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HOUSE BILL NO. 41

Offered January 10, 2024

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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 Standards of Learning; programs of instruction; civics education; instruction on local government.

Patrons—Green, Cherry, Earley, Ennis, Fowler, Runion, Taylor, Walker and Zehr; Senator: Diggs

Referred to Committee on Education

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 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

59 school divisions that are equivalent to or exceed the Board's requirements. Students shall be expected to
60 achieve the educational objectives established by the school division at appropriate age or grade levels. The
61 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 Virginia and United States Government*
66 *instruction on local government, including instruction on the types of localities in the Commonwealth and the*
67 *structure and functions of local governments in the Commonwealth.*

68 The Board shall include in the Standards of Learning for health instruction in emergency first aid,
69 cardiopulmonary resuscitation, and the use of an automated external defibrillator, including hands-on practice
70 of the skills necessary to perform cardiopulmonary resuscitation. Such instruction shall be based on the
71 current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation
72 and the use of an automated external defibrillator, such as a program developed by the American Heart
73 Association or the American Red Cross. No teacher who is in compliance with subdivision D 3 of § 22.1-
74 298.1 shall be required to be certified as a trainer of cardiopulmonary resuscitation to provide instruction for
75 non-certification.

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

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

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

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

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

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

119 Remediation programs shall include, when applicable, a procedure for early identification of students who

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

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

133 The Board shall establish standards for full funding of summer remedial programs that shall include, but
 134 not be limited to, the minimum number of instructional hours or the equivalent thereof required for full
 135 funding and an assessment system designed to evaluate program effectiveness. Based on the number of
 136 students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be
 137 provided for the full cost of summer and other remediation programs as set forth in the appropriation act,
 138 provided such programs comply with such standards as shall be established by the Board, pursuant to § 22.1-
 139 199.2.

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

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

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

146 3. Career and technical education programs incorporated into the K through 12 curricula that 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, career
 152 guidance, and job-seeking skills for all secondary students. Programs shall be based upon labor market needs
 153 and student interest. Career guidance shall include counseling about available employment opportunities and
 154 placement services for students exiting school. Each school board shall develop and implement a plan to
 155 ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area
 156 business and industry representatives and local comprehensive community colleges and shall be submitted to
 157 the Superintendent in accordance with the timelines established by federal law;

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

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

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

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

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

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

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

180 9. A plan to make achievements for students who are educationally at risk a divisionwide priority that

181 shall include procedures for measuring the progress of such students.

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

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

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

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

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

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

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

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

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

226 18. A program of instruction in the high school Virginia and U.S. Government course on all information
227 and concepts contained in the civics portion of the U.S. Naturalization Test. *Any Virginia and U.S.*
228 *Government course or civic education course offered to students in grade 12 shall include instruction on*
229 *local government, including instruction on the types of localities in the Commonwealth and the structure and*
230 *functions of local governments in the Commonwealth.*

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

242 the unit shall give priority to those divisions demonstrating a less than 70 percent passing rate on the
 243 Standards of Learning assessments.

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

255 G. Each local school board shall provide a program of literacy instruction that is aligned with science-
 256 based reading research and provides evidenced-based literacy instruction to students in kindergarten through
 257 grade eight and is consistent with the school board's literacy plan as required by subsection B of § 22.1-
 258 253.13:6. Pursuant to such program:

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

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

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

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

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

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

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

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

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

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

303 § 22.1-253.13:4. Standard 4. Student achievement and graduation requirements.

304 A. Each local school board shall award diplomas to all secondary school students, including students who
305 transfer from nonpublic schools or from home instruction, who meet the requirements prescribed by the
306 Board and meet such other requirements as may be prescribed by the local school board and approved by the
307 Board. Provisions shall be made to facilitate the transfer and appropriate grade placement of students from
308 other public secondary schools, from nonpublic schools, or from home instruction as outlined in the standards
309 for accreditation. The standards for accreditation shall include provisions relating to the completion of
310 graduation requirements through Virtual Virginia. Further, reasonable accommodation to meet the
311 requirements for diplomas shall be provided for otherwise qualified students with disabilities as needed.

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

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

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

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

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

331 Each local school board shall provide guidance from the Department to parents of students with
332 disabilities regarding the Applied Studies diploma and its limitations at a student's annual individualized
333 education program meeting corresponding to grades three through 12 when curriculum or statewide
334 assessment decisions are being made that impact the type of diploma for which the student can qualify.

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

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

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

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

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

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

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

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

362 6. Require that students (i) complete an Advanced Placement, honors, International Baccalaureate, or dual
363 enrollment course; (ii) complete a high-quality work-based learning experience, as defined by the Board; or
364 (iii) earn a career and technical education credential that has been approved by the Board, except when a

365 career and technical education credential in a particular subject area is not readily available or appropriate or
 366 does not adequately measure student competency, in which case the student shall receive satisfactory
 367 competency-based instruction in the subject area to earn credit. The career and technical education credential,
 368 when required, could include the successful completion of an industry certification, a state licensure
 369 examination, a national occupational competency assessment, the Armed Services Vocational Aptitude
 370 Battery, or the Virginia workplace readiness skills assessment. The Department shall develop, maintain, and
 371 make available to each local school board a catalogue of the testing accommodations available to English
 372 language learners for each such certification, examination, assessment, and battery. Each local school board
 373 shall develop and implement policies to require each high school principal or his designee to notify each
 374 English language learner of the availability of such testing accommodations prior to the student's
 375 participation in any such certification, examination, assessment, or battery.

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

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

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

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

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

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

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

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

399 In addition, the Board may:

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

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

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

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

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

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

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

426 18. Permit local school divisions to waive the requirement for students to receive 140 clock hours of

427 instruction after the student has completed the course curriculum and relevant Standards of Learning end-of-
428 course assessment, or Board-approved substitute, provided that such student subsequently receives
429 instruction, coursework, or study toward an industry certification approved by the local school board.

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

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

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

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

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

448 3. The Board shall establish criteria for awarding a diploma seal for excellence in civics education and
449 understanding of our state and federal constitutions and the democratic model of government for the Board-
450 approved diplomas. The Board shall consider including criteria for (i) successful completion of history,
451 government, and civics courses, including courses that incorporate character education *and instruction on the*
452 *structures and functions of local government*; (ii) voluntary participation in community service or
453 extracurricular activities that includes the types of activities that shall qualify as community service and the
454 number of hours required; and (iii) related requirements as it deems appropriate.

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

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

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

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

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