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SENATE BILL NO. 336

Offered January 13, 2016

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A BILL to amend and reenact §§ 22.1-129.1, 22.1-199.4, 22.1-209.1:3, 22.1-227.1, 22.1-253.13:3, and 22.1-253.13:4 of the Code of Virginia, relating to the Board of Education; high school graduation requirements.

Patrons—Miller, McPike and Suetterlein

Referred to Committee on Education and Health

Be it enacted by the General Assembly of Virginia:

1. That §§ 22.1-129.1, 22.1-199.4, 22.1-209.1:3, 22.1-227.1, 22.1-253.13:3, and 22.1-253.13:4 of the Code of Virginia are amended and reenacted as follows:

§ 22.1-129.1. Transfer of assistive technology devices.

A. For the purposes of this section:

"Assistive technology device" means any device, including equipment or a product system, which is used to increase, maintain, or improve functional capabilities of a child with a disability. Assistive technology device shall not include surgically implanted medical devices, such as cochlear implants.

"Child with a disability" means the same as that term is defined in § 22.1-213.

"Transfer" means the process by which a school division that has purchased an assistive technology device may sell, lease, donate, or loan the device pursuant to subsection B.

B. An assistive technology device may be transferred to (i) the school division to which a child with a disability transfers from the school division that purchased the device; (ii) a state agency, including the Department for Aging and Rehabilitative Services, that provides services to a child with a disability following the child's graduation ~~with a standard or advanced studies diploma~~ or when a school division ceases to provide special education services for the student; or (iii) the parents of a child with a disability, or the child with a disability if the child with a disability is age 18 or older and has capacity to enter into a contract.

§ 22.1-199.4. At-Risk Student Academic Achievement Program and Fund.

A. From such funds as may be appropriated for such purpose and from such gifts, donations, grants, bequests, and other funds as may be received on its behalf, there is hereby established the At-Risk Student Academic Achievement Program, to be administered by the Board of Education, and a special nonreverting fund within the Department of the Treasury known as the At-Risk Student Academic Achievement Fund, hereafter referred to as the "Fund." The Fund shall be established on the books of the Comptroller, and any moneys remaining in such Fund at the end of the biennium shall not revert to the general fund but shall remain in the Fund. Interest earned on such funds shall remain in the Fund and be credited to it.

The Department of the Treasury shall administer and manage the Fund, subject to the authority of the Board of Education to provide for its disbursement. The Fund shall be disbursed to award noncompetitive grants to public school divisions to implement research-based programs or programs identified as best practices that are designed to ~~(i) improve the academic achievement of at-risk public school students on the Standards of Learning assessments; (ii) and decrease the rate of dropout among at-risk public school students; and (iii) increase the number of such students obtaining the advanced studies diploma.~~

B. The amount of grants and required local matching funds shall be determined as provided in the appropriation act.

Funds received through this Program shall be used to supplement, not supplant, any local funds currently provided for at-risk programs within the school division.

C. The Board may issue guidelines governing the Program as it deems necessary and appropriate.

§ 22.1-209.1:3. Advancement Via Individual Determination (AVID) Programs.

A. With such funds as may be appropriated by the General Assembly for this purpose, local school boards may establish Advancement Via Individual Determination Programs in their respective school divisions to prepare at-risk students enrolled in the secondary grades in the public schools of the school division for post-secondary education eligibility.

B. Any school board adopting the Advancement Via Individual Determination Program shall establish policies and guidelines to ensure compliance with the provisions of this section. Programs established pursuant to subsection A shall include the following components:

1. A procedure for identifying at-risk students enrolled in the secondary grades in the public schools

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59 of the school division who demonstrate academic potential, a desire to attend college, and the
60 willingness to pursue a rigorous academic program of study or the advanced studies program leading to
61 eligibility for college admission;

62 2. A procedure for obtaining participation in or support for the program by the parent, guardian or
63 other person having charge or control of a child engaged in the program;

64 3. An agreement executed with a two-year or four-year institution of higher education located within
65 or in the proximity of the school division to provide relevant support services including, but not limited
66 to, access to advanced course work, student mentorships and tutorials, and cultural and enrichment
67 experiences;

68 4. A curriculum developed for intensive, accelerated instruction designed to establish high standards
69 and academic achievement for participating students;

