roles and responsibilities of the ~~parent ombudsman~~ State Parent Ombudsman for special  
137 education ~~Special Education and such special education family support centers~~, the specific supports the  
138 ~~parent ombudsman~~ State Parent Ombudsman for special education Special Education and such special  
139 education family support centers can provide to parents, and how to contact the ~~parent ombudsman~~ State  
140 Parent Ombudsman for special education Special Education and such special education family support  
141 centers. The Department shall make the summary available in multiple languages on its website and as  
142 part of the Virginia IEP established pursuant to subdivision 11.

143 10. Develop and implement a process for systematically auditing and verifying school divisions'  
144 self-determinations of compliance with all Individuals with Disabilities Education Act (P.L. 101-476)  
145 performance indicators. The verification process shall include a random sample of school divisions each  
146 year and ensure that all school divisions' self-determinations are reviewed and verified no less frequently  
147 than once every five years.

148 11. Develop, establish, review and update as necessary at least once every five years and make  
149 available to each local school board an IEP writing, facilitation, tracking, and transfer system to be referred  
150 to as the Virginia IEP that includes, at a minimum, an IEP template component and a data system  
151 component. The Department shall ensure that such data system component allows for secure transfer of  
152 data from division student information systems to the Department. The Department shall also develop and  
153 make available to each local school board guidance on the utilization of the Virginia IEP and high-quality  
154 professional development to support (i) the effective utilization of the Virginia IEP and (ii) the  
155 implementation of instructional practices to support the provision of specially designed instruction in  
156 inclusive settings.

157 12. Develop and publish a data dashboard for the annual public reporting, on a date to be  
158 determined by the Superintendent, of state-level, division-level, and school-level special education data,  
159 disaggregated by disability type and by subgroups of students with disabilities, including by race,  
160 ethnicity, economic disadvantage, English learner status, foster care status, and unhoused status, except  
161 when such disaggregation would result in the disclosure of any student's personally identifiable

162 information in violation of relevant federal and state law. Such data dashboard shall include disaggregated  
163 (i) results on the early literacy screener provided by the Department, the Virginia Kindergarten Readiness  
164 Program, Standards of Learning assessments and (ii) college and career readiness and learning climate  
165 measures.

166 **§ 22.1-214.5. School boards; utilization of Virginia IEP; certain waivers or local alternatives.**

167 Each school board shall utilize for each child with a disability:

168 1. The data system component of the Virginia IEP developed by the Department pursuant to  
169 subdivision 11 of § 22.1-214.4, unless the school board receives a waiver from the Department upon  
170 providing sufficient evidence that the school board's IEP data system can securely transfer to the  
171 Department all data required by the Department to implement the Virginia IEP; and

172 2. The IEP template component of the Virginia IEP developed by the Department pursuant to  
173 subdivision 11 of § 22.1-214.4 or a locally developed or adopted IEP template that aligns with but may  
174 be more comprehensive than the IEP template component of the Virginia IEP.

175 **§ 22.1-214.6. Special education family support centers.**

176 The Parent Training and Information Center in the Commonwealth designated pursuant to 20  
177 U.S.C. § 1471(e) shall establish special education family support centers in eight distinct regions of the  
178 Commonwealth that shall each (i) be staffed by a regional special education family liaison employed by  
179 such center, (ii) coordinate with special education parent engagement specialists required to be employed  
180 pursuant to subsection R of § 22.1-253.13:2, (iii) develop and implement outreach and support to parents  
181 of children with disabilities in its region; and (iv) track and report to the State Parent Ombudsman for  
182 Special Education data on questions and concerns raised by parents.

183 **§ 22.1-253.13:2. (For effective date, see Acts 2022, cc. 549 and 550, cl. 2) Standard 2.**  
184 **Instructional, administrative, and support personnel.**

185 A. The Board shall establish requirements for the licensing of teachers, principals, superintendents,  
186 and other professional personnel.

187 B. School boards shall employ licensed instructional personnel qualified in the relevant subject  
188 areas.

189 C. Each school board shall assign licensed instructional personnel in a manner that produces  
190 divisionwide ratios of students in average daily membership to full-time equivalent teaching positions,  
191 excluding special education teachers, principals, assistant principals, school counselors or certain other  
192 licensed individuals as set forth in subdivision H 4, and librarians, that are not greater than the following  
193 ratios: (i) 24 to one in kindergarten with no class being larger than 29 students; if the average daily  
194 membership in any kindergarten class exceeds 24 pupils, a full-time teacher's aide shall be assigned to the  
195 class; (ii) 24 to one in grades one, two, and three with no class being larger than 30 students; (iii) 25 to  
196 one in grades four through six with no class being larger than 35 students; and (iv) 24 to one in English  
197 classes in grades six through 12. After September 30 of any school year, anytime the number of students  
198 in a class exceeds the class size limit established by this subsection, the local school division shall notify  
199 the parent of each student in such class of such fact no later than 10 days after the date on which the class  
200 exceeded the class size limit. Such notification shall state the reason that the class size exceeds the class  
201 size limit and describe the measures that the local school division will take to reduce the class size to  
202 comply with this subsection.

203 Within its regulations governing special education programs, the Board shall seek to set  
204 pupil/teacher ratios for pupils with intellectual disability that do not exceed the pupil/teacher ratios for  
205 self-contained classes for pupils with specific learning disabilities.

206 Further, school boards shall assign instructional personnel in a manner that produces schoolwide  
207 ratios of students in average daily memberships to full-time equivalent teaching positions of 21 to one in  
208 middle schools and high schools. School divisions shall provide all middle and high school teachers with  
209 one planning period per day or the equivalent, unencumbered of any teaching or supervisory duties.

210 D. Each local school board shall employ with state and local basic, special education, gifted, and  
211 career and technical education funds a minimum number of licensed, full-time equivalent instructional  
212 personnel for each 1,000 students in average daily membership (ADM) as set forth in the appropriation  
213 act.

214 E. In addition to the positions supported by basic aid and in support of regular school year programs  
215 of prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be



216 provided to fund certain full-time equivalent instructional positions for each 1,000 students in grades K  
217 through 12 who are identified as needing prevention, intervention, and remediation services. State funding  
218 for prevention, intervention, and remediation programs provided pursuant to this subsection and the  
219 appropriation act may be used to support programs for educationally at-risk students as identified by the  
220 local school boards.

221 To provide algebra readiness intervention services required by § 22.1-253.13:1, school divisions  
222 may employ mathematics teacher specialists to provide the required algebra readiness intervention  
223 services. School divisions using the Standards of Learning Algebra Readiness Initiative funding in this  
224 manner shall only employ instructional personnel licensed by the Board.

225 F. In addition to the positions supported by basic aid and those in support of regular school year  
226 programs of prevention, intervention, and remediation, state funding, pursuant to the general appropriation  
227 act, shall be provided to support (i) 18.5 full-time equivalent instructional positions in the 2020-2021  
228 school year for each 1,000 students identified as having limited English proficiency and (ii) 20 full-time  
229 equivalent instructional positions in the 2021-2022 school year and thereafter for each 1,000 students  
230 identified as having limited English proficiency, which positions may include dual language teachers who  
231 provide instruction in English and in a second language.

