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**HOUSE BILL NO. 319**

Offered January 12, 2022

Prefiled January 11, 2022

A *BILL to amend and reenact §§ 22.1-1, 22.1-253.13:1, 22.1-253.13:2, 22.1-253.13:5, 22.1-253.13:6, 22.1-298.1, and 23.1-902.1 of the Code of Virginia, relating to early student literacy; evidence-based literacy instruction; science-based reading research.*

Patrons—Coyner, Bulova, Davis, VanValkenburg, Wampler, Adams, D.M., Austin, Avoli, Ballard, Bennett-Parker, Brewer, Byron, Campbell, J.L., Cherry, Cordoza, Delaney, Durant, Edmunds, Fowler, Glass, Greenhalgh, Hodges, Hope, Jenkins, Keam, Kilgore, Kory, LaRock, Leftwich, Maldonado, March, McGuire, McNamara, Morefield, Mullin, Murphy, O'Quinn, Orrock, Price, Ransone, Rasoul, Reid, Roem, Scott, P.A., Shin, Simon, Simonds, Subramanyam, Tata, Taylor, Wachsmann, Ward, Wiley, Willett, Williams, Wright and Wyatt; Senators: Dunnavant and McClellan

Referred to Committee on Education

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

**1. That §§ 22.1-1, 22.1-253.13:1, 22.1-253.13:2, 22.1-253.13:5, 22.1-253.13:6, 22.1-298.1, and 23.1-902.1 of the Code of Virginia are amended and reenacted as follows:**

**§ 22.1-1. Definitions.**

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

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

"Department" means the Department of Education.

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

"Elementary" includes kindergarten.

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

"Evidence-based literacy instruction" means structured instructional practices, including sequential, systematic, explicit, and cumulative teaching, that (i) are based on reliable, trustworthy, and valid evidence consistent with science-based reading research; (ii) are used in core or general instruction, supplemental instruction, intervention services, and intensive intervention services; (iii) have a demonstrated record of success in adequately increasing students' reading competency, vocabulary, oral language, and comprehension and in building mastery of the foundational reading skills of phonological and phonemic awareness, alphabetic principle, phonics, spelling, and text reading fluency; and (iv) are able to be differentiated in order to meet the individual needs of students.

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

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

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

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

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

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

"Superintendent" means the Superintendent of Public Instruction.

**§ 22.1-253.13:1. 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

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54 of (i) the appropriate working environment, benefits, and salaries necessary to ensure the availability of  
55 high-quality instructional personnel; (ii) the appropriate learning environment designed to promote  
56 student achievement; (iii) quality instruction that enables each student to become a productive and  
57 educated citizen of Virginia and the United States of America; and (iv) the adequate commitment of  
58 other resources. In keeping with this goal, the General Assembly shall provide for the support of public  
59 education as set forth in Article VIII, Section 1 of the Constitution of Virginia.

