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**HOUSE BILL NO. 706**

Offered January 10, 2024

Prefiled January 9, 2024

*A BILL to amend and reenact §§ 22.1-227.1 and 22.1-253.13:1, as it is currently effective and as it shall become effective, of the Code of Virginia and to amend the Code of Virginia by adding sections numbered 22.1-200.04 and 23.1-902.2, relating to public secondary schools; public institutions of higher education; Internet safety education required; report.*

Patron—Webert

Referred to Committee on Education

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

**1. That §§ 22.1-227.1 and 22.1-253.13:1, as it is currently effective and 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 22.1-200.04 and 23.1-902.2 as follows:**

**§ 22.1-200.04. Internet safety education.**

A. As used in this section:

*"High school" includes grades nine through 12.**"Middle school" includes grades six through eight.*

*"Secondary school" means any school that includes only the high school grade levels, only the middle school grade levels, or both the high school and middle school grade levels.*

*B. The Board shall develop and approve objectives for Internet safety education at the middle school and high school grade levels, that shall be required of all students in grades six through 12, and shall provide for the systematic infusion of such Internet safety education objectives in the relevant Standards of Learning and in career and technical education programs. The Board shall, in consultation with the Internet Safety Advisory Council or another appropriate entity, established pursuant to § 22.1-24.1, develop a model curriculum for such Internet safety education. In developing such model curriculum, the Board may consult with law-enforcement agencies, criminal justice agencies, and other professional organizations with expertise in Internet safety. Such model curriculum shall include the following objectives:*

*1. Online privacy and security best practices, including practices and skills for protecting personal information online, managing privacy settings, creating strong passwords, and avoiding online frauds and scams, including phishing;*

*2. Social media safety, including the risks of connecting with strangers through social media and how to recognize secure sites;*

*3. Digital footprint risks and management, including the importance of discretion in sharing information online, what constitutes a digital footprint, and how an individual's online activity could affect his future;*

*4. Identifying and avoiding online sexual misconduct, harassment, and exploitation, including the risks of sending, sharing, or posting intimate images or content to an individual or to social media, and how to recognize and avoid online sexual misconduct, harassment, and exploitation, including sextortion;*

*5. Identifying and avoiding online predators and grooming, including how the Internet can be used by sexual predators to contact, groom, and build relationships with potential victims and how to recognize and avoid potential solicitation or grooming by sexual predators, including examples of warning signs such as unsolicited gifts of games or money;*

*6. Cyberbullying awareness, including examples of what constitutes cyberbullying, how to recognize it, the serious effects cyberbullying can have on the victim as well as the individual engaging in it, and how to get help if a student is experiencing cyberbullying;*

*7. Internet use and self-care, including how to maintain healthy digital habits such as setting time limits on device usage and the risks of excessive Internet usage, including the development of and how to recognize addiction-like symptoms; and*

*8. Parental controls and communication, including the ways a parent can monitor his child's online activity and how a student can facilitate and engage in open discussions about Internet safety with his parent.*

*B. The Board shall not be required to evaluate student achievement concerning Internet safety education objectives in the Standards of Learning assessments required by § 22.1-253.13:3.*

*C. Each public secondary school shall, in accordance with the objectives and model curriculum*

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59 *developed by the Board pursuant to subsection A, provide instruction on Internet safety education at*  
60 *each grade level for the purpose of promoting and furthering the development of Internet safety skills*  
61 *and practices and the knowledge, skills, and attitudes needed for responsible citizenship in a*  
62 *constitutional democracy.*

63 **§ 22.1-227.1. Career and technical education.**

64 A. The Board of Education shall incorporate into career and technical education the Standards of  
65 Learning for mathematics, science, English, and social studies, including history, and other subject areas  
66 as may be appropriate *and the educational objectives for Internet safety education pursuant to*  
67 *§ 22.1-200.04.* The Board may also authorize, in its regulations for accrediting public schools in  
68 Virginia, the substitution of industry certification and state licensure examinations for Standards of  
69 Learning assessments for the purpose of awarding credit for career and technical education courses,  
70 where appropriate.

71 B. The Board shall also develop a plan for increasing the number of students receiving industry  
72 certification and state licensure as part of their career and technical education. The plan shall include an  
73 annual goal for school divisions. Where there is an accepted national industry certification for career and  
74 technical education instructional personnel and programs for automotive technology, such certification  
75 shall be mandatory.

76 C. With such funds as may be appropriated for such purpose, there shall be established, within the  
77 Department of Education, a unit of specialists in career and technical education. The unit shall (i) assist  
78 in developing and revising local career and technical curriculum to integrate the Standards of Learning,  
79 (ii) provide professional development for career and technical instructional personnel to improve the  
80 quality of career and technical education, (iii) conduct site visits to the schools providing career and  
81 technical education, and (iv) seek the input of business and industry representatives regarding the content  
82 and direction of career and technical education programs in the public schools of the Commonwealth.

83 D. The Board shall develop guidelines for the establishment of High School to Work Partnerships,  
84 hereafter referred to as "Partnerships," between public high schools and local businesses to create  
85 opportunities for high school students to (i) participate in an apprenticeship, internship, or job shadow  
86 program in a variety of trades and skilled labor positions or (ii) tour local businesses and meet with  
87 owners and employees. These guidelines shall include a model waiver form to be used by high schools  
88 and local businesses in connection with Partnership programs to protect both the students and the  
89 businesses from liability.