70 5. An emphasis on college preparation and college awareness, access to advanced level college
71 preparatory courses at the high school level, building self-esteem and the promotion of personal and
72 social responsibility, the availability of support services for students enrolled in the AVID Program, and
73 the development and fostering of a positive attitude toward learning and the advantages of higher
74 education;

75 6. A low pupil-teacher ratio to promote a high level of interaction between the students and the
76 teacher;

77 7. A current program of staff development and training in the organizational structure, instructional
78 methods, strategies, and process used in and unique to the AVID Program for all teachers and
79 administrators assigned to the program;

80 8. Community outreach to build strong school, business, and community partnerships, and to promote
81 parental involvement in the educational process of participating children;

82 9. Specific, measurable goals and objectives and an evaluation component to determine the program's
83 effectiveness in preparing students participating in the program for college, increasing academic
84 achievement, and lessening the need for remediation of such students who attend college.

85 C. Upon completion of the initial school year of the Advancement Via Individual Determination
86 Program and at least annually thereafter, each school board implementing such program shall require
87 submission of interim evaluation reports of the program. If funded by an appropriation pursuant to
88 subsection A, each school board having an Advancement Via Individual Determination Program shall
89 report the status, effectiveness, and results of such program no later than November 30 of the year
90 following the completion of the initial school year to the Board of Education, which shall transmit such
91 reports to the Governor and the General Assembly.

92 **§ 22.1-227.1. Career and technical education.**

93 A. The Board of Education shall incorporate into career and technical education the Standards of
94 Learning for mathematics, science, English, and social studies, including history, and other subject areas
95 as may be appropriate. The Board may also authorize, in its regulations for accrediting public schools in
96 Virginia, the substitution of industry certification and state licensure examinations for Standards of
97 Learning assessments for the purpose of awarding ~~verified units of~~ credit for career and technical
98 education courses, where appropriate.

99 B. The Board shall also develop a plan for increasing the number of students receiving industry
100 certification and state licensure as part of their career and technical education. The plan shall include an
101 annual goal for school divisions. Where there is an accepted national industry certification for career and
102 technical education instructional personnel and programs for automotive technology, such certification
103 shall be mandatory.

104 C. With such funds as may be appropriated for such purpose, there shall be established, within the
105 Department of Education, a unit of specialists in career and technical education. The unit shall (i) assist
106 in developing and revising local career and technical curriculum to integrate the Standards of Learning,
107 (ii) provide professional development for career and technical instructional personnel to improve the
108 quality of career and technical education, (iii) conduct site visits to the schools providing career and
109 technical education, and (iv) seek the input of business and industry representatives regarding the content
110 and direction of career and technical education programs in the public schools of the Commonwealth.

111 D. The Board shall develop guidelines for the establishment of High School to Work Partnerships,
112 hereafter referred to as "Partnerships," between public high schools and local businesses to create
113 opportunities for students who may not seek further education after high school to (i) participate in an
114 apprenticeship, internship, or job shadow program in a variety of trades and skilled labor positions or
115 (ii) tour local businesses and meet with owners and employees. These guidelines shall include a model
116 waiver form to be used by high schools and local businesses in connection with Partnership programs to
117 protect both the students and the businesses from liability.

118 Each local school board may encourage the local school division's career and technical education
119 administrator or his designee to collaborate with the guidance counselor office of each public high
120 school in the Commonwealth to establish Partnerships and to educate the student body about available

opportunities.

Students who miss a partial or full day of school while participating in Partnership programs shall not be counted as absent for the purposes of calculating average daily membership, but each local school board shall develop policies and procedures for students to make up missed work and may determine the maximum number of school days per academic year that a student may spend participating in a Partnership program.

§ 22.1-253.13:3. Standard 3. Accreditation, other standards, assessments, and releases from state regulations.

A. The Board of Education shall promulgate regulations establishing standards for accreditation pursuant to the Administrative Process Act (§ 2.2-4000 et seq.), which shall include, but not be limited to, student outcome measures, requirements and guidelines for instructional programs and for the integration of educational technology into such instructional programs, administrative and instructional staffing levels and positions, including staff positions for supporting educational technology, student services, auxiliary education programs such as library and media services, ~~course and credit~~ requirements for graduation from high school, community relations, and the philosophy, goals, and objectives of public education in Virginia.

The Board of Education shall promulgate regulations establishing standards for accreditation of public virtual schools under the authority of the local school board that enroll students full time.