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

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

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

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

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

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

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

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

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

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

115 The Board shall establish content standards and curriculum guidelines for courses in career

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

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

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

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

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

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

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

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

D. Local school boards shall also implement the following:

- 177 1. Programs in grades K through three that emphasize developmentally appropriate learning to  
178 enhance success.
- 179 2. Programs based on prevention, intervention, or remediation designed to increase the number of  
180 students who earn a high school diploma and to prevent students from dropping out of school. Such  
181 programs shall include components that are research-based.
- 182 3. Career and technical education programs incorporated into the K through 12 curricula that include:
- 183 a. Knowledge of careers and all types of employment opportunities, including, but not limited to,  
184 apprenticeships, entrepreneurship and small business ownership, the military, and the teaching  
185 profession, and emphasize the advantages of completing school with marketable skills;
- 186 b. Career exploration opportunities in the middle school grades;
- 187 c. Competency-based career and technical education programs that integrate academic outcomes,  
188 career guidance, and job-seeking skills for all secondary students. Programs shall be based upon labor  
189 market needs and student interest. Career guidance shall include counseling about available employment  
190 opportunities and placement services for students exiting school. Each school board shall develop and  
191 implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be  
192 developed with the input of area business and industry representatives and local comprehensive  
193 community colleges and shall be submitted to the Superintendent of Public Instruction in accordance  
194 with the timelines established by federal law;
- 195 d. Annual notice on its website to enrolled high school students and their parents of (i) the  
196 availability of the postsecondary education and employment data published by the State Council of  
197 Higher Education on its website pursuant to § 23.1-204.1 and (ii) the opportunity for such students to  
198 obtain a nationally recognized career readiness certificate at a local public high school, comprehensive  
199 community college, or workforce center; and
- 200 e. As part of each student's academic and career plan, a list of (i) the top 100 professions in the  
201 Commonwealth by median pay and the education, training, and skills required for each such profession  
202 and (ii) the top 10 degree programs at institutions of higher education in the Commonwealth by median  
203 pay of program graduates. The Department of Education shall annually compile such lists and provide  
204 them to each local school board.
- 205 4. Educational objectives in middle and high school that emphasize economic education and financial  
206 literacy pursuant to § 22.1-200.03.
- 207 5. Early identification of students with disabilities and enrollment of such students in appropriate  
208 instructional programs consistent with state and federal law.
- 209 6. Early identification of gifted students and enrollment of such students in appropriately  
210 differentiated instructional programs.
- 211 7. Educational alternatives for students whose needs are not met in programs prescribed elsewhere in  
212 these standards. Such students shall be counted in average daily membership (ADM) in accordance with  
213 the regulations of the Board of Education.
- 214 8. Adult education programs for individuals functioning below the high school completion level.  
215 Such programs may be conducted by the school board as the primary agency or through a collaborative  
216 arrangement between the school board and other agencies.
- 217 9. A plan to make achievements for students who are educationally at risk a divisionwide priority  
218 that shall include procedures for measuring the progress of such students.
- 219 10. An agreement for postsecondary degree attainment with a comprehensive community college in  
220 the Commonwealth specifying the options for students to complete an associate degree or a one-year  
221 Uniform Certificate of General Studies from a comprehensive community college concurrent with a high  
222 school diploma. Such agreement shall specify the credit available for dual enrollment courses and  
223 Advanced Placement courses with qualifying exam scores of three or higher.
- 224 11. A plan to notify students and their parents of the availability of dual enrollment and advanced  
225 placement classes; career and technical education programs, including internships, externships,  
226 apprenticeships, credentialing programs, certification programs, licensure programs, and other work-based  
227 learning experiences; the International Baccalaureate Program and Academic Year Governor's School  
228 Programs; the qualifications for enrolling in such classes, programs, and experiences; and the availability  
229 of financial assistance to low-income and needy students to take the advanced placement and  
230 International Baccalaureate examinations. This plan shall include notification to students and parents of  
231 the agreement with a comprehensive community college in the Commonwealth to enable students to  
232 complete an associate degree or a one-year Uniform Certificate of General Studies concurrent with a  
233 high school diploma.
- 234 12. Identification of students with limited English proficiency and enrollment of such students in  
235 appropriate instructional programs, which programs may include dual language programs whereby such  
236 students receive instruction in English and in a second language.
- 237 13. Early identification, diagnosis, and assistance for students with reading and mathematics problems  
238 and provision of instructional strategies and reading and mathematics practices that benefit the

development of reading and mathematics skills for all students.

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

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

As used in this subdivision:

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

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

15. A program of physical activity available to all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and available to all students in grades six through 12 with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by the local school board. Each local school board shall implement such program during the regular school year.

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

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

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

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

300 give priority to those divisions demonstrating a less than 70 percent passing rate on the Standards of  
301 Learning assessments.

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

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

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

324 2. A reading specialist, in collaboration with the teacher of any student who receives reading  
325 intervention services pursuant to subdivision 1, shall develop, oversee implementation of, and monitor  
326 student progress on a student reading plan. The parent of each student who receives reading  
327 intervention services pursuant to subdivision 1 shall receive notice of and have the opportunity to  
328 participate in the development of the student reading plan. Each student reading plan (i) shall follow  
329 the Department template created pursuant to subdivision H 3; (ii) shall document such reading  
330 intervention services; (iii) shall include, at a minimum, (a) the student's specific, diagnosed reading skill  
331 deficiencies as determined or identified by diagnostic assessment data or the early literacy screener  
332 provided or approved by the Department; (b) the goals and benchmarks for student growth in reading;  
333 (c) a description of the specific measures that will be used to evaluate and monitor the student's reading  
334 progress; (d) the specific evidence-based literacy instruction that the student will receive; (e) the  
335 strategies, resources, and materials that will be provided to the student's parent to support the student  
336 to make reading progress; and (f) any additional services the teacher deems available and appropriate  
337 to accelerate the student's reading skill development; and (iv) may include the following services for the  
338 student: instruction from a reading specialist, trained aide, computer-based reading tutorial program, or  
339 classroom teacher with support from an aide or extended instructional time in the school day or school  
340 year. In accordance with § 22.1-215.2, the parent of each student shall receive notice before services  
341 begin and a copy of the student reading plan.