232 To provide flexibility in the instruction of English language learners who have limited English  
233 proficiency and who are at risk of not meeting state accountability standards, school divisions may use  
234 state and local funds from the Standards of Quality Prevention, Intervention, and Remediation account to  
235 employ additional English language learner teachers or dual language teachers to provide instruction to  
236 identified limited English proficiency students. Using these funds in this manner is intended to supplement  
237 the instructional services provided in this section. School divisions using the SOQ Prevention,  
238 Intervention, and Remediation funds in this manner shall employ only instructional personnel licensed by  
239 the Board.

240 G. In addition to the full-time equivalent positions required elsewhere in this section, each local  
241 school board shall employ one reading specialist for each 550 students in kindergarten through grade five  
242 and one reading specialist for each 1,100 students in grades six through eight. Each such reading specialist

243 shall have training in science-based reading research and evidence-based literacy instruction practices. In  
244 addition, each such reading specialist shall have training in the identification of and the appropriate  
245 interventions, accommodations, and teaching techniques for students with dyslexia or a related disorder  
246 and shall serve as an advisor on dyslexia and related disorders. Such reading specialist shall have an  
247 understanding of the definition of dyslexia and a working knowledge of (i) techniques to help a student  
248 on the continuum of skills with dyslexia; (ii) dyslexia characteristics that may manifest at different ages  
249 and grade levels; (iii) the basic foundation of the keys to reading, including multisensory, explicit,  
250 systemic, and structured reading instruction; and (iv) appropriate interventions, accommodations, and  
251 assistive technology supports for students with dyslexia.

252 To provide reading intervention services required by § 22.1-253.13:1, school divisions may  
253 employ reading specialists to provide the required reading intervention services. School divisions using  
254 the Early Reading Intervention Initiative funds in this manner shall employ only instructional personnel  
255 licensed by the Board. Local school divisions that employ a sufficient number of reading specialists to  
256 meet this staffing standard may assign reading specialists to grade levels according to grade levels with  
257 greatest need, regardless of the individual staffing standards established for grades kindergarten through  
258 five and six through eight.

259 H. Each local school board shall employ, at a minimum, the following full-time equivalent  
260 positions for any school that reports fall membership, according to student enrollment:

261 1. Principals, one full-time in each elementary school, middle school, and high school, to be  
262 employed on a 12-month basis;

263 2. Assistant principals in elementary schools, one half-time at 600 students, one full-time at 900  
264 students; assistant principals in middle schools, one full-time for each 600 students; assistant principals in  
265 high schools, one full-time for each 600 students; and school divisions that employ a sufficient number of  
266 assistant principals to meet this staffing requirement may assign assistant principals to schools within the  
267 division according to the area of greatest need, regardless of whether such schools are elementary, middle,  
268 or secondary;

269 3. Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students;  
270 librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at  
271 1,000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students, two  
272 full-time at 1,000 students. Local school divisions that employ a sufficient number of librarians to meet  
273 this staffing requirement may assign librarians to schools within the division according to the area of  
274 greatest need, regardless of whether such schools are elementary, middle, or secondary; and

275 4. School counselors, one full-time equivalent position per 325 students in grades kindergarten  
276 through 12.

277 However, in order to meet the staffing requirements set forth in this subdivision, any local school  
278 board (i) may employ, under a provisional license issued by the Department for three school years with  
279 an allowance for an additional two-year extension with the approval of the division superintendent, any  
280 professional counselor licensed by the Board of Counseling, clinical social worker licensed by the Board  
281 of Social Work, psychologist licensed by the Board of Psychology, or other licensed counseling  
282 professional with appropriate experience and training, provided that any such individual makes progress  
283 toward completing the requirements for full licensure as a school counselor during such period of  
284 employment or (ii) in the event that the school board does not receive any application from a licensed  
285 school counselor, professional counselor, clinical social worker, or psychologist or another licensed  
286 counseling professional with appropriate experience and training to fill a school counselor vacancy in the  
287 school division, may enter into an annual contract with another entity for the provision of school  
288 counseling services by a licensed professional counselor, clinical social worker, or psychologist or another  
289 licensed counseling professional with appropriate experience and training. Local school boards that  
290 employ a sufficient number of individuals to meet the staffing requirements set forth in this subdivision  
291 may assign such individuals to schools within the division according to the area of greatest need,  
292 regardless of whether such schools are elementary, middle, or high schools.

293 I. Local school boards shall employ five full-time equivalent positions per 1,000 students in grades  
294 kindergarten through five to serve as elementary resource teachers in art, music, and physical education.

295 J. Local school boards shall employ two full-time equivalent positions per 1,000 students in grades  
296 kindergarten through 12, one to provide technology support and one to serve as an instructional technology  
297 resource teacher.

298 To provide flexibility, school divisions may use the state and local funds for instructional  
299 technology resource teachers to employ a data coordinator position, an instructional technology resource  
300 teacher position, or a data coordinator/instructional resource teacher blended position. The data  
301 coordinator position is intended to serve as a resource to principals and classroom teachers in the area of  
302 data analysis and interpretation for instructional and school improvement purposes, as well as for overall  
303 data management and administration of state assessments. School divisions using these funds in this  
304 manner shall employ only instructional personnel licensed by the Board.

305 K. Local school boards may employ additional positions that exceed these minimal staffing  
306 requirements. These additional positions may include, but are not limited to, those funded through the  
307 state's incentive and categorical programs as set forth in the appropriation act.

308 L. A combined school, such as kindergarten through 12, shall meet at all grade levels the staffing  
309 requirements for the highest grade level in that school; this requirement shall apply to all staff, except for  
310 school counselors or certain other licensed individuals as set forth in subdivision H 4, and shall be based  
311 on the school's total enrollment. The Board may grant waivers from these staffing levels upon request  
312 from local school boards seeking to implement experimental or innovative programs that are not consistent  
313 with these staffing levels.

314 M. School boards shall, however, annually, on or before December 31, report to the public (i) the  
315 actual pupil/teacher ratios in elementary school classrooms in the local school division by school for the  
316 current school year; and (ii) the actual pupil/teacher ratios in middle school and high school in the local  
317 school division by school for the current school year. Actual pupil/teacher ratios shall include only the  
318 teachers who teach the grade and class on a full-time basis and shall exclude resource personnel. School  
319 boards shall report pupil/teacher ratios that include resource teachers in the same annual report. Any  
320 classes funded through the voluntary kindergarten through third grade class size reduction program shall  
321 be identified as such classes. Any classes having waivers to exceed the requirements of this subsection

322 shall also be identified. Schools shall be identified; however, the data shall be compiled in a manner to  
323 ensure the confidentiality of all teacher and pupil identities.

