

1 VIRGINIA ACTS OF ASSEMBLY — CHAPTER

2 *An Act to amend and reenact §§ 22.1-253.13:1, as it is currently effective and as it shall become effective,*
 3 *and 22.1-253.13:4 of the Code of Virginia, relating to diploma seal for excellence in fine arts established;*
 4 *industry-recognized workforce credential.*

5 [H 478]

6 Approved

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

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

10 **§ 22.1-253.13:1. (Effective until July 1, 2026) Standard 1. Instructional programs supporting the**
 11 **Standards of Learning and other educational objectives.**

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

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

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

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

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

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

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

54 School boards shall implement the Standards of Learning or objectives specifically designed for their
 55 school divisions that are equivalent to or exceed the Board's requirements. Students shall be expected to
 56 achieve the educational objectives established by the school division at appropriate age or grade levels. The

57 curriculum adopted by the local school division shall be aligned to the Standards of Learning.

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

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

69 The Board shall include in the Standards of Learning for physical and health education for grade nine or
70 10 research-based hazing prevention instruction, in accordance with the Standards of Learning and
71 curriculum guidelines for research-based hazing prevention instruction developed by the Board pursuant to
72 subsection B of § 22.1-207.

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

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

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

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

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

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

116 Remediation programs shall include, when applicable, a procedure for early identification of students who
117 are at risk of failing the Standards of Learning assessments in grades three through eight or who fail an end-
118 of-course test required for the award of a verified unit of credit. Such programs may also include summer

119 school for all elementary and middle school grades and for all high school academic courses, as defined by
 120 regulations promulgated by the Board, or other forms of remediation. Summer school remediation programs
 121 or other forms of remediation shall be chosen by the division superintendent to be appropriate to the
 122 academic needs of the student. Students who are required to attend such summer school programs or to
 123 participate in another form of remediation shall not be charged tuition by the school division.

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

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

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

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

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

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

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

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

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

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

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

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

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

169 6. Early identification of gifted students and enrollment of such students in appropriately differentiated
 170 instructional programs.

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

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

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

179 10. An agreement for postsecondary credit and degree attainment with any comprehensive community
 180 college in the Commonwealth specifying the options for students to complete an associate degree, a one-year

181 Uniform Certificate of General Studies, or the Passport Program from a comprehensive community college
182 concurrent with a high school diploma, consistent with the requirements for the College and Career Ready
183 Virginia Program set forth in Article 5.1 (§ 22.1-237.1 et seq.) of Chapter 13. Such agreement shall specify
184 the credit available for dual enrollment courses and Advanced Placement courses with qualifying exam
185 scores of three or higher.

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

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

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

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

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

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

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

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

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

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

243 funding and support sources. Such unit may also provide resources supporting professional development for
 244 administrators and teachers. In providing such information, resources, and other services to school divisions,
 245 the unit shall give priority to those divisions demonstrating a less than 70 percent passing rate on the
 246 Standards of Learning assessments.

247 F. The Board shall, in collaboration with the Virginia Community College System, Career and Technical
 248 Education directors, and industry partners, develop and maintain a current, comprehensive, and uniform list
 249 of industry-recognized workforce credentials that students may take as a substitute for certain credits required
 250 for graduation pursuant to 8VAC20-131-51 of the Virginia Administrative Code, including
 251 industry-recognized workforce credentials that students may take as a substitute for elective credits and
 252 industry-recognized workforce credentials completed outside of regular school hours. The Board shall
 253 include on such list its diploma seal of biliteracy established pursuant to subdivision E 4 of § 22.1-253.13:4
 254 *and its diploma seal for excellence in fine arts established pursuant to subdivision E 5 of § 22.1-253.13:4* and
 255 shall consider *each* such seal to be a high-demand industry workforce credential for the purpose of satisfying
 256 graduation requirements. The Board, in collaboration with the Virginia Community College System, shall
 257 ensure that such list reflects the current credit requirements for graduation and the current credentials
 258 accepted as substitutes. The Board shall post such list in a publicly accessible location on its website. Each
 259 school board shall accept as a substitute for a required credit any credential listed as an accepted substitute for
 260 such required credit.

