

25100060D

**HOUSE BILL NO. 2052**

Offered January 13, 2025

Prefiled January 7, 2025

*A BILL to amend and reenact §§ 22.1-253.13:1 and 22.1-253.13:4 of the Code of Virginia, relating to certain government and civics courses; civics diploma seal of excellence; instruction on local government.*

Patrons—Green, Arnold, Ennis, Lovejoy and Walker; Senator: Diggs

Referred to Committee on Education

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

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

**§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.**

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

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

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

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

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

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

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

School boards shall implement the Standards of Learning or objectives specifically designed for their school divisions that are equivalent to or exceed the Board's requirements. Students shall be expected to

59 achieve the educational objectives established by the school division at appropriate age or grade levels. The  
60 curriculum adopted by the local school division shall be aligned to the Standards of Learning.

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

64 *The Board shall include in the Standards of Learning for Virginia and United States Government an*  
65 *explanation of the purpose, role, responsibility, and identity of local constitutional officers and local*  
66 *governing bodies, including city councils, town councils, boards of supervisors, and school boards.*

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

75 The Board shall include in the Standards of Learning for physical and health education for grade nine or  
76 10 research-based hazing prevention instruction, in accordance with the Standards of Learning and  
77 curriculum guidelines for research-based hazing prevention instruction developed by the Board pursuant to  
78 subsection B of § 22.1-207.

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

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

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

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

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

116 Any student who fails to achieve a passing score on all of the Standards of Learning assessments for the  
117 relevant grade level in grades three through eight or who fails an end-of-course test required for the award of  
118 a verified unit of credit shall be required to attend a remediation program or to participate in another form of  
119 remediation. Division superintendents shall require such students to take special programs of prevention,

120 intervention, or remediation, which may include attendance in public summer school programs, in accordance  
121 with clause (ii) of subsection A of § 22.1-254 and § 22.1-254.01.

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

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

136 The Board shall establish standards for full funding of summer remedial programs that shall include, but  
137 not be limited to, the minimum number of instructional hours or the equivalent thereof required for full  
138 funding and an assessment system designed to evaluate program effectiveness. Based on the number of  
139 students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be  
140 provided for the full cost of summer and other remediation programs as set forth in the appropriation act,  
141 provided such programs comply with such standards as shall be established by the Board, pursuant to §  
142 22.1-199.2.

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

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

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

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

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

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

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

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

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

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

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

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

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

180 8. Adult education programs for individuals functioning below the high school completion level. Such

181 programs may be conducted by the school board as the primary agency or through a collaborative  
182 arrangement between the school board and other agencies.

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

185 10. An agreement for postsecondary credit and degree attainment with any comprehensive community  
186 college in the Commonwealth specifying the options for students to complete an associate degree, a one-year  
187 Uniform Certificate of General Studies, or the Passport Program from a comprehensive community college  
188 concurrent with a high school diploma, consistent with the requirements for the College and Career Ready  
189 Virginia Program set forth in Article 5.1 (§ 22.1-237.1 et seq.) of Chapter 13. Such agreement shall specify  
190 the credit available for dual enrollment courses and Advanced Placement courses with qualifying exam  
191 scores of three or higher.

192 11. A plan to notify students and their parents of the availability of dual enrollment and advanced  
193 placement classes; career and technical education programs, including internships, externships,  
194 apprenticeships, credentialing programs, certification programs, licensure programs, and other work-based  
195 learning experiences; the International Baccalaureate Program and Academic Year Governor's School  
196 Programs; the qualifications for enrolling in such classes, programs, and experiences; and the availability of  
197 financial assistance to low-income and needy students to take the advanced placement and International  
198 Baccalaureate examinations. This plan shall include notification to students and parents of the College and  
199 Career Ready Virginia Program established pursuant to Article 5.1. (§ 22.1-237.1 et seq.) of Chapter 13 and  
200 its agreement with a comprehensive community college in the Commonwealth pursuant to subdivision 10 to  
201 enable students to complete an associate degree, a one-year Uniform Certificate of General Studies, or the  
202 Passport Program concurrent with a high school diploma.

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

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

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

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

219 15. A program of physical activity available to all students in grades kindergarten through five consisting  
220 of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and  
221 available to all students in grades six through 12 with a goal of at least 150 minutes per week on average  
222 during the regular school year. Such program may include any combination of (i) physical education classes,  
223 (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by  
224 the local school board. Each local school board shall implement such program during the regular school year.  
225 Any physical education class offered to students in grades seven and eight shall include at least one hour of  
226 personal safety training per school year in each such grade level that is developed and delivered in  
227 partnership with the local law-enforcement agency and consists of situational safety awareness training and  
228 social media education. Each local school board shall offer to all students in grade nine or 10 a physical  
229 education class that includes research-based hazing prevention instruction pursuant to subsection C of §  
230 22.1-207, unless such hazing prevention instruction is provided as part of a separate health education class  
231 offered to students in grade nine or 10. Each local school board may accept participation in the Junior  
232 Reserve Officers' Training Corps as fulfillment of any physical education requirements applicable to students  
233 in grades nine through 12.