324 N. Students enrolled in a public school on a less than full-time basis shall be counted in ADM in  
325 the relevant school division. Students who are either (i) enrolled in a nonpublic school or (ii) receiving  
326 home instruction pursuant to § 22.1-254.1, and who are enrolled in public school on a less than full-time  
327 basis in any mathematics, science, English, history, social science, career and technical education, fine  
328 arts, foreign language, or health education or physical education course shall be counted in the ADM in  
329 the relevant school division on a pro rata basis as provided in the appropriation act. Each such course  
330 enrollment by such students shall be counted as 0.25 in the ADM; however, no such nonpublic or home  
331 school student shall be counted as more than one-half a student for purposes of such pro rata calculation.  
332 Such calculation shall not include enrollments of such students in any other public school courses.

333 O. Each school board shall provide at least three specialized student support positions per 1,000  
334 students. For purposes of this subsection, specialized student support positions include school social  
335 workers, school psychologists, school nurses, licensed behavior analysts, licensed assistant behavior  
336 analysts, and other licensed health and behavioral positions, which may either be employed by the school  
337 board or provided through contracted services.

338 In order to fill vacant school psychologist positions, any local school board may employ, under a  
339 provisional license issued by the Department for three school years with an allowance for an additional  
340 two-year extension with the approval of the division superintendent, clinical psychologists licensed by the  
341 Board of Psychology, provided that any such individual makes progress toward completing the  
342 requirements for full licensure as a school psychologist during such period of employment.

343 P. Each local school board shall provide those support services that are necessary for the efficient  
344 and cost-effective operation and maintenance of its public schools.

345 For the purposes of this title, unless the context otherwise requires, "support services positions"  
346 shall include the following:

347 1. Executive policy and leadership positions, including school board members, superintendents  
348 and assistant superintendents;

- 349           2. Fiscal and human resources positions, including fiscal and audit operations;
- 350           3. Student support positions, including (i) social work administrative positions not included in  
351 subsection O; (ii) school counselor administrative positions not included in subdivision H 4; (iii)  
352 homebound administrative positions supporting instruction; (iv) attendance support positions related to  
353 truancy and dropout prevention; and (v) health and behavioral administrative positions not included in  
354 subsection O;
- 355           4. Instructional personnel support, including professional development positions and library and  
356 media positions not included in subdivision H 3;
- 357           5. Technology professional positions not included in subsection J;
- 358           6. Operation and maintenance positions, including facilities; pupil transportation positions;  
359 operation and maintenance professional and service positions; and security service, trade, and laborer  
360 positions;
- 361           7. Technical and clerical positions for fiscal and human resources, student support, instructional  
362 personnel support, operation and maintenance, administration, and technology; and
- 363           8. School-based clerical personnel in elementary schools; part-time to 299 students, one full-time  
364 at 300 students; clerical personnel in middle schools; one full-time and one additional full-time for each  
365 600 students beyond 200 students and one full-time for the library at 750 students; clerical personnel in  
366 high schools; one full-time and one additional full-time for each 600 students beyond 200 students and  
367 one full-time for the library at 750 students. Local school divisions that employ a sufficient number of  
368 school-based clerical personnel to meet this staffing requirement may assign the clerical personnel to  
369 schools within the division according to the area of greatest need, regardless of whether such schools are  
370 elementary, middle, or secondary.
- 371           Pursuant to the appropriation act, support services shall be funded from basic school aid.
- 372           School divisions may use the state and local funds for support services to provide additional  
373 instructional services.

374 Q. Notwithstanding the provisions of this section, when determining the assignment of  
375 instructional and other licensed personnel in subsections C through J, a local school board shall not be  
376 required to include full-time students of approved virtual school programs.

377 R. Each local school board shall employ at least one full-time equivalent special education parent  
378 engagement specialist. The special education parent engagement specialist shall serve as a resource to  
379 parents to understand and engage in (i) the referral, evaluation, reevaluation, and eligibility process if they  
380 suspect that their child has a disability and (ii) the IEP process and shall work in collaboration with the  
381 special education family support centers established pursuant to § 22.1-214.6.

382 **§ 22.1-253.13:4. Standard 4. Student achievement and graduation requirements.**

383 A. Each local school board shall award diplomas to all secondary school students, including  
384 students who transfer from nonpublic schools or from home instruction, who meet the requirements  
385 prescribed by the Board and meet such other requirements as may be prescribed by the local school board  
386 and approved by the Board. Provisions shall be made to facilitate the transfer and appropriate grade  
387 placement of students from other public secondary schools, from nonpublic schools, or from home  
388 instruction as outlined in the standards for accreditation. The standards for accreditation shall include  
389 provisions relating to the completion of graduation requirements through Virtual Virginia. Further,  
390 reasonable accommodation to meet the requirements for diplomas shall be provided for otherwise  
391 qualified students with disabilities as needed.

392 In addition, each local school board may devise, vis-a-vis the award of diplomas to secondary  
393 school students, a mechanism for calculating class rankings that takes into consideration whether the  
394 student has taken a required class more than one time and has had any prior earned grade for such required  
395 class expunged.

396 Each local school board shall notify the parents of rising eleventh and twelfth grade students of (i)  
397 the requirements for graduation pursuant to the standards for accreditation and (ii) the requirements that  
398 have yet to be completed by the individual student.

399 B. Students identified as disabled who ~~complete~~:

400 1. Complete alternative requirements, in the form of credit accommodations specified in their  
401 individualized education programs, to earn required standard and verified credits shall be awarded  
402 standard diplomas by local school boards. Such credit accommodations may include (i) approval of  
403 alternative courses to meet standard credit requirements, (ii) modifications to the requirements for local  
404 school divisions to award locally awarded verified credits, (iii) approval of additional tests to earn verified  
405 credits, (iv) adjusted cut scores required to earn verified credits, (v) allowance of work-based learning  
406 experiences, and (vi) special permission credit accommodations for locally awarded verified credits; and

407 2. Complete the requirements of their individualized education programs and meet certain  
408 requirements prescribed by the Board pursuant to regulations but do not meet the requirements for any  
409 named diploma shall be awarded Applied Studies diplomas by local school boards. The Board shall  
410 develop and implement statewide requirements for earning an Applied Studies diploma for  
411 implementation at the beginning of the 2022-2023 school year.

412 ~~Each local school board shall notify the parent of such students with disabilities who have an~~  
413 ~~individualized education program and who fail to meet the graduation requirements of the student's right~~  
414 ~~to a free and appropriate education to age 21, inclusive, pursuant to Article 2 (§ 22.1-213 et seq.) of~~  
415 ~~Chapter 13.~~

416 The Department shall develop guidance, in multiple languages, for students and parents (i)  
417 informing them of the alternative path to earn a standard diploma through credit accommodations,  
418 including special permission credit accommodations for locally awarded verified credits; (ii) conveying  
419 ~~(i)~~ (a) the limitations of the applied studies diploma, (b) key curriculum and testing decisions that  
420 reduce the likelihood that a student will be able to obtain a standard diploma, and (c) a statement that  
421 the pursuit of an applied studies diploma may preclude a student's ability to pursue a standard diploma;  
422 and (iii) supporting them to discuss these diploma options at the student's individualized education  
423 program meetings.