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

274 H. Each local school board shall provide a program of literacy instruction that is aligned with
 275 science-based reading research and provides evidenced-based literacy instruction to students in kindergarten
 276 through grade eight and is consistent with the school board's literacy plan as required by subsection B of
 277 § 22.1-253.13:6. Pursuant to such program:

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

284 2. A reading specialist, in collaboration with the teacher of any student who receives reading intervention
 285 services pursuant to subdivision 1, shall develop, oversee implementation of, and monitor student progress on
 286 a student reading plan. The parent of each student who receives reading intervention services pursuant to
 287 subdivision 1 shall receive notice of and have the opportunity to participate in the development of the student
 288 reading plan. Each student reading plan (i) shall follow the Department template created pursuant to
 289 subdivision I 3; (ii) shall document such reading intervention services; (iii) shall include, at a minimum, (a)
 290 the student's specific, diagnosed reading skill deficiencies as determined or identified by diagnostic
 291 assessment data or the literacy screener provided by the Department; (b) the goals and benchmarks for
 292 student growth in reading; (c) a description of the specific measures that will be used to evaluate and monitor
 293 the student's reading progress; (d) the specific evidence-based literacy instruction that the student will
 294 receive; (e) the strategies, resources, and materials that will be provided to the student's parent to support the
 295 student to make reading progress; and (f) any additional services the teacher deems available and appropriate
 296 to accelerate the student's reading skill development; and (iv) may include the following services for the
 297 student: instruction from a reading specialist, trained aide, computer-based reading tutorial program, or
 298 classroom teacher with support from an aide, extended instructional time in the school day or school year, or
 299 for students in grades six through eight, a literacy course, in addition to the course required by the Standards
 300 of Learning in English, that provides the specific evidence-based literacy instruction identified in the student's
 301 reading plan. In accordance with § 22.1-215.2, the parent of each student shall receive notice before services
 302 begin and a copy of the student reading plan.

303 3. Each student who receives such reading intervention services shall be assessed utilizing either the
 304 literacy screener provided by the Department or the grade-level reading Standards of Learning assessment

again at the end of that school year.

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

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

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

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

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

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

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

J. As used in this subsection:

"Digital citizenship" means a diverse set of skills related to current technology and social media, including the norms of appropriate, responsible, and healthy behavior.

"Media literacy" means the ability to access, analyze, evaluate, and use media and information. "Media literacy" includes the foundational skills that lead to digital citizenship.

The Board shall consider, during each regularly scheduled revision to the Standards of Learning and any associated curriculum framework, including the Digital Learning Integration Standards of Learning, incorporating media literacy and digital citizenship standards at each grade level.

§ 22.1-253.13:1. (Effective July 1, 2026) 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

367 be given reasonable opportunity to be heard and present information prior to final adoption of any revisions
 368 of the Standards of Learning.

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

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

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

381 The Board shall include in the Standards of Learning for health instruction in emergency first aid,
 382 cardiopulmonary resuscitation, and the use of an automated external defibrillator, including hands-on practice
 383 of the skills necessary to perform cardiopulmonary resuscitation. Such instruction shall be based on the
 384 current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation
 385 and the use of an automated external defibrillator, such as a program developed by the American Heart
 386 Association or the American Red Cross. No teacher who is in compliance with subdivision D 3 of
 387 § 22.1-298.1 shall be required to be certified as a trainer of cardiopulmonary resuscitation to provide
 388 instruction for non-certification.

389 The Board shall include in the Standards of Learning for physical and health education for grade nine or
 390 10 research-based hazing prevention instruction, in accordance with the Standards of Learning and
 391 curriculum guidelines for research-based hazing prevention instruction developed by the Board pursuant to
 392 subsection B of § 22.1-207.

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

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

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

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

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

429 program.

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

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

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

450 The Board shall establish standards for full funding of summer remedial programs that shall include, but
451 not be limited to, the minimum number of instructional hours or the equivalent thereof required for full
452 funding and an assessment system designed to evaluate program effectiveness. Based on the number of
453 students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be
454 provided for the full cost of summer and other remediation programs as set forth in the appropriation act,
455 provided such programs comply with such standards as shall be established by the Board, pursuant to
456 § 22.1-199.2.

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

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

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

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

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

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

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

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

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

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

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

489 6. Early identification of gifted students and enrollment of such students in appropriately differentiated
490 instructional programs.

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

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

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

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

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

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

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

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

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

533 15. A program of physical activity available to all students in grades kindergarten through five consisting
 534 of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and
 535 available to all students in grades six through 12 with a goal of at least 150 minutes per week on average
 536 during the regular school year. Such program may include any combination of (i) physical education classes,
 537 (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by
 538 the local school board. Each local school board shall implement such program during the regular school year.
 539 Any physical education class offered to students in grades seven and eight shall include at least one hour of
 540 personal safety training per school year in each such grade level that is developed and delivered in
 541 partnership with the local law-enforcement agency and consists of situational safety awareness training and
 542 social media education. Each local school board shall offer to all students in grade nine or 10 a physical
 543 education class that includes research-based hazing prevention instruction pursuant to subsection C of
 544 § 22.1-207, unless such hazing prevention instruction is provided as part of a separate health education class
 545 offered to students in grade nine or 10. Each local school board may accept participation in the Junior
 546 Reserve Officers' Training Corps as fulfillment of any physical education requirements applicable to students
 547 in grades nine through 12.