90 Each local school board may establish Partnerships or delegate the authority to establish Partnerships  
91 to the local school division's career and technical education administrator or his designee, in  
92 collaboration with the school counselor office of each public high school in the school division, and  
93 shall educate high school students about opportunities available through such Partnerships.

94 Students who miss a partial or full day of school while participating in Partnership programs shall  
95 not be counted as absent for the purposes of calculating average daily membership, but each local school  
96 board shall develop policies and procedures for students to make up missed work and may determine the  
97 maximum number of school days per academic year that a student may spend participating in a  
98 Partnership program.

99 **§ 22.1-253.13:1. (For expiration date, see Acts 2022, cc. 549, 550, cl. 2) Standard 1. Instructional**  
100 **programs supporting the Standards of Learning and other educational objectives.**

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

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

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

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

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

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

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

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

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

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

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

With such funds as are made available for this purpose, the Board shall regularly review and revise the competencies for career and technical education programs to require the full integration of *the Standards of Learning for English, mathematics, science, and history and social science Standards of Learning and the educational objectives for Internet safety education pursuant to § 22.1-200.04*. Career and technical education programs shall be aligned with industry and professional standard certifications, where they exist.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

239 c. Competency-based career and technical education programs that integrate academic outcomes,  
240 career guidance, and job-seeking skills for all secondary students. Programs shall be based upon labor  
241 market needs and student interest. Career guidance shall include counseling about available employment  
242 opportunities and placement services for students exiting school. Each school board shall develop and  
243 implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be

developed with the input of area business and industry representatives and local comprehensive community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law;

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

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

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

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

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

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

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

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

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

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

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

13. Early identification, diagnosis, and assistance for students with reading and mathematics problems 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.

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.

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

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

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.

19. *Educational objectives in middle and high school for Internet safety education pursuant to § 22.1-200.04.*

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 give priority to those divisions demonstrating a less than 70 percent passing rate on the Standards of

Learning assessments.

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

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

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

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

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

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

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

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

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

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

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

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

440 With such funds as are made available for this purpose, the Board shall regularly review and revise  
441 the competencies for career and technical education programs to require the full integration of *the*  
442 *Standards of Learning* for English, mathematics, science, and history and social science *Standards of*  
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444 and technical education programs shall be aligned with industry and professional standard certifications,  
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446 The Board shall establish content standards and curriculum guidelines for courses in career  
447 investigation in elementary school, middle school, and high school. Each school board shall (i) require  
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449 means of delivering the career investigation course to each middle school student, provided that such  
450 alternative is equivalent in content and rigor and provides the foundation for such students to develop  
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457 materials, the Board shall consult with representatives of career and technical education, industry, skilled  
458 trade associations, chambers of commerce or similar organizations, and contractor organizations.

459 C. Local school boards shall develop and implement a program of instruction for grades K through  
460 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board. The  
461 program of instruction shall emphasize reading, writing, speaking, mathematical concepts and  
462 computations, proficiency in the use of computers and related technology, computer science and  
463 computational thinking, including computer coding, and scientific concepts and processes; essential skills  
464 and concepts of citizenship, including knowledge of Virginia history and world and United States  
465 history, economics, government, foreign languages, international cultures, health and physical education,  
466 environmental issues, and geography necessary for responsible participation in American society and in  
467 the international community; fine arts, which may include, but need not be limited to, music and art,  
468 and practical arts; knowledge and skills needed to qualify for further education, gainful employment, or  
469 training in a career or technical field; and development of the ability to apply such skills and knowledge  
470 in preparation for eventual employment and lifelong learning and to achieve economic self-sufficiency.

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

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

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

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



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

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

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

D. Local school boards shall also implement the following:

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

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

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

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

b. Career exploration opportunities in the middle school grades;

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

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

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

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

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

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

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

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

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

10. An agreement for postsecondary degree attainment with a comprehensive community college in

551 the Commonwealth specifying the options for students to complete an associate degree or a one-year  
552 Uniform Certificate of General Studies from a comprehensive community college concurrent with a high  
553 school diploma. Such agreement shall specify the credit available for dual enrollment courses and  
554 Advanced Placement courses with qualifying exam scores of three or higher.

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

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

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

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

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

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

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

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

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

597 19. *Educational objectives in middle and high school for Internet safety education pursuant to*  
598 *§ 22.1-200.04.*

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

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

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

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

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

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

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

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

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

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

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

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

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

674       **§ 23.1-902.2. Programs on Internet safety education.**

675       *A. Each public institution of higher education shall promote the development of Internet safety skills*  
676 *and practices through providing instruction on the principles of Internet safety. Each such institution*  
677 *may provide such instruction on the principles of Internet safety as a part of an existing general*  
678 *education course, as a part of such institution's first-year orientation program, or another appropriate*  
679 *program or course. Such principles may include instruction on the importance of and best practices for*  
680 *online safety, private information protection, managing one's digital footprint, and online communication*  
681 *and interaction.*

682       *B. The Council shall encourage each private institution of higher education to include instruction on*  
683 *the principles of Internet safety as a part of an existing general education course, a first-year*  
684 *orientation program, or another appropriate program or course.*

685       **2. That the Board of Education shall submit to the Governor and the Chairmen of the Senate**  
686 **Committee on Education and Health and the House Committee on Education by July 1, 2025, a**  
687 **report detailing the progress in implementing, and providing any recommendations relating to, the**  
688 **provisions of § 22.1-200.04 of the Code of Virginia, as created by this act.**