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

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

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

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

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

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

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

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

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

**§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.**

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

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

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

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

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

D. (Effective until July 1, 2022) Each local school board shall employ with state and local basic, special education, gifted, and career and technical education funds a minimum number of licensed, full-time equivalent instructional personnel for each 1,000 students in average daily membership (ADM) as set forth in the appropriation act. Calculations of kindergarten positions shall be based on full-day kindergarten programs. Beginning with the March 31 report of average daily membership, those school divisions offering half-day kindergarten with pupil/teacher ratios that exceed 30 to one shall adjust their average daily membership for kindergarten to reflect 85 percent of the total kindergarten average daily memberships, as provided in the appropriation act.

D. (Effective July 1, 2022) Each local school board shall employ with state and local basic, special education, gifted, and career and technical education funds a minimum number of licensed, full-time equivalent instructional personnel for each 1,000 students in average daily membership (ADM) as set forth in the appropriation act.

E. In addition to the positions supported by basic aid and in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided to fund certain full-time equivalent instructional positions for each 1,000 students in grades K through 12 who are identified as needing prevention, intervention, and remediation services. State funding for prevention, intervention, and remediation programs provided pursuant to this subsection and the appropriation act may be used to support programs for educationally at-risk students as identified by the local school boards.

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

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

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

423 licensed by the Board of Education.

424 G. In addition to the full-time equivalent positions required elsewhere in this section, each local  
425 school board shall employ ~~the following a reading specialists in~~ *specialist for each elementary schools;*  
426 ~~one full-time in each elementary school at the discretion of the local school board. One reading~~  
427 ~~specialist employed by each local school board that employs a school, consistent with the~~  
428 ~~Board-prescribed minimum staffing ratio for reading specialists in kindergarten through grade five~~  
429 ~~determined by the number of students who fail the third grade Standards of Learning reading~~  
430 ~~assessment. Each such reading specialist shall have training in science-based reading research and~~  
431 ~~evidence-based literacy instruction practices. In addition, each such reading specialist shall have~~  
432 ~~training in the identification of and the appropriate interventions, accommodations, and teaching~~  
433 ~~techniques for students with dyslexia or a related disorder and shall serve as an advisor on dyslexia and~~  
434 ~~related disorders. Such reading specialist shall have an understanding of the definition of dyslexia and a~~  
435 ~~working knowledge of (i) techniques to help a student on the continuum of skills with dyslexia; (ii)~~  
436 ~~dyslexia characteristics that may manifest at different ages and grade levels; (iii) the basic foundation of~~  
437 ~~the keys to reading, including multisensory, explicit, systemic, and structured reading instruction; and~~  
438 ~~(iv) appropriate interventions, accommodations, and assistive technology supports for students with~~  
439 ~~dyslexia.~~

440 To provide reading intervention services required by § 22.1-253.13:1, school divisions may employ  
441 reading specialists to provide the required reading intervention services. School divisions using the Early  
442 Reading Intervention Initiative funds in this manner shall employ only instructional personnel licensed  
443 by the Board of Education.

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

446 1. Principals in elementary schools, one half-time to 299 students, one full-time at 300 students;  
447 principals in middle schools, one full-time, to be employed on a 12-month basis; principals in high  
448 schools, one full-time, to be employed on a 12-month basis;

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

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

461 4. School counselors:

462 a. Effective with the 2020-2021 school year, in elementary schools, one hour per day per 75  
463 students, one full-time at 375 students, one hour per day additional time per 75 students or major  
464 fraction thereof; in middle schools, one period per 65 students, one full-time at 325 students, one  
465 additional period per 65 students or major fraction thereof; in high schools, one period per 60 students,  
466 one full-time at 300 students, one additional period per 60 students or major fraction thereof.

467 b. Effective with the 2021-2022 school year, local school boards shall employ one full-time  
468 equivalent school counselor position per 325 students in grades kindergarten through 12.

