Summary of Staff Proposed Changes – 2027 FCSB Legislative Program Draft

FCPS Office of Government Relations
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The following is a reference providing a summary of every proposed change in the 2027 FCSB Legislative Program Draft, as specified by language changes in the full strikethrough draft.

D. College and Workforce Readiness

- D3 expands current position to add credit for work experience and maintaining industry credentials
- D4 updates terminology and expands current position to include more flexibility for completing work based learning opportunities
- NEW D16 Adds support for dedicated, recurring state funding for adult Registered Apprenticeship programs and other adult career training administered by public school divisions.

H. English Learners

- NEW H.7 Adds support for adopting the maximum allowable flexibility when considering the reading and mathematics content performance for English Learners under the state's accountability system.

I. Environmental Sustainability/Renewable Energy

- I.7 Clarifies support for outdoor classrooms and learning spaces at schools.

Q. School Calendar

- Q.1 Clarifies support for local school calendar flexibility to include school holidays.

S. Special Education

- S.3 Updates terminology
- S.10 NEW Adds support for continued flexibility in using Children's Services Act funds for private special education placements without daily rate caps.

T. School Accountability, Standards of Accreditation, and Standards of Learning

- T.1 Adds support for adjusting accountability performance weighting so mastery and growth are considered more equitably in elementary and middle schools.

- T.2 Adds that accountability thresholds for student groups should be attainable.
- T.4 Generalizes the position to recognizing the circumstances of SLIFE students.
- T.5 DELETES current position related to School Quality Profiles and other public reporting of school and division results.
- T.7 Clarifies support for an expanded readiness graduation indicator reflecting the full time allowed under state and federal law for students with disabilities and English learners to earn a diploma.
- T.11 Adds opposition to lowering a school's performance category solely because one student group is identified for federal support and improvement, without considering all elements of the summative rating.
- T.12 Simplifies current position language clarifying opposition to state takeovers and directives that override local authority.
- T.14 DELETES the position opposing retroactive application of graduation requirement or high school accountability changes to students already in their second year of high school or beyond. Addressed during 2026 GA Session
- T.16 DELETES the position supporting substitute assessments in place of grades 3–8 Virginia Growth Assessments or removal of through-year VGA testing. Addressed during 2026 GA Session
- T.17 Removes references to academic screening assessments such as EMAS and VALLSS, retaining native language assessment support for grade-level content assessments such as SOL tests.
- T-18 Consolidates language in current T18 and T20, with language SOL content standards and assessments; emphasizes content knowledge, conceptual understanding, application, critical thinking, and universal/plain-language design.
- T.19 Revises assessment reporting priorities, retains advance release to divisions, emphasizes visibility of the number of tests administered, and limits subject-level reporting to federal requirements.
- T.20 DELETES the separate SOL content-standards position; its core concepts are incorporated into revised T-18.
- T.21 Generalizes position related to support for standards, guidelines, and assessments that promote culturally responsive practices free of systemic racism, discrimination, and background-knowledge bias.
- T.27 Broadens alternative-assessment flexibility language with more general support for nationally/internationally benchmarked substitute assessments—including AP, IB, and SAT—for high school accountability performance and participation across subject areas.
- T.28 Generalizes the position to support clarification of SOL testing flexibility for students.
- T.29 Reframes position to balance maximizing instructional time before testing with sufficient time for students with multiple tests, multi-day accommodations, or retakes.
- T.30 DELETES the position supporting flexible test-administration timing for graduating seniors, semester/summer courses, and students taking both SOL and AP/IB tests. Addressed during the 2026 GA Session
- T.33 Simplifies the cut-score position and adds that standard-setting should minimize administrative impacts and align with the implementation timeline for Virginia's new assessment program.
- T.34 Clarifies that standardized SOL cut scores should be consistent across levels, subjects, and years.

- T.38 and T.39 Combines two positions into one: preserves local authority to exceed state graduation requirements while requiring stakeholder input, fiscal/instructional impact analysis, and consideration of existing requirements before statewide changes.
- T.41 DELETES the position supporting alignment that would allow students earning an IB diploma also to receive an Advanced Studies Diploma. Addressed during 2026 GA Session.
- T.42 DELETES the position opposing retroactive application of graduation requirement or high school accountability changes. Addressed during 2026 GA Session.

U. Standards of Quality

- U.3 Clarifies support for dedicated funding for test coordinator positions.

FED. Federal Education Funding and Policy

- FED.38 NEW position supporting continued administration of relevant preK–12 federal education programs under a federal Department of Education.