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

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

552 18. A program of instruction in the high school Virginia and U.S. Government course on all information

553 and concepts contained in the civics portion of the U.S. Naturalization Test.

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

567 F. The Board shall, in collaboration with the Virginia Community College System, Career and Technical
568 Education directors, and industry partners, develop and maintain a current, comprehensive, and uniform list
569 of industry-recognized workforce credentials that students may take as a substitute for certain credits required
570 for graduation pursuant to 8VAC20-131-51 of the Virginia Administrative Code, including
571 industry-recognized workforce credentials that students may take as a substitute for elective credits and
572 industry-recognized workforce credentials completed outside of regular school hours. The Board shall
573 include on such list its diploma seal of biliteracy established pursuant to subdivision E 4 of § 22.1-253.13:4
574 and its diploma seal for excellence in fine arts established pursuant to subdivision E 5 of § 22.1-253.13:4 and
575 shall consider *each* such seal to be a high-demand industry workforce credential for the purpose of satisfying
576 graduation requirements. The Board, in collaboration with the Virginia Community College System, shall
577 ensure that such list reflects the current credit requirements for graduation and the current credentials
578 accepted as substitutes. The Board shall post such list in a publicly accessible location on its website. Each
579 school board shall accept as a substitute for a required credit any credential listed as an accepted substitute for
580 such required credit.

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

594 H. Each local school board shall provide a program of literacy instruction that is aligned with
595 science-based reading research and provides evidenced-based literacy instruction to students in kindergarten
596 through grade eight and is consistent with the school board's literacy plan as required by subsection B of
597 § 22.1-253.13:6. Pursuant to such program:

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

604 2. A reading specialist, in collaboration with the teacher of any student who receives reading intervention
605 services pursuant to subdivision 1, shall develop, oversee implementation of, and monitor student progress on
606 a student reading plan. The parent of each student who receives reading intervention services pursuant to
607 subdivision 1 shall receive notice of and have the opportunity to participate in the development of the student
608 reading plan. Each student reading plan (i) shall follow the Department template created pursuant to
609 subdivision I 3; (ii) shall document such reading intervention services; (iii) shall include, at a minimum, (a)
610 the student's specific, diagnosed reading skill deficiencies as determined or identified by diagnostic
611 assessment data or the literacy screener provided by the Department; (b) the goals and benchmarks for
612 student growth in reading; (c) a description of the specific measures that will be used to evaluate and monitor
613 the student's reading progress; (d) the specific evidence-based literacy instruction that the student will
614 receive; (e) the strategies, resources, and materials that will be provided to the student's parent to support the

615 student to make reading progress; and (f) any additional services the teacher deems available and appropriate
 616 to accelerate the student's reading skill development; and (iv) may include the following services for the
 617 student: instruction from a reading specialist, trained aide, computer-based reading tutorial program, or
 618 classroom teacher with support from an aide, extended instructional time in the school day or school year, or,
 619 for students in grades six through eight, a literacy course, in addition to the course required by the Standards
 620 of Learning in English, that provides the specific evidence-based literacy instruction identified in the student's
 621 reading plan. In accordance with § 22.1-215.2, the parent of each student shall receive notice before services
 622 begin and a copy of the student reading plan.

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

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

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

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

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

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

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

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

642 J. As used in this subsection:

643 "Digital citizenship" means a diverse set of skills related to current technology and social media, including
 644 the norms of appropriate, responsible, and healthy behavior.

645 "Media literacy" means the ability to access, analyze, evaluate, and use media and information. "Media
 646 literacy" includes the foundational skills that lead to digital citizenship.

647 The Board shall consider, during each regularly scheduled revision to the Standards of Learning and any
 648 associated curriculum framework, including the Digital Learning Integration Standards of Learning,
 649 incorporating media literacy and digital citizenship standards at each grade level.

650 K. Each local school board shall adopt and implement textbooks and other high-quality instructional
 651 materials in English language arts for grades six through 12 and mathematics, science, and history and social
 652 science for grades kindergarten through 12. Except as otherwise provided in subdivision I 2 and subsection B
 653 of § 22.1-253.13:6, such textbooks and other high-quality instructional materials shall be selected from the
 654 list approved by the Board pursuant to § 22.1-238 or through a local adoption process that incorporates
 655 requirements for textbooks and other high-quality instructional materials in accordance with regulations
 656 promulgated by the Board.