469 c. Local school divisions that employ a sufficient number of school counselors to meet the school  
470 counselor staffing requirements set forth in this subdivision may assign school counselors to schools  
471 within the division according to the area of greatest need, regardless of whether such schools are  
472 elementary, middle, or high schools.

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

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

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



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

L. A combined school, such as kindergarten through 12, shall meet at all grade levels the staffing requirements for the highest grade level in that school; this requirement shall apply to all staff, except for school counselors, and shall be based on the school's total enrollment; school counselor staff requirements shall, however, be based on the enrollment at the various school organization levels, i.e., elementary, middle, or high school. The Board of Education may grant waivers from these staffing levels upon request from local school boards seeking to implement experimental or innovative programs that are not consistent with these staffing levels.

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

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

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

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

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

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

2. Fiscal and human resources positions, including fiscal and audit operations;

3. Student support positions, including (i) social work administrative positions not included in subsection O; (ii) school counselor administrative positions not included in subdivision H 4; (iii) homebound administrative positions supporting instruction; (iv) attendance support positions related to truancy and dropout prevention; and (v) health and behavioral administrative positions not included in subsection O;

4. Instructional personnel support, including professional development positions and library and media positions not included in subdivision H 3;

5. Technology professional positions not included in subsection J;

6. Operation and maintenance positions, including facilities; pupil transportation positions; operation and maintenance professional and service positions; and security service, trade, and laborer positions;

7. Technical and clerical positions for fiscal and human resources, student support, instructional personnel support, operation and maintenance, administration, and technology; and

8. School-based clerical personnel in elementary schools; part-time to 299 students, one full-time at 300 students; clerical personnel in middle schools; one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students; clerical personnel in high schools; one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students. Local school divisions that employ a sufficient number of school-based clerical personnel to meet this staffing requirement may assign the clerical personnel to schools within the division according to the area of greatest need, regardless of whether such schools are

546 elementary, middle, or secondary.

547 Pursuant to the appropriation act, support services shall be funded from basic school aid.

548 School divisions may use the state and local funds for support services to provide additional  
549 instructional services.

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

553 **§ 22.1-253.13:5. Standard 5. Quality of classroom instruction and educational leadership.**

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

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

564 C. The Board of Education shall provide guidance on high-quality professional development for (i)  
565 teachers, principals, supervisors, division superintendents, and other school staff; (ii) principals,  
566 supervisors, and division superintendents in the evaluation and documentation of teacher and principal  
567 performance based on student academic progress and the skills and knowledge of such instructional or  
568 administrative personnel; (iii) school board members on personnel, curriculum and current issues in  
569 education; and (iv) programs in Braille for teachers of the blind and visually impaired, in cooperation  
570 with the Virginia Department for the Blind and Vision Impaired; and (v) *for any individual with an*  
571 *endorsement in early/primary education preschool through grade three, elementary education preschool*  
572 *through grade six, special education general curriculum kindergarten through grade 12, special*  
573 *education deaf and hard of hearing preschool through grade 12, or special education blindness/visual*  
574 *impairments preschool through grade 12 or as a reading specialist in science-based reading research*  
575 *and evidence-based literacy instruction.*

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

579 *The Department shall provide technical assistance, including literacy coaching, to local school*  
580 *divisions to provide professional development in science-based reading research and evidence-based*  
581 *literacy instruction. The Department shall also create a list of professional development programs*  
582 *aligned with science-based reading research and evidence-based literacy instruction. The list shall be*  
583 *approved by the Board.*

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

592 E. Each local school board shall provide a program of high-quality professional development (i) in  
593 the use and documentation of performance standards and evaluation criteria based on student academic  
594 progress and skills for teachers, principals, and superintendents to clarify roles and performance  
595 expectations and to facilitate the successful implementation of instructional programs that promote  
596 student achievement at the school and classroom levels; (ii) as part of the license renewal process, to  
597 assist teachers and principals in acquiring the skills needed to work with gifted students, students with  
598 disabilities, and students who have been identified as having limited English proficiency and to increase  
599 student achievement and expand the knowledge and skills students require to meet the standards for  
600 academic performance set by the Board of Education; (iii) in educational technology for all instructional  
601 personnel which is designed to facilitate integration of computer skills and related technology into the  
602 curricula; and (iv) for principals and supervisors designed to increase proficiency in instructional  
603 leadership and management, including training in the evaluation and documentation of teacher and  
604 principal performance based on student academic progress and the skills and knowledge of such  
605 instructional or administrative personnel.

