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HOUSE BILL NO. 2360

Offered January 13, 2025

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A BILL to amend and reenact §§ 22.1-253.13:1 and 22.1-253.13:4 of the Code of Virginia, relating to high school diploma seal of biliteracy; designation as high-demand industry workforce credential for certain purposes.

Patrons—Wilt and Simonds

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

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

73 The Board shall include in the Standards of Learning for physical and health education for grade nine or
74 10 research-based hazing prevention instruction, in accordance with the Standards of Learning and
75 curriculum guidelines for research-based hazing prevention instruction developed by the Board pursuant to
76 subsection B of § 22.1-207.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

238 E. From such funds as may be appropriated or otherwise received for such purpose, there shall be
239 established within the Department a unit to (i) conduct evaluative studies; (ii) provide the resources and
240 technical assistance to increase the capacity for school divisions to deliver quality instruction; and (iii) assist
241 school divisions in implementing those programs and practices that will enhance pupil academic performance
242 and improve family and community involvement in the public schools. Such unit shall identify and analyze

243 effective instructional programs and practices and professional development initiatives; evaluate the success
 244 of programs encouraging parental and family involvement; assess changes in student outcomes prompted by
 245 family involvement; and collect and disseminate among school divisions information regarding effective
 246 instructional programs and practices, initiatives promoting family and community involvement, and potential
 247 funding and support sources. Such unit may also provide resources supporting professional development for
 248 administrators and teachers. In providing such information, resources, and other services to school divisions,
 249 the unit shall give priority to those divisions demonstrating a less than 70 percent passing rate on the
 250 Standards of Learning assessments.

251 F. The Board shall, in collaboration with the Virginia Community College System, Career and Technical
 252 Education directors, and industry partners, develop and maintain a current, comprehensive, and uniform list
 253 of industry-recognized workforce credentials that students may take as a substitute for certain credits required
 254 for graduation pursuant to 8VAC20-131-51 of the Virginia Administrative Code, including
 255 industry-recognized workforce credentials that students may take as a substitute for elective credits and
 256 industry-recognized workforce credentials completed outside of regular school hours. *The Board shall*
 257 *include on such list its diploma seal of biliteracy established pursuant to subdivision E 4 of § 22.1-253.13:4*
 258 *and shall consider such seal to be a high-demand industry workforce credential for the purpose of satisfying*
 259 *graduation requirements and determining and calculating high school student readiness in its school*
 260 *accountability system.* The Board, in collaboration with the Virginia Community College System, shall
 261 ensure that such list reflects the current credit requirements for graduation and the current credentials
 262 accepted as substitutes. The Board shall post such list in a publicly accessible location on its website. Each
 263 school board shall accept as a substitute for a required credit any credential listed as an accepted substitute for
 264 such required credit.

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

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

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

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

304 of Learning in English, that provides the specific evidence-based literacy instruction identified in the student's
 305 reading plan. In accordance with § 22.1-215.2, the parent of each student shall receive notice before services
 306 begin and a copy of the student reading plan.

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

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

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

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

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

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

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

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

326 **§ 22.1-253.13:4. Standard 4. Student achievement and graduation requirements.**

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

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

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

342 B. Students identified as disabled who:

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

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

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

362 Each local school board shall develop a process for awarding locally verified credits to students with
 363 disabilities, require individualized education program teams to consider credit accommodations, including
 364 locally awarded verified credits, for students with disabilities to enable them to earn a standard diploma, and

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

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

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

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

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

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

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

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

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

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

400 6. Require that students (i) complete an Advanced Placement, honors, International Baccalaureate, or dual
 401 enrollment course; (ii) complete a high-quality work-based learning experience, as defined by the Board; or
 402 (iii) earn a career and technical education credential that has been approved by the Board, *including its*
 403 *diploma seal of biliteracy established pursuant to subdivision E 4*, except when a career and technical
 404 education credential in a particular subject area is not readily available or appropriate or does not adequately
 405 measure student competency, in which case the student shall receive satisfactory competency-based
 406 instruction in the subject area to earn credit. The career and technical education credential, when required,
 407 could include the successful completion of an industry certification, a state licensure examination, a national
 408 occupational competency assessment, the Armed Services Vocational Aptitude Battery, ~~or~~ the Virginia
 409 workplace readiness skills assessment, *or, in the case of the diploma seal of biliteracy, any examination set*
 410 *forth in subdivision E 4*. The Department shall develop, maintain, and make available to each local school
 411 board a catalogue of the testing accommodations available to English language learners for each such
 412 certification, examination, assessment, and battery. Each local school board shall develop and implement
 413 policies to require each high school principal or his designee to notify each English language learner of the
 414 availability of such testing accommodations prior to the student's participation in any such certification,
 415 examination, assessment, or battery.

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

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

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

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

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

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

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

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

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

439 In addition, the Board may:

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

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

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

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

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

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

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

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

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

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

480 21. Permit any student to substitute elective credits for completion of any industry-approved workforce
481 credential, provided that such credential is included on the list of credentials that are uniformly accepted as
482 substitutes for such required credits developed and maintained by the Board pursuant to subsection F of §
483 22.1-253.13:1.

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

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

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

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

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

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

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

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

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

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