

HOUSE BILL NO. 1345

AMENDMENT IN THE NATURE OF A SUBSTITUTE

(Proposed by the House Committee on Education

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

(Patron Prior to Substitute--Delegate Anthony)

A BILL to amend and reenact §§ 22.1-253.13:1, as it shall become effective, and 22.1-253.13:4 of the Code of Virginia, relating to high school graduation requirements; satisfaction of elective course credits with workforce credentials; development and maintenance of list of accepted credentials.

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

**1. That §§ 22.1-253.13:1, as it shall become effective, and 22.1-253.13:4 of the Code of Virginia are amended and reenacted as follows:**

**§ 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

27 preparation for life in the years beyond. At a minimum, the Board shall establish Standards of Learning  
28 for English, mathematics, science, and history and social science. The Standards of Learning shall not be  
29 construed to be regulations as defined in § 2.2-4001.

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

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

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

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

52 In addition, the Department shall make available and maintain a website, either separately or  
53 through an existing website utilized by the Department, enabling public elementary, middle, and high

54 school educators to submit recommendations for improvements relating to the Standards of Learning,  
55 when under review by the Board according to its established schedule, and related assessments required  
56 by the Standards of Quality pursuant to this chapter. Such website shall facilitate the submission of  
57 recommendations by educators.

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

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

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

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

78 The Board shall establish content standards and curriculum guidelines for courses in career  
79 investigation in elementary school, middle school, and high school. Each school board shall (i) require  
80 each middle school student to take at least one course in career investigation or (ii) select an alternate

81 means of delivering the career investigation course to each middle school student, provided that such  
82 alternative is equivalent in content and rigor and provides the foundation for such students to develop their  
83 academic and career plans. Any school board may require (a) such courses in career investigation at the  
84 high school level as it deems appropriate, subject to Board approval as required in subsection A of § 22.1-  
85 253.13:4, and (b) such courses in career investigation at the elementary school level as it deems  
86 appropriate. The Board shall develop and disseminate to each school board career investigation resource  
87 materials that are designed to ensure that students have the ability to further explore interest in career and  
88 technical education opportunities in middle and high school. In developing such resource materials, the  
89 Board shall consult with representatives of career and technical education, industry, skilled trade  
90 associations, chambers of commerce or similar organizations, and contractor organizations.

91 C. Local school boards shall develop and implement a program of instruction for grades K through  
92 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board. The  
93 program of instruction shall emphasize reading, writing, speaking, mathematical concepts and  
94 computations, proficiency in the use of computers and related technology, computer science and  
95 computational thinking, including computer coding, and scientific concepts and processes; essential skills  
96 and concepts of citizenship, including knowledge of Virginia history and world and United States history,  
97 economics, government, foreign languages, international cultures, health and physical education,  
98 environmental issues, and geography necessary for responsible participation in American society and in  
99 the international community; fine arts, which may include, but need not be limited to, music and art, and  
100 practical arts; knowledge and skills needed to qualify for further education, gainful employment, or  
101 training in a career or technical field; and development of the ability to apply such skills and knowledge  
102 in preparation for eventual employment and lifelong learning and to achieve economic self-sufficiency.

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

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

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

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

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

132 The Board shall establish standards for full funding of summer remedial programs that shall  
133 include, but not be limited to, the minimum number of instructional hours or the equivalent thereof  
134 required for full funding and an assessment system designed to evaluate program effectiveness. Based on

135 the number of students attending and the Commonwealth's share of the per pupil instructional costs, state  
136 funds shall be provided for the full cost of summer and other remediation programs as set forth in the  
137 appropriation act, provided such programs comply with such standards as shall be established by the  
138 Board, pursuant to § 22.1-199.2.

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

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

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

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

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

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

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

159 d. Annual notice on its website to enrolled high school students and their parents of (i) the  
160 availability of the postsecondary education and employment data published by the State Council of Higher  
161 Education on its website pursuant to § 23.1-204.1 and (ii) the opportunity for such students to obtain a

162 nationally recognized career readiness certificate at a local public high school, comprehensive community  
163 college, or workforce center; and

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

241 resources, and other services to school divisions, the unit shall give priority to those divisions  
242 demonstrating a less than 70 percent passing rate on the Standards of Learning assessments.

243 F. The Board shall, in collaboration with the Virginia Community College System, Career and  
244 Technical Education directors, and industry partners, develop and maintain a current, comprehensive, and  
245 uniform list of industry-recognized workforce credentials that students may take as a substitute for certain  
246 credits required for graduation pursuant to 8VAC20-131-51 of the Virginia Administrative Code,  
247 including industry-recognized workforce credentials that students may take as a substitute for elective  
248 credits and industry-recognized workforce credentials completed outside of regular school hours. The  
249 Board, in collaboration with the Virginia Community College System, shall ensure that such list reflects  
250 the current credit requirements for graduation and the current credentials accepted as substitutes. The  
251 Board shall post such list in a publicly accessible location on its website. Each school board may accept  
252 as a substitute for a required credit any credential listed as an accepted substitute for such required credit.