606 In addition, each local school board shall also provide teachers:

607 1. Teachers and principals with high-quality professional development programs each year in (a)

instructional content; (b) the preparation of tests and other assessment measures; (c) methods for assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests that match locally developed objectives; (d) instruction and remediation techniques in English, mathematics, science, and history and social science; (e) interpreting test data for instructional purposes; (f) technology applications to implement the Standards of Learning; and (g) effective classroom management; and

2. *High-quality professional development and training in science-based reading research and evidence-based literacy instruction for any teacher with an endorsement in early/primary education preschool through grade three, elementary education preschool through grade six, special education general curriculum kindergarten through grade 12, special education deaf and hard of hearing preschool through grade 12, or special education blindness/visual impairments preschool through grade 12 and any individual with an endorsement as a reading specialist in order to aid in the licensure renewal process for such individuals.*

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

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

**§ 22.1-253.13:6. Standard 6. Planning and public involvement.**

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

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

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

The divisionwide comprehensive plan shall include, but shall not be limited to, (i) the objectives of the school division, including strategies for first improving student achievement, particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement; (ii) an assessment of the extent to which these objectives are being achieved; (iii) a forecast of enrollment changes; (iv) a plan for projecting and managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations; (v) an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions; (vi) a plan for implementing such regional programs and services when appropriate; (vii) a technology plan designed to integrate educational technology into the instructional programs of the school division, including the school division's career and technical education programs, consistent with, or as a part of, the comprehensive technology plan for Virginia adopted by the Board of Education; (viii) an assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan; (ix) any corrective action plan required pursuant to §

669 22.1-253.13:3; and (x) a plan for parent and family involvement to include building successful school  
670 and parent partnerships that shall be developed with staff and community involvement, including  
671 participation by parents.

672 *The divisionwide comprehensive plan shall also include a divisionwide literacy plan for*  
673 *pre-kindergarten through grade three. The Board shall issue guidance on the contents of such plans.*  
674 *The Department shall develop a template for such plans. Each divisionwide literacy plan shall follow*  
675 *such template and address how the local school board will align (i) literacy professional development,*  
676 *(ii) core reading and literacy curriculum, and (iii) screening, supplemental instruction, and interventions*  
677 *with evidence-based literacy instruction practices aligned with science-based reading research and how*  
678 *the school board will support parents to support the literacy development of their children. When*  
679 *developing such divisionwide literacy plan, each local school board shall use programs from the lists*  
680 *developed by the Department pursuant to subsection C of § 22.1-253.13:5 and subdivision H 2 of*  
681 *§ 22.1-253:1 or seek approval from the Department for the use of alternative programs that consist of*  
682 *evidence-based literacy instruction and align with science-based reading research.*

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

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

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

691 **§ 22.1-298.1. Regulations governing licensure.**

692 A. As used in this section:

693 "Alternate route to licensure" means a nontraditional route to teacher licensure available to  
694 individuals who meet the criteria specified in the guidelines developed pursuant to subsection N or  
695 regulations issued by the Board of Education.

696 "Industry certification credential" means an active career and technical education credential that is  
697 earned by successfully completing a Board of Education-approved industry certification examination,  
698 being issued a professional license in the Commonwealth, or successfully completing an occupational  
699 competency examination.

700 "Licensure by reciprocity" means a process used to issue a license to an individual coming into the  
701 Commonwealth from another state when that individual meets certain conditions specified in the Board  
702 of Education's regulations.

703 "Professional teacher's assessment" means those tests mandated for licensure as prescribed by the  
704 Board of Education.

705 "Provisional license" means a nonrenewable license issued by the Board of Education for a specified  
706 period of time, not to exceed three years, to an individual who may be employed by a school division in  
707 the Commonwealth and who generally meets the requirements specified in the Board of Education's  
708 regulations for licensure, but who may need to take additional coursework, pass additional assessments,  
709 or meet alternative evaluation standards to be fully licensed with a renewable license.

710 "Renewable license" means a license issued by the Board of Education for 10 years to an individual  
711 who meets the requirements specified in the Board of Education's regulations.