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

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

238 18. A program of instruction in the high school Virginia and ~~U.S.~~ *United States* Government course on all  
239 information and concepts contained in the civics portion of the U.S. Naturalization Test. *Any Virginia and*  
240 *United States Government course or civic education course offered to students in grade 12 shall include an*  
241 *explanation of the purpose, role, responsibility, and identity of local constitutional officers and local*

242 *governing bodies, including city councils, town councils, boards of supervisors, and school boards.*

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

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

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

279 H. Each local school board shall provide a program of literacy instruction that is aligned with  
 280 science-based reading research and provides evidenced-based literacy instruction to students in kindergarten  
 281 through grade eight and is consistent with the school board's literacy plan as required by subsection B of §  
 282 22.1-253.13:6. Pursuant to such program:

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

289 2. A reading specialist, in collaboration with the teacher of any student who receives reading intervention  
 290 services pursuant to subdivision 1, shall develop, oversee implementation of, and monitor student progress on  
 291 a student reading plan. The parent of each student who receives reading intervention services pursuant to  
 292 subdivision 1 shall receive notice of and have the opportunity to participate in the development of the student  
 293 reading plan. Each student reading plan (i) shall follow the Department template created pursuant to  
 294 subdivision I 3; (ii) shall document such reading intervention services; (iii) shall include, at a minimum, (a)  
 295 the student's specific, diagnosed reading skill deficiencies as determined or identified by diagnostic  
 296 assessment data or the literacy screener provided by the Department; (b) the goals and benchmarks for  
 297 student growth in reading; (c) a description of the specific measures that will be used to evaluate and monitor  
 298 the student's reading progress; (d) the specific evidence-based literacy instruction that the student will  
 299 receive; (e) the strategies, resources, and materials that will be provided to the student's parent to support the  
 300 student to make reading progress; and (f) any additional services the teacher deems available and appropriate  
 301 to accelerate the student's reading skill development; and (iv) may include the following services for the  
 302 student: instruction from a reading specialist, trained aide, computer-based reading tutorial program, or

303 classroom teacher with support from an aide, extended instructional time in the school day or school year, or  
 304 for students in grades six through eight, a literacy course, in addition to the course required by the Standards  
 305 of Learning in English, that provides the specific evidence-based literacy instruction identified in the student's  
 306 reading plan. In accordance with § 22.1-215.2, the parent of each student shall receive notice before services  
 307 begin and a copy of the student reading plan.

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

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

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

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

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

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

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

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

327 **§ 22.1-253.13:4. Standard 4. Student achievement and graduation requirements.**

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

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

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

343 B. Students identified as disabled who:

344 1. Complete alternative requirements, in the form of credit accommodations specified in their  
 345 individualized education programs, to earn required standard and verified credits shall be awarded standard  
 346 diplomas by local school boards. Such credit accommodations may include (i) approval of alternative courses  
 347 to meet standard credit requirements, (ii) modifications to the requirements for local school divisions to  
 348 award locally awarded verified credits, (iii) approval of additional tests to earn verified credits, (iv) adjusted  
 349 cut scores required to earn verified credits, (v) allowance of work-based learning experiences, and (vi) special  
 350 permission credit accommodations for locally awarded verified credits; and

351 2. Complete the requirements of their individualized education programs and meet certain requirements  
 352 prescribed by the Board pursuant to regulations but do not meet the requirements for any named diploma  
 353 shall be awarded Applied Studies diplomas by local school boards. The Board shall develop and implement  
 354 statewide requirements for earning an Applied Studies diploma for implementation at the beginning of the  
 355 2022-2023 school year.

356 The Department shall develop guidance, in multiple languages, for students and parents (i) informing  
 357 them of the alternative path to earn a standard diploma through credit accommodations, including special  
 358 permission credit accommodations for locally awarded verified credits; (ii) conveying (a) the limitations of  
 359 the applied studies diploma, (b) key curriculum and testing decisions that reduce the likelihood that a student  
 360 will be able to obtain a standard diploma, and (c) a statement that the pursuit of an applied studies diploma  
 361 may preclude a student's ability to pursue a standard diploma; and (iii) supporting them to discuss these  
 362 diploma options at the student's individualized education program meetings.

363 Each local school board shall develop a process for awarding locally verified credits to students with

364 disabilities, require individualized education program teams to consider credit accommodations, including  
 365 locally awarded verified credits, for students with disabilities to enable them to earn a standard diploma, and  
 366 provide guidance from the Department to parents of students with disabilities regarding the availability of  
 367 credit accommodations to earn a standard diploma and the limitations of the Applied Studies diploma at a  
 368 student's annual individualized education program meeting corresponding to grades three through 12 when  
 369 curriculum or statewide assessment decisions are being made that impact the type of diploma for which the  
 370 student can qualify.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

423 11. Establish a procedure to facilitate the acceleration of students that allows qualified students, with the  
 424 recommendation of the division superintendent, without completing the 140-hour class, to obtain credit for

425 such class upon demonstrating mastery of the course content and objectives and receiving a passing score on  
426 the relevant Standards of Learning assessment. Nothing in this section shall preclude relevant school division  
427 personnel from enforcing compulsory attendance in public schools.

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

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

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

438 In addition, the Board may:

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

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

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

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

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

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

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

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

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

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

479 21. Permit any student to substitute elective credits for completion of any industry-approved workforce  
480 credential, provided that such credential is included on the list of credentials that are uniformly accepted as  
481 substitutes for such required credits developed and maintained by the Board pursuant to subsection F of §  
482 22.1-253.13:1.

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

484 1. The Board shall develop criteria for recognizing exemplary performance in career and technical  
485 education programs by students who have completed the requirements for a Board of Education-approved



486 diploma and shall award seals on the diplomas of students meeting such criteria.

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

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

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

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

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

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

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