424 Each local school board shall develop a process for awarding locally verified credits to students  
425 with disabilities, require individualized education program teams to consider credit accommodations,  
426 including locally awarded verified credits, for students with disabilities to enable them to earn a standard



427 diploma, and provide guidance from the Department to parents of students with disabilities regarding the  
428 availability of credit accommodations to earn a standard diploma and the limitations of the Applied Studies  
429 diploma and its limitations at a student's annual individualized education program meeting corresponding  
430 to grades three through 12 when curriculum or statewide assessment decisions are being made that impact  
431 the type of diploma for which the student can qualify.

432 Each local school board shall notify the parent of such students with disabilities who have an  
433 individualized education program and who fail to meet the graduation requirements of the student's right  
434 to a free and appropriate education to age 21, inclusive, pursuant to Article 2 (§ 22.1-213 et seq.) of  
435 Chapter 13.

436 C. Students who have completed a prescribed course of study as defined by the local school board  
437 shall be awarded certificates of program completion by local school boards if they are not eligible to  
438 receive a Board-approved diploma.

439 Each local school board shall provide notification of the right to a free public education for students  
440 who have not reached 20 years of age on or before August 1 of the school year, pursuant to Chapter 1 (§  
441 22.1-1 et seq.), to the parent of students who fail to graduate or who have failed to achieve graduation  
442 requirements as provided in the standards for accreditation. If such student who does not graduate or  
443 complete such requirements is a student for whom English is a second language, the local school board  
444 shall notify the parent of the student's opportunity for a free public education in accordance with § 22.1-  
445 5.

446 D. In establishing graduation requirements, the Board shall:

447 1. Develop and implement, in consultation with stakeholders representing elementary and  
448 secondary education, higher education, and business and industry in the Commonwealth and including  
449 parents, policymakers, and community leaders in the Commonwealth, a Profile of a Virginia Graduate  
450 that identifies the knowledge and skills that students should attain during high school in order to be  
451 successful contributors to the economy of the Commonwealth, giving due consideration to critical  
452 thinking, creative thinking, collaboration, communication, and citizenship.

453 2. Emphasize the development of core skill sets in the early years of high school.

454           3. Establish multiple paths toward college and career readiness for students to follow in the later  
455 years of high school. Each such pathway shall include opportunities for internships, externships, and  
456 credentialing.

457           4. Provide for the selection of integrated learning courses meeting the Standards of Learning and  
458 approved by the Board to satisfy graduation requirements, which shall include Standards of Learning  
459 testing, as necessary.

460           5. Require students to complete at least one course in fine or performing arts or career and technical  
461 education, one course in United States and Virginia history, and two sequential elective courses chosen  
462 from a concentration of courses selected from a variety of options that may be planned to ensure the  
463 completion of a focused sequence of elective courses that provides a foundation for further education or  
464 training or preparation for employment.

465           6. Require that students (i) complete an Advanced Placement, honors, International Baccalaureate,  
466 or dual enrollment course; (ii) complete a high-quality work-based learning experience, as defined by the  
467 Board; or (iii) earn a career and technical education credential that has been approved by the Board, except  
468 when a career and technical education credential in a particular subject area is not readily available or  
469 appropriate or does not adequately measure student competency, in which case the student shall receive  
470 satisfactory competency-based instruction in the subject area to earn credit. The career and technical  
471 education credential, when required, could include the successful completion of an industry certification,  
472 a state licensure examination, a national occupational competency assessment, the Armed Services  
473 Vocational Aptitude Battery, or the Virginia workplace readiness skills assessment. The Department shall  
474 develop, maintain, and make available to each local school board a catalogue of the testing  
475 accommodations available to English language learners for each such certification, examination,  
476 assessment, and battery. Each local school board shall develop and implement policies to require each  
477 high school principal or his designee to notify each English language learner of the availability of such  
478 testing accommodations prior to the student's participation in any such certification, examination,  
479 assessment, or battery.

480           7. Require students to be trained in emergency first aid, cardiopulmonary resuscitation, and the  
481 use of automated external defibrillators, including hands-on practice of the skills necessary to perform  
482 cardiopulmonary resuscitation.

483           8. Make provision in its regulations for students with disabilities to earn a diploma.

484           9. Require students to complete one virtual course, which may be a noncredit-bearing course.

485           10. Provide that students who complete elective classes into which the Standards of Learning for  
486 any required course have been integrated and achieve a passing score on the relevant Standards of  
487 Learning test for the relevant required course receive credit for such elective class.

488           11. Establish a procedure to facilitate the acceleration of students that allows qualified students,  
489 with the recommendation of the division superintendent, without completing the 140-hour class, to obtain  
490 credit for such class upon demonstrating mastery of the course content and objectives and receiving a  
491 passing score on the relevant Standards of Learning assessment. Nothing in this section shall preclude  
492 relevant school division personnel from enforcing compulsory attendance in public schools.

493           12. Provide for the award of credit for passing scores on industry certifications, state licensure  
494 examinations, and national occupational competency assessments approved by the Board.

495           School boards shall report annually to the Board the number of Board-approved industry  
496 certifications obtained, state licensure examinations passed, national occupational competency  
497 assessments passed, Armed Services Vocational Aptitude Battery assessments passed, and Virginia  
498 workplace readiness skills assessments passed, and the number of career and technical education  
499 completers who graduated. These numbers shall be reported as separate categories on the School  
500 Performance Report Card.

501           For the purposes of this subdivision, "career and technical education completer" means a student  
502 who has met the requirements for a career and technical concentration or specialization and all  
503 requirements for high school graduation or an approved alternative education program.

504           In addition, the Board may:

505 a. For the purpose of awarding credit, approve the use of additional or substitute tests for the  
506 correlated Standards of Learning assessment, such as academic achievement tests, industry certifications,  
507 or state licensure examinations; and

508 b. Permit students completing career and technical education programs designed to enable such  
509 students to pass such industry certification examinations or state licensure examinations to be awarded,  
510 upon obtaining satisfactory scores on such industry certification or licensure examinations, appropriate  
511 credit for one or more career and technical education classes into which relevant Standards of Learning  
512 for various classes taught at the same level have been integrated. Such industry certification and state  
513 licensure examinations may cover relevant Standards of Learning for various required classes and may,  
514 at the discretion of the Board, address some Standards of Learning for several required classes.

515 13. Provide for the waiver of certain graduation requirements and the subsequent award of a high  
516 school diploma (i) upon the Board's initiative, (ii) at the request of a local school board, or (iii) upon the  
517 request of the parent of any high school senior who died in good standing prior to graduation during the  
518 student's senior year. Such waivers shall be granted only for good cause and shall be considered on a case-  
519 by-case basis.