657 L. To support local adoption and implementation of textbooks and other high-quality instructional
 658 materials, the Department shall:

659 1. Review and update its "Virginia's Textbook Review Process" document to identify textbooks and other
 660 high-quality instructional materials for Board approval pursuant to § 22.1-238. Such review process shall
 661 include guidelines and timelines for the submission of, review of, comment on, and evaluation of textbooks
 662 and instructional materials, the development and update at least every seven years of evaluation rubrics to
 663 determine the extent to which submitted textbooks and instructional materials meet the definition of
 664 textbooks and other high-quality instructional materials, the selection and training of Virginia review teams
 665 that represent educators from various geographical regions of the Commonwealth and the diversity of the
 666 Commonwealth's schools, opportunity for public comment, and the publication of ratings and reports based
 667 on the reviews;

668 2. Implement the review process developed pursuant to subdivision 1 to develop a list of textbooks and
 669 other high-quality instructional materials for English language arts for grades six through 12 and
 670 mathematics, science, and history and social science for grades kindergarten through 12;

671 3. Develop, adopt, and publish a list of approved vendors of professional learning resources that support
 672 teachers to implement the textbooks and other high-quality instructional materials approved by the Board
 673 pursuant to § 22.1-238;

674 4. For any school that requires improvement, based on federal indicators or a failure to meet Board
 675 standards pursuant to § 22.1-253.13:3, (i) complete a review of the curricula in use at such school, (ii) from
 676 such funds as may be appropriated, develop a grant program to support the school to adopt textbooks and

677 other high-quality instructional materials from the list approved by the Board pursuant to § 22.1-238 and
 678 contract with vendors of professional learning resources from the list approved in accordance with
 679 subdivision 3, and (iii) monitor implementation of the adopted textbooks and high-quality instructional
 680 materials and professional learning resources; and

681 5. Publish annually a list of the textbooks and other high-quality instructional materials and professional
 682 learning resources adopted and procured by each local school board.

683 **§ 22.1-253.13:4. Standard 4. Student achievement and graduation requirements.**

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

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

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

699 B. Students identified as disabled who:

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

707 2. Complete the requirements of their individualized education programs and meet certain requirements
 708 prescribed by the Board pursuant to regulations but do not meet the requirements for any named diploma
 709 shall be awarded Applied Studies diplomas by local school boards. The Board shall develop and implement
 710 statewide requirements for earning an Applied Studies diploma for implementation at the beginning of the
 711 2022-2023 school year.

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

719 Each local school board shall develop a process for awarding locally verified credits to students with
 720 disabilities, require individualized education program teams to consider credit accommodations, including
 721 locally awarded verified credits, for students with disabilities to enable them to earn a standard diploma, and
 722 provide guidance from the Department to parents of students with disabilities regarding the availability of
 723 credit accommodations to earn a standard diploma and the limitations of the Applied Studies diploma at a
 724 student's annual individualized education program meeting corresponding to grades three through 12 when
 725 curriculum or statewide assessment decisions are being made that impact the type of diploma for which the
 726 student can qualify.