The Board shall review annually the accreditation status of all schools in the Commonwealth. However, the Board may review the accreditation status of a school once every three years if the school has been fully accredited for three consecutive years. Upon such triennial review, the Board shall review the accreditation status of the school for each individual year within that triennial review period. If the Board finds that the school would have been accredited every year of that triennial review period the Board may accredit the school for another three years. The Board shall review the accreditation status of any school that (i) in any individual year within the triennial review period would have failed to achieve full accreditation or (ii) in the previous year has had an adjustment of its boundaries by a school board pursuant to subdivision 4 of § 22.1-79 that affects at least 10 percent of the student population of the school.

Each local school board shall maintain schools that are fully accredited pursuant to the standards for accreditation as prescribed by the Board of Education. Each local school board shall review the accreditation status of all schools in the local school division annually in public session. Within the time specified by the Board of Education, each school board shall submit corrective action plans for any schools within its school division that have been designated as not meeting the standards as approved by the Board.

When the Board of Education has obtained evidence through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division level failure to implement the Standards of Quality, the Board may require a division level academic review. After the conduct of such review and within the time specified by the Board of Education, each school board shall submit for approval by the Board a corrective action plan, consistent with criteria established by the Board and setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. Such corrective action plans shall be part of the relevant school division's comprehensive plan pursuant to § 22.1-253.13:6.

With such funds as are appropriated or otherwise received for this purpose, the Board shall adopt and implement an academic review process, to be conducted by the Department of Education, to assist schools that are accredited with warning. The Department shall forward a report of each academic review to the relevant local school board, and such school board shall report the results of such academic review and the required annual progress reports in public session. The local school board shall implement any actions identified through the academic review and utilize them for improvement planning.

B. The Superintendent of Public Instruction shall develop and the Board of Education shall approve criteria for determining and recognizing educational performance in the Commonwealth's public school divisions and schools. Such criteria, when approved, shall become an integral part of the accreditation process and shall include student outcome measurements. The Superintendent of Public Instruction shall annually identify to the Board those school divisions and schools that exceed or do not meet the approved criteria. Such identification shall include an analysis of the strengths and weaknesses of public education programs in the various school divisions in Virginia and recommendations to the General Assembly for further enhancing student learning uniformly across the Commonwealth. In recognizing educational performance in the school divisions, the Board shall include consideration of special school division accomplishments, such as numbers of dual enrollments and students in Advanced Placement and International Baccalaureate courses, and participation in academic year Governor's Schools.

The Superintendent of Public Instruction shall assist local school boards in the implementation of

182 action plans for increasing educational performance in those school divisions and schools that are
183 identified as not meeting the approved criteria. The Superintendent of Public Instruction shall monitor
184 the implementation of and report to the Board of Education on the effectiveness of the corrective actions
185 taken to improve the educational performance in such school divisions and schools.

186 C. With such funds as are available for this purpose, the Board of Education shall prescribe
187 assessment methods to determine the level of achievement of the Standards of Learning objectives by all
188 students. Such assessments shall evaluate knowledge, application of knowledge, critical thinking, and
189 skills related to the Standards of Learning being assessed. The Board shall, with the assistance of
190 independent testing experts, conduct a regular analysis and validation process for these assessments. The
191 Department of Education shall make available to school divisions Standards of Learning assessments
192 typically administered by the middle and high schools by December 1 of the school year in which such
193 assessments are to be administered or when newly developed assessments are available, whichever is
194 later.

195 The Board shall also provide the option of industry certification and state licensure examinations as a
196 student-selected ~~verified~~ credit.

197 The Board of Education shall make publicly available such assessments in a timely manner and as
198 soon as practicable following the administration of such tests, so long as the release of such assessments
199 does not compromise test security or deplete the bank of assessment questions necessary to construct
200 subsequent tests, or limit the ability to test students on demand and provide immediate results in the
201 web-based assessment system.

202 The Board shall include in the student outcome measures that are required by the Standards for
203 Accreditation end-of-course or end-of-grade assessments for various grade levels and classes, including
204 the completion of the alternative assessments implemented by each local school board, in accordance
205 with the Standards of Learning. These assessments shall include end-of-course or end-of-grade tests for
206 English, mathematics, science, and history and social science and may be integrated to include multiple
207 subject areas.