520 14. Consider all computer science course credits earned by students to be science course credits,  
521 mathematics course credits, or career and technical education credits. The Board shall develop guidelines  
522 addressing how computer science courses can satisfy graduation requirements.

523 15. Permit local school divisions to waive the requirement for students to receive 140 clock hours  
524 of instruction upon providing the Board with satisfactory proof, based on Board guidelines, that the  
525 students for whom such requirements are waived have learned the content and skills included in the  
526 relevant Standards of Learning.

527 16. Provide for the award of verified units of credit for a satisfactory score, as determined by the  
528 Board, on the Preliminary ACT (PreACT) or Preliminary SAT/National Merit Scholarship Qualifying  
529 Test (PSAT/NMSQT) examination.

530 17. Permit students to exceed a full course load in order to participate in courses offered by an  
531 institution of higher education that lead to a degree, certificate, or credential at such institution.

532 18. Permit local school divisions to waive the requirement for students to receive 140 clock hours  
533 of instruction after the student has completed the course curriculum and relevant Standards of Learning  
534 end-of-course assessment, or Board-approved substitute, provided that such student subsequently receives  
535 instruction, coursework, or study toward an industry certification approved by the local school board.

536 19. Permit any English language learner who previously earned a sufficient score on an Advanced  
537 Placement or International Baccalaureate foreign language examination or an SAT II Subject Test in a  
538 foreign language to substitute computer coding course credit for any foreign language course credit  
539 required to graduate, except in cases in which such foreign language course credit is required to earn an  
540 advanced diploma offered by a nationally recognized provider of college-level courses.

541 20. Permit a student who is pursuing an advanced diploma and whose individualized education  
542 program specifies a credit accommodation for world language to substitute two standard units of credit in  
543 computer science for two standard units of credit in a world language. For any student that elects to  
544 substitute a credit in computer science for credit in world language, his or her school counselor must  
545 provide notice to the student and parent or guardian of possible impacts related to college entrance  
546 requirements.

547 E. In the exercise of its authority to recognize exemplary performance by providing for diploma  
548 seals:

549 1. The Board shall develop criteria for recognizing exemplary performance in career and technical  
550 education programs by students who have completed the requirements for a Board of Education-approved  
551 diploma and shall award seals on the diplomas of students meeting such criteria.

552 2. The Board shall establish criteria for awarding a diploma seal for science, technology,  
553 engineering, and mathematics (STEM) for the Board-approved diplomas. The Board shall consider  
554 including criteria for (i) relevant coursework; (ii) technical writing, reading, and oral communication  
555 skills; (iii) relevant training; and (iv) industry, professional, and trade association national certifications.

556 3. The Board shall establish criteria for awarding a diploma seal for excellence in civics education  
557 and understanding of our state and federal constitutions and the democratic model of government for the  
558 Board-approved diplomas. The Board shall consider including criteria for (i) successful completion of

559 history, government, and civics courses, including courses that incorporate character education; (ii)  
560 voluntary participation in community service or extracurricular activities that includes the types of  
561 activities that shall qualify as community service and the number of hours required; and (iii) related  
562 requirements as it deems appropriate.

563 4. The Board shall establish criteria for awarding a diploma seal of biliteracy to any student who  
564 demonstrates proficiency in English and at least one other language for the Board-approved diplomas. The  
565 Board shall consider criteria including the student's (i) score on a College Board Advanced Placement  
566 foreign language examination, (ii) score on an SAT II Subject Test in a foreign language, (iii) proficiency  
567 level on an ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) measure or  
568 another nationally or internationally recognized language proficiency test, or (iv) cumulative grade point  
569 average in a sequence of foreign language courses approved by the Board.

570 F. The Board shall establish, by regulation, requirements for the award of a general achievement  
571 adult high school diploma for those persons who are not subject to the compulsory school attendance  
572 requirements of § 22.1-254 and have (i) achieved a passing score on a high school equivalency  
573 examination approved by the Board; (ii) successfully completed an education and training program  
574 designated by the Board; (iii) earned a Board-approved career and technical education credential such as  
575 the successful completion of an industry certification, a state licensure examination, a national  
576 occupational competency assessment, the Armed Services Vocational Aptitude Battery, or the Virginia  
577 workplace readiness skills assessment; and (iv) satisfied other requirements as may be established by the  
578 Board for the award of such diploma.

579 G. To ensure the uniform assessment of high school graduation rates, the Board shall collect,  
580 analyze, report, and make available to the public high school graduation and dropout data using a formula  
581 prescribed by the Board.

582 H. The Board shall also collect, analyze, report, and make available to the public high school  
583 graduation and dropout data using a formula that excludes any student who fails to graduate because such  
584 student is in the custody of the Department of Corrections, the Department of Juvenile Justice, or local

585 law enforcement. For the purposes of the Standards of Accreditation, the Board shall use the graduation  
586 rate required by this subsection.

587 I. The Board may promulgate such regulations as may be necessary and appropriate for the  
588 collection, analysis, and reporting of such data required by subsections G and H.

589 § 22.1-253.13:5. (For effective date, see 2022 Acts, cc. 549 and 550, cl. 2) **Standard 5. Quality**  
590 **of classroom instruction and educational leadership.**

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

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

601 C. The Board shall provide guidance on high-quality professional development for (i) teachers,  
602 principals, supervisors, division superintendents, and other school staff; (ii) principals, supervisors, and  
603 division superintendents in the evaluation and documentation of teacher and principal performance based  
604 on student academic progress and the skills and knowledge of such instructional or administrative  
605 personnel; (iii) school board members on personnel, curriculum and current issues in education; (iv)  
606 teachers of the blind and visually impaired, in cooperation with the Virginia Department for the Blind and  
607 Vision Impaired, in Braille; (v) any individual with an endorsement in early/primary education preschool  
608 through grade three, elementary education preschool through grade six, special education general  
609 curriculum kindergarten through grade 12, special education deaf and hard of hearing preschool through  
610 grade 12, special education blindness/visual impairments preschool through grade 12, or English as a  
611 second language preschool through grade 12, or as a reading specialist that builds proficiency in science-

612 based reading research and evidence-based literacy instruction; (vi) each teacher with an endorsement in  
613 middle education grades six through eight who teaches English that builds proficiency in evidence-based  
614 literacy instruction and science-based reading research; ~~and~~ (vii) each middle school principal and teacher  
615 with an endorsement in middle education grades six through eight who teaches mathematics, science, or  
616 history and social science that builds an awareness of evidence-based literacy instruction and science-  
617 based reading research; (viii) each teacher with a provisional general education or special education  
618 license or an endorsement in early/primary education preschool through grade three, elementary education  
619 preschool through grade six, middle education grades six through eight, and secondary education grades  
620 six through 12; each principal with an endorsement in administration and supervision preschool through  
621 grade 12; and each teacher's aide or other paraprofessional that builds proficiency in instructional practices  
622 to support specially designed instruction in inclusive settings; and (ix) each teacher with a provisional  
623 special education license or an endorsement in special education general curriculum preschool through  
624 grade 12, special education deaf and hard of hearing preschool through grade 12, or special education  
625 blindness and visual impairments preschool through grade 12 that builds proficiency in implementing the  
626 Virginia IEP established pursuant to subdivision 11 of § 22.1-214.4 and the referral, evaluation,  
627 reevaluation, and eligibility forms and worksheets referenced in subdivision 6 of § 22.1-214.4.