712 B. The Board of Education shall prescribe, by regulation, the requirements for the licensure of  
713 teachers and other school personnel required to hold a license. Such regulations shall include procedures  
714 for (i) the denial, suspension, cancellation, revocation, and reinstatement of licensure; (ii) written  
715 reprimand of license holders on grounds established by the Board, in accordance with law, notice of  
716 which shall be made by the Superintendent of Public Instruction to division superintendents or their  
717 designated representatives; and (iii) the immediate and thorough investigation by the division  
718 superintendent or his designee of any complaint alleging that a license holder has engaged in conduct  
719 that may form the basis for the revocation of his license. At a minimum, such procedures for  
720 investigations contained in such regulations shall require (a) the division superintendent to petition for  
721 the revocation of the license upon completing such investigation and finding that there is reasonable  
722 cause to believe that the license holder has engaged in conduct that forms the basis for revocation of a  
723 license; (b) the school board to proceed to a hearing on such petition for revocation within 90 days of  
724 the mailing of a copy of the petition to the license holder, unless the license holder requests the  
725 cancellation of his license in accordance with Board regulations; and (c) the school board to provide a  
726 copy of the investigative file and such petition for revocation to the Superintendent of Public Instruction  
727 at the time that the hearing is scheduled. The Board of Education shall revoke the license of any person  
728 for whom it has received a notice of dismissal or resignation pursuant to subsection F of § 22.1-313 and,  
729 in the case of a person who is the subject of a founded complaint of child abuse or neglect, after all  
730 rights to any administrative appeal provided by § 63.2-1526 have been exhausted. Regardless of the

authority of any other agency of the Commonwealth to approve educational programs, only the Board of Education shall have the authority to license teachers to be regularly employed by school boards, including those teachers employed to provide nursing education.

The Board of Education shall prescribe by regulation the licensure requirements for teachers who teach only online courses, as defined in § 22.1-212.23. Such license shall be valid only for teaching online courses. Teachers who hold a 10-year renewable license issued by the Board of Education may teach online courses for which they are properly endorsed.

C. The Board of Education's regulations shall include requirements that a person seeking initial licensure:

1. Demonstrate proficiency in the relevant content area, communication, literacy, and other core skills for educators by achieving a qualifying score on professional assessments or meeting alternative evaluation standards as prescribed by the Board. *The literacy assessment for any individual seeking initial licensure with an endorsement in early/primary education preschool through grade three, elementary education preschool through grade six, special education general curriculum kindergarten through grade 12, special education deaf and hard of hearing preschool through grade 12, or special education blindness/visual impairments preschool through grade 12 or as a reading specialist shall include a rigorous test of science-based reading research and evidence-based literacy instruction;*

2. Complete study in attention deficit disorder;

3. Complete study in gifted education, including the use of multiple criteria to identify gifted students; and

4. Complete study in methods of improving communication between schools and families and ways of increasing family involvement in student learning at home and at school.

D. In addition, such regulations shall include requirements that:

1. Every person seeking initial licensure and persons seeking licensure renewal as teachers who have not completed such study shall complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board of Education in consultation with the Department of Social Services that are relevant to the specific teacher licensure routes;

2. Every person seeking renewal of a license shall complete all renewal requirements, including professional development in a manner prescribed by the Board, except that no person seeking renewal of a license shall be required to satisfy any such requirement by completing coursework and earning credit at an institution of higher education;

3. Every person seeking initial licensure or renewal of a license shall provide evidence of completion of certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators. The certification or training program shall (i) be based on the current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross, and (ii) include hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. The Board shall provide a waiver for this requirement for any person with a disability whose disability prohibits such person from completing the certification or training;

4. Every person seeking licensure with an endorsement as a teacher of the blind and visually impaired shall demonstrate proficiency in reading and writing Braille;

5. Every teacher seeking an initial license in the Commonwealth with an endorsement in the area of career and technical education shall have an industry certification credential in the area in which the teacher seeks endorsement. If a teacher seeking an initial license in the Commonwealth has not attained an industry certification credential in the area in which the teacher seeks endorsement, the Board may, upon request of the employing school division or educational agency, issue the teacher a provisional license to allow time for the teacher to attain such credential;

6. Every person seeking initial licensure or renewal of a license shall complete awareness training, provided by the Department of Education, on the indicators of dyslexia, as that term is defined by the Board pursuant to regulations, and the evidence-based interventions and accommodations for dyslexia;

7. Every person seeking initial licensure or renewal of a license with an endorsement as a school counselor shall complete training in the recognition of mental health disorder and behavioral distress, including depression, trauma, violence, youth suicide, and substance abuse;