208 The Standards of Learning assessments administered to students in grades three through eight shall
209 not exceed (a) reading and mathematics in grades three and four; (b) reading, mathematics, and science
210 in grade five; (c) reading and mathematics in grades six and seven; (d) reading, writing, and
211 mathematics in grade eight; (e) science after the student receives instruction in the grade six science, life
212 science, and physical science Standards of Learning and before the student completes grade eight; and
213 (f) Virginia Studies and Civics and Economics once each at the grade levels deemed appropriate by each
214 local school board.

215 Each school board shall annually certify that it has provided instruction and administered an
216 alternative assessment, consistent with Board guidelines, to students in grades three through eight in
217 each Standards of Learning subject area in which a Standards of Learning assessment was not
218 administered during the school year. Such guidelines shall (1) incorporate options for age-appropriate,
219 authentic performance assessments and portfolios with rubrics and other methodologies designed to
220 ensure that students are making adequate academic progress in the subject area and that the Standards of
221 Learning content is being taught; (2) permit and encourage integrated assessments that include multiple
222 subject areas; and (3) emphasize collaboration between teachers to administer and substantiate the
223 assessments and the professional development of teachers to enable them to make the best use of
224 alternative assessments.

225 Local school divisions shall provide targeted mathematics remediation and intervention to students in
226 grades six through eight who show computational deficiencies as demonstrated by their individual
227 performance on any diagnostic test or grade-level Standards of Learning mathematics test that measures
228 non-calculator computational skills.

229 In addition, to assess the educational progress of students, the Board of Education shall (A) develop
230 appropriate assessments, which may include criterion-referenced tests and other assessment instruments
231 that may be used by classroom teachers; (B) select appropriate industry certification and state licensure
232 examinations; and (C) prescribe and provide measures, which may include nationally normed tests to be
233 used to identify students who score in the bottom quartile at selected grade levels. An annual
234 justification that includes evidence that the student meets the participation criteria defined by the
235 Virginia Department of Education shall be provided for each student considered for the Virginia Grade
236 Level Alternative. Each Individual Education Program team shall review such justification and make the
237 final determination as to whether or not the Virginia Grade Level Alternative is appropriate for the
238 student. The superintendent and the school board chairman shall certify to the Board of Education, as a
239 part of certifying compliance with the Standards of Quality, that there is a justification in the Individual
240 Education Program for every student who takes the Virginia Grade Level Alternative. Compliance with
241 this requirement shall be monitored as a part of the special education monitoring process conducted by
242 the Department of Education. The Board shall report to the Governor and General Assembly in its
243 annual reports pursuant to § 22.1-18 any school division that is not in compliance with this

requirement.

The Standards of Learning requirements, including all related assessments, shall be waived for any student awarded a scholarship under the Brown v. Board of Education Scholarship Program, pursuant to § 30-231.2, who is enrolled in a preparation program for a high school equivalency examination approved by the Board of Education or in an adult basic education program or an adult secondary education program to obtain the high school diploma or a high school equivalency certificate.

The Department of Education shall develop processes for informing school divisions of changes in the Standards of Learning.

The Board of Education may adopt special provisions related to the administration and use of any Standards of Learning test or tests in a content area as applied to accreditation ratings for any period during which the Standards of Learning content or assessments in that area are being revised and phased in. Prior to statewide administration of such tests, the Board of Education shall provide notice to local school boards regarding such special provisions.

D. The Board of Education may pursue all available civil remedies pursuant to § 22.1-19.1 or administrative action pursuant to § 22.1-292.1 for breaches in test security and unauthorized alteration of test materials or test results.

The Board may initiate or cause to be initiated a review or investigation of any alleged breach in security, unauthorized alteration, or improper administration of tests, including the exclusion of students from testing who are required to be assessed, by local school board employees responsible for the distribution or administration of the tests.

Records and other information furnished to or prepared by the Board during the conduct of a review or investigation may be withheld pursuant to subdivision 11 of § 2.2-3705.3. However, this section shall not prohibit the disclosure of records to (i) a local school board or division superintendent for the purpose of permitting such board or superintendent to consider or to take personnel action with regard to an employee or (ii) any requester, after the conclusion of a review or investigation, in a form that (a) does not reveal the identity of any person making a complaint or supplying information to the Board on a confidential basis and (b) does not compromise the security of any test mandated by the Board. Any local school board or division superintendent receiving such records or other information shall, upon taking personnel action against a relevant employee, place copies of such records or information relating to the specific employee in such person's personnel file.