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

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

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

- 739 D. In establishing graduation requirements, the Board shall:
- 740 1. Develop and implement, in consultation with stakeholders representing elementary and secondary
- 741 education, higher education, and business and industry in the Commonwealth and including parents,
- 742 policymakers, and community leaders in the Commonwealth, a Profile of a Virginia Graduate that identifies
- 743 the knowledge and skills that students should attain during high school in order to be successful contributors
- 744 to the economy of the Commonwealth, giving due consideration to critical thinking, creative thinking,
- 745 collaboration, communication, and citizenship.
- 746 2. Emphasize the development of core skill sets in the early years of high school.
- 747 3. Establish multiple paths toward college and career readiness for students to follow in the later years of
- 748 high school. Each such pathway shall include opportunities for internships, externships, and credentialing.
- 749 4. Provide for the selection of integrated learning courses meeting the Standards of Learning and approved
- 750 by the Board to satisfy graduation requirements, which shall include Standards of Learning testing, as
- 751 necessary.
- 752 5. Require students to complete at least one course in fine or performing arts or career and technical
- 753 education, one course in United States and Virginia history, and two sequential elective courses chosen from
- 754 a concentration of courses selected from a variety of options that may be planned to ensure the completion of
- 755 a focused sequence of elective courses that provides a foundation for further education or training or
- 756 preparation for employment.
- 757 6. Require that students (i) complete an Advanced Placement, honors, International Baccalaureate, or dual
- 758 enrollment course; (ii) complete a high-quality work-based learning experience, as defined by the Board; or
- 759 (iii) earn a career and technical education credential that has been approved by the Board, including its
- 760 diploma seal of biliteracy established pursuant to subdivision E 4 *and its diploma seal for excellence in fine*
- 761 *arts established pursuant to subdivision E 5*, except when a career and technical education credential in a
- 762 particular subject area is not readily available or appropriate or does not adequately measure student
- 763 competency, in which case the student shall receive satisfactory competency-based instruction in the subject
- 764 area to earn credit. The career and technical education credential, when required, could include the successful
- 765 completion of an industry certification, a state licensure examination, a national occupational competency
- 766 assessment, the Armed Services Vocational Aptitude Battery, the Virginia workplace readiness skills
- 767 assessment, ~~or~~ in the case of the diploma seal of biliteracy, any examination set forth in subdivision E 4, *or*
- 768 *in the case of the diploma seal for excellence in fine arts, any performance-based criteria established by the*
- 769 *Board in accordance with subdivision E 5*. The Department shall develop, maintain, and make available to
- 770 each local school board a catalogue of the testing accommodations available to English language learners for
- 771 each such certification, examination, assessment, and battery. Each local school board shall develop and
- 772 implement policies to require each high school principal or his designee to notify each English language
- 773 learner of the availability of such testing accommodations prior to the student's participation in any such
- 774 certification, examination, assessment, or battery.
- 775 7. Require students to be trained in emergency first aid, cardiopulmonary resuscitation, and the use of
- 776 automated external defibrillators, including hands-on practice of the skills necessary to perform
- 777 cardiopulmonary resuscitation.
- 778 8. Make provision in its regulations for students with disabilities to earn a diploma.
- 779 9. Require students to complete one virtual course, which may be a noncredit-bearing course.
- 780 10. Provide that students who complete elective classes into which the Standards of Learning for any
- 781 required course have been integrated and achieve a passing score on the relevant Standards of Learning test
- 782 for the relevant required course receive credit for such elective class.
- 783 11. Establish a procedure to facilitate the acceleration of students that allows qualified students, with the
- 784 recommendation of the division superintendent, without completing the 140-hour class, to obtain credit for
- 785 such class upon demonstrating mastery of the course content and objectives and receiving a passing score on
- 786 the relevant Standards of Learning assessment. Nothing in this section shall preclude relevant school division
- 787 personnel from enforcing compulsory attendance in public schools.
- 788 12. Provide for the award of credit for passing scores on industry certifications, state licensure
- 789 examinations, and national occupational competency assessments approved by the Board.
- 790 School boards shall report annually to the Board the number of Board-approved industry certifications
- 791 obtained, state licensure examinations passed, national occupational competency assessments passed, Armed
- 792 Services Vocational Aptitude Battery assessments passed, and Virginia workplace readiness skills
- 793 assessments passed, and the number of career and technical education completers who graduated. These
- 794 numbers shall be reported as separate categories on the School Performance Report Card.
- 795 For the purposes of this subdivision, "career and technical education completer" means a student who has
- 796 met the requirements for a career and technical concentration or specialization and all requirements for high
- 797 school graduation or an approved alternative education program.
- 798 In addition, the Board may:
- 799 a. For the purpose of awarding credit, approve the use of additional or substitute tests for the correlated
- 800 Standards of Learning assessment, such as academic achievement tests, industry certifications, or state

801 licensure examinations; and

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

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

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

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

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

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

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

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

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

839 21. Permit any student to substitute elective credits for completion of any industry-approved workforce
840 credential, provided that such credential is included on the list of credentials that are uniformly accepted as
841 substitutes for such required credits developed and maintained by the Board pursuant to subsection F of
842 § 22.1-253.13:1.

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

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

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

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

858 4. The Board shall establish criteria for awarding a diploma seal of biliteracy to any student who
859 demonstrates proficiency in English and at least one other language for the Board-approved diplomas. The
860 Board shall consider criteria including the student's (i) score on a College Board Advanced Placement foreign
861 language examination, (ii) score on an SAT II Subject Test in a foreign language, (iii) proficiency level on an

862 ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) measure or another
863 nationally or internationally recognized language proficiency test, or (iv) cumulative grade point average in a
864 sequence of foreign language courses approved by the Board.

865 *5. The Board shall establish criteria for awarding a diploma seal for excellence in fine arts, which may*
866 *include a sequence of coursework, cumulative grade point average in such sequence of coursework, or any*
867 *other performance-based criteria that the Board deems appropriate.*

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

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

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

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