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

631         The Department shall provide technical assistance, including literacy coaching, to local school  
632 divisions to provide professional development in science-based reading research and evidence-based  
633 literacy instruction for students in kindergarten through grade eight. The Department shall also create a  
634 list of professional development programs aligned with science-based reading research and evidence-  
635 based literacy instruction that includes programs that provide training in dyslexia for reading specialists  
636 as required by subsection G of § 22.1-253.13:2. The list shall be approved by the Board. The Department  
637 shall provide resources to local school divisions to ensure that each division is able to provide professional  
638 development to teachers and reading specialists listed in subdivision E 2 in one of the programs



639 enumerated in the list approved by the Board pursuant to this subdivision and that such professional  
640 development is provided at no cost to the teachers and reading specialists.

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

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

655 E. Each local school board shall provide a program of high-quality professional development (i)  
656 in the use and documentation of performance standards and evaluation criteria based on student academic  
657 progress and skills for teachers, principals, and superintendents to clarify roles and performance  
658 expectations and to facilitate the successful implementation of instructional programs that promote student  
659 achievement at the school and classroom levels; (ii) as part of the license renewal process, to assist teachers  
660 and principals in acquiring the skills needed to work with gifted students, students with disabilities, and  
661 students who have been identified as having limited English proficiency and to increase student  
662 achievement and expand the knowledge and skills students require to meet the standards for academic  
663 performance set by the Board; (iii) in educational technology for all instructional personnel which is  
664 designed to facilitate integration of computer skills and related technology into the curricula; and (iv) for  
665 principals and supervisors designed to increase proficiency in instructional leadership and management,

666 including training in the evaluation and documentation of teacher and principal performance based on  
667 student academic progress and the skills and knowledge of such instructional or administrative personnel.

668 In addition, each local school board shall provide:

669 1. Teachers and principals with high-quality professional development programs each year in ~~(a)~~  
670 (i) instructional content; ~~(b)~~ (ii) the preparation of tests and other assessment measures; ~~(c)~~ (iii) methods  
671 for assessing the progress of individual students, including Standards of Learning assessment materials or  
672 other criterion-referenced tests that match locally developed objectives; ~~(d)~~ (iv) instruction and  
673 remediation techniques in English, mathematics, science, and history and social science; ~~(e)~~ (v)  
674 interpreting test data for instructional purposes; ~~(f)~~ (vi) technology applications to implement the  
675 Standards of Learning; and ~~(g)~~ (vii) effective classroom management;

676 2. High-quality professional development and training in science-based reading research and  
677 evidence-based literacy instruction, from the list developed and the resources provided by the Department  
678 pursuant to subsection C or an alternative program that consists of evidence-based literacy instruction and  
679 aligns with science-based reading research approved by the Department, for each elementary school  
680 principal and each teacher with an endorsement in early/primary education preschool through grade three,  
681 elementary education preschool through grade six, special education general curriculum kindergarten  
682 through grade 12, special education deaf and hard of hearing preschool through grade 12, special education  
683 blindness/visual impairments preschool through grade 12, or English as a second language preschool  
684 through grade 12, or as a reading specialist that builds proficiency in evidence-based literacy instruction  
685 and science-based reading research in order to aid in the licensure renewal process for such individuals;  
686 ~~and~~

687 3. High-quality professional development and training in science-based reading research and  
688 evidence-based literacy instruction, from the list developed and the resources provided by the Department  
689 pursuant to subsection C, or an alternative program that consists of evidence-based literacy instruction  
690 and aligns with science-based reading research approved by the Department, for (i) each teacher with an  
691 endorsement in middle education grades six through eight who teaches English that builds proficiency in  
692 evidence-based literacy instruction and science-based reading research and (ii) each middle school

693 principal and teacher with an endorsement in middle education grades six through eight who teaches  
694 mathematics, science, or history and social science that builds an awareness of evidence-based literacy  
695 instruction and science-based reading research;

696 4. High-quality professional development in implementing the Virginia IEP established pursuant  
697 to subdivision 11 of § 22.1-214.4 and the referral, evaluation, reevaluation, and eligibility forms and  
698 worksheets referenced in subdivision 6 of § 22.1-214.4 for each teacher with a provisional special  
699 education license or an endorsement in special education general curriculum kindergarten through grade  
700 12, special education deaf and hard of hearing preschool through grade 12, and special education blindness  
701 and visual impairments preschool through grade 12; and

702 5. High-quality professional development in instructional practices to support specially designed  
703 instruction in inclusive settings for each teacher with a provisional general education license or an  
704 endorsement in early/primary education preschool through grade three, elementary education preschool  
705 through grade six, and secondary education grades six through 12; each principal with an endorsement in  
706 administration and supervision preschool through grade 12; each teacher's aide or other paraprofessional;  
707 and any teacher with a provisional special education license for whom the school board determines there  
708 is a need for such professional development.

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

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

716 **§ 22.1-289. Transfer and management of scholastic records; disclosure of information in**  
717 **court notices; penalty.**

718 A. As used in this section:

719 "Scholastic record" means those records that are directly related to a student and are maintained  
720 by an educational agency or institution or by a party acting for the agency or institution. These include,  
721 but are not limited to, documentation pertinent to the educational growth and development of students as  
722 they progress through school, student disciplinary records, achievement and test data, cumulative health  
723 records, reports of assessments for eligibility for special education services, and Individualized Education  
724 Programs. Such records may be recorded in any way, including, but not limited to, handwriting, print,  
725 computer media, video or audio tape, film, microfilm, and microfiche.

726 A notice of adjudication or conviction received by a superintendent relating to an incident which  
727 did not occur on school property or during a school-sponsored activity shall not be a part of a student's  
728 scholastic record.

729 The term "scholastic record" also shall not include records of instructional, supervisory,  
730 administrative, and ancillary educational personnel that are kept in the sole possession of the maker of the  
731 record and are not accessible or revealed to any other person except a temporary substitute for the maker  
732 of the record.

733 B. Whenever a pupil transfers from one school division to another, the scholastic record or a copy  
734 of the scholastic record shall be transferred to the school division to which the pupil transfers upon request  
735 from such school division. Permission of the parent, guardian, or other person having control or charge of  
736 the student shall not be required for transfer of such scholastic record to another school or school division  
737 within or outside the Commonwealth.

738 C. Any notice of disposition received pursuant to § 16.1-305.1 shall not be retained after the  
739 student has been awarded a diploma or a certificate as provided in § 22.1-253.13:4.