8. Every person seeking initial licensure as a teacher who has not received the instruction described in subsection D of § 23.1-902 shall receive instruction or training on positive behavior interventions and supports; crisis prevention and de-escalation; the use of physical restraint and seclusion, consistent with regulations of the Board of Education; and appropriate alternative methods to reduce and prevent the need for the use of physical restraint and seclusion;

9. Every person seeking initial licensure or renewal of a license shall complete instruction or training in cultural competency;

792 10. Every person seeking initial licensure or renewal of a license with an endorsement in history and  
793 social sciences shall complete instruction in African American history, as prescribed by the Board; ~~and~~

794 11. Every person seeking renewal of a license as a teacher shall complete training in the instruction  
795 of students with disabilities that includes (i) differentiating instruction for students depending on their  
796 needs; (ii) understanding the role of general education teachers on the individualized education program  
797 team; (iii) implementing effective models of collaborative instruction, including co-teaching; and (iv)  
798 understanding the goals and benefits of inclusive education for all students; *and*

799 *12. Every person seeking initial licensure with an endorsement in early/primary education preschool*  
800 *through grade three, elementary education preschool through grade six, special education general*  
801 *curriculum kindergarten through grade 12, special education deaf and hard of hearing preschool*  
802 *through grade 12, or special education blindness/visual impairments preschool through grade 12 or as a*  
803 *reading specialist shall complete study in science-based reading research and evidence-based literacy*  
804 *instruction.*

805 E. No teacher who seeks a provisional license shall be required to meet any requirement set forth in  
806 subdivision D 1, 3, 6, or 8 as a condition of such licensure, but each such teacher shall complete each  
807 such requirement during the first year of provisional licensure.

808 F. The Board shall issue a license to an individual seeking initial licensure who has not completed  
809 professional assessments as prescribed by the Board, if such individual (i) holds a provisional license  
810 that will expire within three months or, at the discretion of the school board and division superintendent,  
811 within six months if the individual has received a satisfactory mid-year performance review in the  
812 current school year; (ii) is employed by a school board; (iii) is recommended for licensure by the  
813 division superintendent; (iv) has attempted, unsuccessfully, to obtain a qualifying score on the  
814 professional assessments as prescribed by the Board; (v) has received an evaluation rating of proficient  
815 or above on the performance standards for each year of the provisional license, and such evaluation was  
816 conducted in a manner consistent with the Guidelines for Uniform Performance Standards and  
817 Evaluation Criteria for Teachers, Principals, and Superintendents; and (vi) meets all other requirements  
818 for initial licensure.

819 G. Each local school board or division superintendent may waive for any individual whom it seeks to  
820 employ as a career and technical education teacher and who is also seeking initial licensure or renewal  
821 of a license with an endorsement in the area of career and technical education any applicable  
822 requirement set forth in subsection C or subdivision D 2, 4, or 6.

823 H. The Board's regulations shall require that initial licensure for principals and assistant principals be  
824 contingent upon passage of an assessment as prescribed by the Board.

825 I. The Board shall establish criteria in its regulations to effectuate the substitution of experiential  
826 learning for coursework for those persons seeking initial licensure through an alternate route as defined  
827 in Board regulations. Such alternate routes shall include eligibility for any individual to receive,  
828 notwithstanding any provision of law to the contrary, a renewable one-year license to teach in public  
829 high schools in the Commonwealth if he has:

830 1. Received a graduate degree from a regionally accredited institution of higher education;

831 2. Completed at least 30 credit hours of teaching experience as an instructor at a regionally  
832 accredited institution of higher education;

833 3. Received qualifying scores on the professional teacher's assessments prescribed by the Board,  
834 including the communication and literacy assessment and the content-area assessment for the  
835 endorsement sought. *The literacy assessment for any individual seeking initial licensure through an*  
836 *alternate route with an endorsement in early/primary education preschool through grade three,*  
837 *elementary education preschool through grade six, special education general curriculum kindergarten*  
838 *through grade 12, special education deaf and hard of hearing preschool through grade 12, or special*  
839 *education blindness/visual impairments preschool through grade 12 or as a reading specialist shall*  
840 *include a rigorous test of science-based reading research and evidence-based literacy instruction; and*

841 4. Met the requirements set forth in subdivisions D 1 and 3.