253 G. Each local school board may enter into agreements for postsecondary course credit, credential,  
254 certification, or license attainment, hereinafter referred to as College and Career Access Pathways  
255 Partnerships (Partnerships), with comprehensive community colleges or other public institutions of higher  
256 education or educational institutions established pursuant to Title 23.1 that offer a career and technical  
257 education curriculum. Such Partnerships shall (i) specify the options for students to take courses as part  
258 of the career and technical education curriculum that lead to course credit or an industry-recognized  
259 credential, certification, or license concurrent with a high school diploma; (ii) specify the credit,  
260 credentials, certifications, or licenses available for such courses; ~~and~~ (iii) specify the industry-recognized  
261 credentials that are accepted as substitutes for certain credits required for high school graduation,  
262 consistent with the list developed and maintained by the Board pursuant to subsection F; and (iv) specify  
263 available options for students to participate in pre-apprenticeship and apprenticeship programs at  
264 comprehensive community colleges concurrent with the pursuit of a high school diploma and receive  
265 college credit and high school credit for successful completion of any such program.

266 ~~G.~~ H. Each local school board shall provide a program of literacy instruction that is aligned with  
267 science-based reading research and provides evidenced-based literacy instruction to students in

268 kindergarten through grade eight and is consistent with the school board's literacy plan as required by  
269 subsection B of § 22.1-253.13:6. Pursuant to such program:

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

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

295 22.1-215.2, the parent of each student shall receive notice before services begin and a copy of the student  
296 reading plan.

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

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

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

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

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

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

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

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

316 **§ 22.1-253.13:4. Standard 4. Student achievement and graduation requirements.**

317 A. Each local school board shall award diplomas to all secondary school students, including  
318 students who transfer from nonpublic schools or from home instruction, who meet the requirements  
319 prescribed by the Board and meet such other requirements as may be prescribed by the local school board  
320 and approved by the Board. Provisions shall be made to facilitate the transfer and appropriate grade  
321 placement of students from other public secondary schools, from nonpublic schools, or from home

322 instruction as outlined in the standards for accreditation. The standards for accreditation shall include  
323 provisions relating to the completion of graduation requirements through Virtual Virginia. Further,  
324 reasonable accommodation to meet the requirements for diplomas shall be provided for otherwise  
325 qualified students with disabilities as needed.

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

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

333 B. Students identified as disabled who complete the requirements of their individualized education  
334 programs and meet certain requirements prescribed by the Board pursuant to regulations but do not meet  
335 the requirements for any named diploma shall be awarded Applied Studies diplomas by local school  
336 boards. The Board shall develop and implement statewide requirements for earning an Applied Studies  
337 diploma for implementation at the beginning of the 2022-2023 school year.

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

342 The Department shall develop guidance, in multiple languages, for students and parents conveying  
343 (i) the limitations of the applied studies diploma, (ii) key curriculum and testing decisions that reduce the  
344 likelihood that a student will be able to obtain a standard diploma, and (iii) a statement that the pursuit of  
345 an applied studies diploma may preclude a student's ability to pursue a standard diploma.

346 Each local school board shall provide guidance from the Department to parents of students with  
347 disabilities regarding the Applied Studies diploma and its limitations at a student's annual individualized

348 education program meeting corresponding to grades three through 12 when curriculum or statewide  
349 assessment decisions are being made that impact the type of diploma for which the student can qualify.

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

353 Each local school board shall provide notification of the right to a free public education for students  
354 who have not reached 20 years of age on or before August 1 of the school year, pursuant to Chapter 1 (§  
355 22.1-1 et seq.), to the parent of students who fail to graduate or who have failed to achieve graduation  
356 requirements as provided in the standards for accreditation. If such student who does not graduate or  
357 complete such requirements is a student for whom English is a second language, the local school board  
358 shall notify the parent of the student's opportunity for a free public education in accordance with § 22.1-  
359 5.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

418 In addition, the Board may:

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

422 b. Permit students completing career and technical education programs designed to enable such  
423 students to pass such industry certification examinations or state licensure examinations to be awarded,  
424 upon obtaining satisfactory scores on such industry certification or licensure examinations, appropriate  
425 credit for one or more career and technical education classes into which relevant Standards of Learning



426 for various classes taught at the same level have been integrated. Such industry certification and state  
427 licensure examinations may cover relevant Standards of Learning for various required classes and may,  
428 at the discretion of the Board, address some Standards of Learning for several required classes.

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

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

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

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

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

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

450 19. Permit any English language learner who previously earned a sufficient score on an Advanced  
451 Placement or International Baccalaureate foreign language examination or an SAT II Subject Test in a  
452 foreign language to substitute computer coding course credit for any foreign language course credit

453 required to graduate, except in cases in which such foreign language course credit is required to earn an  
454 advanced diploma offered by a nationally recognized provider of college-level courses.

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

461 21. Permit any student to substitute elective credits for completion of any industry-approved  
462 workforce credential, provided that such credential is included on the list of credentials that are uniformly  
463 accepted as substitutes for such required credits developed and maintained by the Board pursuant to  
464 subsection F of § 22.1-253.13:1.

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

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

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

474 3. The Board shall establish criteria for awarding a diploma seal for excellence in civics education  
475 and understanding of our state and federal constitutions and the democratic model of government for the  
476 Board-approved diplomas. The Board shall consider including criteria for (i) successful completion of  
477 history, government, and civics courses, including courses that incorporate character education; (ii)  
478 voluntary participation in community service or extracurricular activities that includes the types of

479 activities that shall qualify as community service and the number of hours required; and (iii) related  
480 requirements as it deems appropriate.

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

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

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

500 H. The Board shall also collect, analyze, report, and make available to the public high school  
501 graduation and dropout data using a formula that excludes any student who fails to graduate because such  
502 student is in the custody of the Department of Corrections, the Department of Juvenile Justice, or local  
503 law enforcement. For the purposes of the Standards of Accreditation, the Board shall use the graduation  
504 rate required by this subsection.

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

**507** #