740 D. Every student's scholastic record shall be available to the student and his parent, guardian, or  
741 other person having control or charge of the student for inspection during the regular school day.  
742 Permission of the parent, guardian, or other person having control or charge of the student, or of a student  
743 who is 18 years of age or older, shall not be required for transfer of such scholastic record to another  
744 school or school division within or without this Commonwealth.

745 Consistent with federal law and regulation, each school shall annually notify parents of students  
746 currently enrolled and in attendance of their rights under the federal Family Educational Rights and  
747 Privacy Act (20 U.S.C. § 1232g) and related regulations.

748 A school responding to a request for the transfer of the scholastic record from another school  
749 division need not provide written notice of the transfer of the record, including the identity of the requester,  
750 to the parent, guardian, or other person having control or charge of the student, or to a student who is 18  
751 years of age or older, if the school has previously included in the annual notice required by this subsection  
752 a statement that it forwards such records to such requesting school divisions.

753 E. Whenever the division superintendent is notified by the Department of Juvenile Justice,  
754 pursuant to § 16.1-287, or by a school division employee responsible for education programs in a local  
755 jail or a detention center, that a pupil who last attended a school within the school division is a pupil in a  
756 school of a juvenile correctional center of the Department of Juvenile Justice, or a pupil in an educational  
757 program in a local jail or detention center, the school division superintendent or his designee shall transfer  
758 the scholastic record of such pupil to the designated juvenile correctional center or local jail or a detention  
759 center, as the case may be, within five work days. The Department of Juvenile Justice shall transfer the  
760 scholastic record of a student who has been discharged from a juvenile correctional center to the relevant  
761 school division within five work days of the student's discharge.

762 The Board of Education shall adopt regulations concerning the transfer and management of  
763 scholastic records from one school division to another, to the learning centers of the Department of  
764 Juvenile Justice, and to educational programs in local jails and detention centers.

765 Upon receiving notice of a foster care placement of a student across jurisdictional lines, the sending  
766 school division and the receiving school division, as such school divisions are defined in subsection D of  
767 § 22.1-3.4, shall expedite the transfer of the scholastic record of the student.

768 F. The division superintendent or his designee shall notify the local police or sheriff's department  
769 for investigation as a possible missing child of any enrolled pupil whose scholastic record he is unable to  
770 obtain within 60 days or sooner, if the division superintendent or his designee has reason to suspect that  
771 the pupil is a missing child.

772 G. Superintendents and their designees shall be immune from any civil or criminal liability in  
773 connection with any notice to a police or sheriff's department of a pupil lacking a scholastic record or  
774 failure to give such notice as required by this section.

775 H. Except as provided in §§ 16.1-309 and 22.1-287 and this section, a superintendent or his  
776 designee, or other school personnel who unlawfully discloses information obtained pursuant to § 16.1-  
777 305.1 shall be guilty of a Class 3 misdemeanor.

778 I. After a child with a disability, as defined in § 22.1-213, graduates from, ages out of, or otherwise  
779 leaves any public elementary or secondary school in the Commonwealth, such school shall retain the  
780 special education records of such child for at least seven years. Each such school shall notify the parents  
781 of each such child of the opportunity to obtain such records during such retention period.

782 **§ 23.1-902.1. (For effective date, see 2022 Acts, cc. 549 and 550, cl. 2) Education preparation**  
783 **programs; coursework; audit.**

784 A. As used in this section,:

785 "~~evidence-based~~ Evidence-based literacy instruction" and "science-based reading research" have  
786 the same meanings as provided in § 22.1-1.

787 "Instructional practices to support specially designed instruction in inclusive settings" has the same  
788 meaning as provided in § 22.1-213.

789 B. Each education preparation program offered by a public institution of higher education or  
790 private institution of higher education or alternative certification program that provides training for any  
791 student seeking initial licensure by the Board of Education or a certificate or microcredential in early  
792 literacy or literacy coaching shall:

793 1. Include a program of coursework and require all such students to demonstrate mastery in  
794 science-based reading research and evidence-based literacy instruction. Each such program of coursework  
795 and the student mastery required to be demonstrated therein shall be consistent with definitions and  
796 expectations established by the Board of Education and the Department of Education after consultation  
797 with a commission consisting of independent literacy experts and stakeholders with knowledge of science-  
798 based reading research and evidence-based literacy instruction that has reviewed the requirements

799 established in subdivision 6 of 8VAC20-23-130, subdivision 6 of 8VAC20-23-190, subdivision 2 a of  
800 8VAC20-23-350, 8VAC20-23-510 through 8VAC20-23-580, and 8VAC20-23-660; and

801 2. For any such student seeking initial licensure by the Board of Education as a teacher with an  
802 endorsement in early childhood, elementary education, or special education or with an endorsement as a  
803 reading specialist, ensure that reading coursework and field practice opportunities are a significant focus  
804 of the education preparation program.

805 C. Each education preparation program offered by a public institution of higher education or  
806 private institution of higher education or alternative certification program that provides training for any  
807 student seeking initial licensure by the Board of Education with an endorsement in early/primary  
808 education preschool through grade three, elementary education preschool through grade six, middle  
809 education grades six through eight, and secondary education grades six through 12 shall:

810 1. Include a program of coursework and require all such students to demonstrate mastery in  
811 instructional practices to support specially designed instruction in inclusive settings. Each such program  
812 of coursework and the student mastery required to be demonstrated therein shall be consistent with  
813 definitions and expectations established by the Board of Education and the Department of Education after  
814 consultation with a commission consisting of independent special education experts and stakeholders that  
815 has reviewed the requirements established in 8VAC20-23-510 through 8VAC20-23-580; and

816 2. For any such student seeking initial licensure by the Board of Education as a teacher with an  
817 endorsement in early/primary, elementary, or secondary education, ensure that coursework and, as  
818 available, field practice opportunities that build knowledge of instructional practices to support specially  
819 designed instruction in inclusive settings are a significant focus of the education preparation program.

820 D. The Department of Education shall audit at least once every seven years each education  
821 preparation program, in alignment with each program's accreditation cycle, for compliance with the  
822 requirements set forth in subsection B.

823 ~~D.~~ E. Each education preparation program offered by a public institution of higher education or  
824 private institution of higher education that leads to a degree, concentration, endorsement, or certificate for  
825 reading specialists shall include a program of coursework and other training in the identification of and

826 the appropriate interventions, accommodations, and teaching techniques for students with dyslexia or a  
827 related disorder. Such program shall (i) include coursework in the constructs and pedagogy underlying  
828 remediation of reading, spelling, and writing and (ii) require reading specialists to demonstrate mastery of  
829 science-based reading research and evidence-based literacy instruction, including appropriate application  
830 of instructional supports and services and reading literacy interventions to ensure reading proficiency.