842 J. Notwithstanding any provision of law to the contrary, the Board (i) may provide for the issuance  
843 of a provisional license, valid for a period not to exceed three years, pursuant to subdivision D 5 or to  
844 any person who does not meet the requirements of this section or any other requirement for licensure  
845 imposed by law and (ii) shall provide for the issuance of a provisional license, valid for a period not to  
846 exceed three years, to any former member of the Armed Forces of the United States or the Virginia  
847 National Guard who has received an honorable discharge and has the appropriate level of experience or  
848 training but does not meet the requirements for a renewable license.

849 K. The Board's licensure regulations shall also provide for licensure by reciprocity:

850 1. With comparable endorsement areas for those individuals holding a valid out-of-state teaching  
851 license and national certification from the National Board for Professional Teaching Standards or a  
852 nationally recognized certification program approved by the Board of Education. The application for  
853 such individuals shall require evidence of such valid licensure and national certification and shall not

require official student transcripts;

2. For any spouse of an active duty member of the Armed Forces of the United States or the Commonwealth who has obtained a valid out-of-state license, with full credentials and without deficiencies, that is in force at the time the application for a Virginia license is received by the Department of Education. Each such individual shall establish a file in the Department of Education by submitting a complete application packet, which shall include official student transcripts. No service requirements or licensing assessments shall be required for any such individual; and

3. For individuals who have obtained a valid out-of-state license, with full credentials and without deficiencies, that is in force at the time the application for a Virginia license is received by the Department of Education. Each such individual shall establish a file in the Department of Education by submitting a complete application packet, which shall include official student transcripts. No service requirements or licensing assessments shall be required for any such individual.

L. The Board shall include in its regulations an alternate route to licensure for elementary education ~~pre-K-6 preschool through grade six~~ and an alternate route to licensure for special education general curriculum ~~K-12 kindergarten through grade 12~~. Each such alternate route to licensure shall require individuals to (i) meet the qualifying scores on the content area assessment prescribed by the Board for the endorsements sought and (ii) complete an alternative certification program that provides training in the pedagogy and methodology of the respective content or special education areas prescribed by the Board. The curriculum of any such alternative certification program shall be approved by the Board. Nothing in this subsection shall preclude the Board from establishing other alternate routes to licensure.

M. The Board, in its regulations providing for licensure by reciprocity established pursuant to subsection K, shall (i) permit applicants to submit third-party employment verification forms and (ii) grant special consideration to individuals who have successfully completed a program offered by a provider that is accredited by the Council for the Accreditation of Educator Preparation.

N. The Board shall develop guidelines that establish a process to permit a school board or any organization sponsored by a school board to petition the Board for approval of an alternate route to licensure that may be used to meet the requirements for a provisional or renewable license or any endorsement. Any such alternate route may include alternatives to the regulatory requirements for teacher preparation, including alternative professional assessments and coursework. The petitioner may proffer or the Board may impose conditions in conjunction with the approval of such petition.

**§ 23.1-902.1. Education preparation programs; reading specialists; dyslexia.**

A. As used in this section, "evidence-based literacy instruction" and "science-based reading research" have the same meanings as provided in § 22.1-1.

B. Each education preparation program offered by a public institution of higher education or private institution of higher education or alternative certification program that provides training for any individual seeking initial licensure with an endorsement in early/primary education preschool through grade three, elementary education preschool through grade six, special education general curriculum kindergarten through grade 12, special education deaf and hard of hearing preschool through grade 12, or special education blindness/visual impairments preschool through grade 12 shall provide a program of coursework and require such students to demonstrate mastery in science-based reading research and evidence-based literacy instruction.

C. Each education preparation program offered by a public institution of higher education or private institution of higher education that leads to a degree, concentration, *endorsement*, or certificate for reading specialists shall include a program of coursework and other training in the identification of and the appropriate interventions, accommodations, and teaching techniques for students with dyslexia or a related disorder. Such program shall (i) include coursework in the constructs and pedagogy underlying remediation of reading, spelling, and writing and (ii) require reading specialists to demonstrate mastery of an ~~evidence-based, structured literacy instructional approach that includes explicit, systematic, sequential, and cumulative instruction~~ science-based reading research and evidence-based literacy instruction, including appropriate application of instructional supports and services and reading literacy interventions to ensure reading proficiency.

2. That the provisions of this act shall become effective beginning with the 2024-2025 school year.