831 **2. That the Department of Education shall amend its guidelines, Management of the Student's  
832 Scholastic Record in the Public Schools of Virginia, in accordance with the provisions of § 22.1-289  
833 of the Code of Virginia, as amended by this act.**

834 **3. That The Library of Virginia shall amend its Records Retention and Disposition Schedule,  
835 General Schedule No. GS-21, County and Municipal Governments, Public School in accordance  
836 with the provisions of § 22.1-289 of the Code of Virginia, as amended by this act.**

837 **4. That the Department of Education (the Department) shall fully establish and implement the  
838 Virginia IEP as required pursuant to subdivision 11 of § 22.1-214.4 of the Code of Virginia, as  
839 amended by this act, upon the expiration of its contract with the current individualized education  
840 program (IEP) data system vendor. The Department shall certify in writing to the Virginia Code  
841 Commission established pursuant to Chapter 15 (§ 30-145 et seq.) of Title 30 of the Code of Virginia  
842 the date on which it meets such requirement. The provisions of subdivision 2 of § 22.1-214.5 of the  
843 Code of Virginia, as created by this act, shall become effective beginning with the first annual IEP  
844 meeting for each relevant student following such certified date. In the intervening period before  
845 such certified date, (i) the Department shall take all reasonable steps to assist school boards to plan  
846 for full implementation of the Virginia IEP, including providing timely and regular guidance on the  
847 utilization of the Virginia IEP and high-quality professional development as required pursuant to  
848 subdivision 11 of § 22.1-214.4 of the Code of Virginia, as amended by this act, and subsection C of  
849 § 22.1-253.13:5 of the Code of Virginia, as amended by this act; (ii) the Department shall annually  
850 no later than November 1 submit to the Chairmen of the House Committee on Appropriations, the  
851 House Committee on Education, the Senate Committee on Education and Health, and the Senate  
852 Committee on Finance and Appropriations, a comprehensive report on its progress toward fully**



853 implementing the Virginia IEP, including an analysis of state and local costs; a detailed timeline for  
854 optimal local implementation; an explanation of any unforeseen circumstances that could  
855 necessitate a delay in full implementation; a report on the relevant activities, findings, and  
856 recommendations of the advisory committee established pursuant to the ninth enactment of this act;  
857 and any other data or information that the Department deems relevant or useful; and (iii) the Board  
858 of Education shall review and consider an update to its regulations, including 8VAC20-81-110, to  
859 include parent and student input as required content in an IEP for all relevant students, define  
860 "short-term objectives" for the purpose of IEP content, and include, as appropriate, short-term  
861 objectives derived from measurable goals as required content in an IEP for all relevant students.

862 5. That during the fiscal year beginning July 1, 2024, the Department of Education shall develop  
863 high-quality professional development to support the implementation of referral, evaluation,  
864 reevaluation, and eligibility guidance, forms, and worksheets; the effective utilization of the Virginia  
865 IEP; and the implementation of instructional practices to support the provision of specially designed  
866 instruction in inclusive settings as required pursuant to subdivisions 6 and 11 of § 22.1-214.4 of the  
867 Code of Virginia, as amended by this act, and subsection C of § 22.1-253.13:5 of the Code of Virginia,  
868 as amended by this act.

869 6. That during the fiscal year beginning July 1, 2025, each school board shall fully implement the  
870 program of high-quality professional development in (i) implementing the Virginia IEP and  
871 referral, evaluation, reevaluation, and eligibility forms and worksheets for each teacher with a  
872 provisional special education license or an endorsement in special education general curriculum  
873 kindergarten through grade 12, special education deaf and hard of hearing preschool through grade  
874 12, and special education blindness and visual impairments preschool through grade 12 as required  
875 pursuant to subdivision E 4 of § 22.1-253.13:5 of the Code of Virginia, as amended by this act, and  
876 (ii) instructional practices to support specially designed instruction in inclusive settings for each  
877 principal with an endorsement in administration and supervision preschool through grade 12 as  
878 required pursuant to subdivision E 5 of § 22.1-253.13:5 of the Code of Virginia, as amended by this  
879 act.

880 7. That during the fiscal year beginning July 1, 2026, each school board shall fully implement the  
881 program of high-quality professional development in instructional practices to support specially  
882 designed instruction in inclusive settings for each teacher with a provisional general education  
883 license or an endorsement in early/primary education preschool through grade three, elementary  
884 education preschool through grade six, and secondary education grades six through 12; each  
885 teacher's aide or other paraprofessional; and any teacher with a provisional special education  
886 license for whom the school board determines there is a need for such professional development as  
887 required pursuant to subdivision E 5 of § 22.1-253.13:5 of the Code of Virginia, as amended by this  
888 act.

889 8. That the Department of Education (the Department) shall make the first annual public report as  
890 required pursuant to subdivision 11 of § 22.1-214.4 of the Code of Virginia, as amended by this act,  
891 by January 1, 2025. Upon the completion of the planned update of the School Quality Profiles system  
892 by the Department, the Department shall thereafter satisfy such annual reporting requirement by  
893 incorporating the necessary data into such system.

894 9. That there is hereby established an advisory committee within the Department of Education (the  
895 Department) to support the Department in the implementation of the requirements of this act. Such  
896 advisory committee shall consist of at least 26 members, including two legislative members and at  
897 least 24 nonlegislative citizen members, appointed as follows: (i) one member of the House of  
898 Delegates to be appointed by the Speaker of the House of Delegates, giving preference to a member  
899 with a child with a disability enrolled in a public elementary or secondary school in the  
900 Commonwealth; (ii) one member of the Senate of Virginia to be appointed by the Senate Committee  
901 on Rules, giving preference to a member with a child with a disability enrolled in a public  
902 elementary or secondary school in the Commonwealth; and (iii) at least 24 nonlegislative citizen  
903 members appointed by the Superintendent of Public Instruction (the Superintendent), including  
904 two parents of public school students with disabilities and two students with disabilities who  
905 represent a diverse array of school settings, including by grade level, region of the Commonwealth,  
906 disability, and Title I status; at least 15 school division staff who represent a similarly diverse array

907 of school settings and each of the eight Superintendent's regions and who include at least two  
908 division superintendents, special education administrators, principals, general education teachers,  
909 and special education teachers and at least one speech and language pathologist, physical therapist,  
910 occupational therapist, school counselor, and school psychologist. The Department shall work with  
911 such advisory committee to develop and implement a system for gathering public input on the  
912 implementation of this act.

913 10. That the Virginia Commission on Youth (the Commission) shall study and make  
914 recommendations on Virginia's special education dispute resolution system. In conducting such  
915 study, the Commission shall (i) consider the entire special education dispute resolution system in  
916 the Commonwealth, including the parent ombudsman for special education, mediation, complaints,  
917 and due process; (ii) review the effectiveness of such system in responding to the concerns of parents,  
918 analyze such system in comparison to best practices from other states, and make actionable  
919 recommendations for improvement, including regulatory, statutory, staffing, and budgetary  
920 modifications; and (iii) specifically review and make recommendations to improve the Department  
921 of Education's system for collecting, tracking, analyzing, and publicly reporting data on parent  
922 interactions with such system and the outcomes of such interactions. The Commission shall report  
923 its findings and recommendations to the General Assembly no later than November 1, 2025.

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