Notwithstanding any other provision of state law, no test or examination authorized by this section, including the Standards of Learning assessments, shall be released or required to be released as minimum competency tests, if, in the judgment of the Board, such release would breach the security of such test or examination or deplete the bank of questions necessary to construct future secure tests.

E. With such funds as may be appropriated, the Board of Education may provide, through an agreement with vendors having the technical capacity and expertise to provide computerized tests and assessments, and test construction, analysis, and security, for (i) web-based computerized tests and assessments, including computer-adaptive Standards of Learning assessments, for the evaluation of student progress during and after remediation and (ii) the development of a remediation item bank directly related to the Standards of Learning.

F. To assess the educational progress of students as individuals and as groups, each local school board shall require the use of Standards of Learning assessments, alternative assessments, and other relevant data, such as industry certification and state licensure examinations, to evaluate student progress and to determine educational performance. Each local school shall require the administration of appropriate assessments to students, which may include criterion-referenced tests and teacher-made tests and shall include the Standards of Learning assessments, the local school board's alternative assessments, and the National Assessment of Educational Progress state-by-state assessment. Each school board shall analyze and report annually, in compliance with any criteria that may be established by the Board of Education, the results from the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, if administered, industry certification examinations, and the Standards of Learning Assessments to the public.

The Board of Education shall not require administration of the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, except as may be selected to facilitate compliance with the requirements for home instruction pursuant to § 22.1-254.1.

The Board shall include requirements for the reporting of the Standards of Learning assessment scores and averages for each year, regardless of accreditation frequency, as part of the Board's requirements relating to the School Performance Report Card. Such scores shall be disaggregated for each school by student subgroups on the Virginia assessment program as appropriate and shall be reported to the public within three months of their receipt. These reports (i) shall be posted on the portion of the Department of Education's website relating to the School Performance Report Card, in a format and in a manner that allows year-to-year comparisons, and (ii) may include the National

305 Assessment of Educational Progress state-by-state assessment.

306 G. Each local school division superintendent shall regularly review the division's submission of data
307 and reports required by state and federal law and regulations to ensure that all information is accurate
308 and submitted in a timely fashion. The Superintendent of Public Instruction shall provide a list of the
309 required reports and data to division superintendents annually. The status of compliance with this
310 requirement shall be included in the Board of Education's annual report to the Governor and the General
311 Assembly as required by § 22.1-18.

312 H. Any school board may request the Board of Education for release from state regulations or, on
313 behalf of one or more of its schools, for approval of an Individual School Accreditation Plan for the
314 evaluation of the performance of one or more of its schools as authorized for certain other schools by
315 the Standards of Accreditation pursuant to 8 VAC 20-131-280 C of the Virginia Administrative Code.
316 Waivers of regulatory requirements may be granted by the Board of Education based on submission of a
317 request from the division superintendent and chairman of the local school board. The Board of
318 Education may grant, for a period up to five years, a waiver of regulatory requirements that are not (i)
319 mandated by state or federal law or (ii) designed to promote health or safety. The school board shall
320 provide in its waiver request a description of how the releases from state regulations are designed to
321 increase the quality of instruction and improve the achievement of students in the affected school or
322 schools. The Department of Education shall provide (a) guidance to any local school division that
323 requests releases from state regulations and (b) information about opportunities to form partnerships with
324 other agencies or entities to any local school division in which the school or schools granted releases
325 from state regulations have demonstrated improvement in the quality of instruction and the achievement
326 of students.

327 The Board of Education may also grant local school boards waivers of specific requirements in
328 § 22.1-253.13:2, based on submission of a request from the division superintendent and chairman of the
329 local school board, permitting the local school board to assign instructional personnel to the schools with
330 the greatest needs, so long as the school division employs a sufficient number of personnel divisionwide
331 to meet the total number required by § 22.1-253.13:2 and all pupil/teacher ratios and class size
332 maximums set forth in subsection C of § 22.1-253.13:2 are met. The school board shall provide in its
333 request a description of how the waivers from specific Standards of Quality staffing standards are
334 designed to increase the quality of instruction and improve the achievement of students in the affected
335 school or schools. The waivers may be renewed in up to five-year increments, or revoked, based on
336 student achievement results in the affected school or schools.

337 **§ 22.1-253.13:4. Standard 4. Student achievement and graduation requirements.**

338 A. Each local school board shall award diplomas to all secondary school students, including students
339 who transfer from nonpublic schools or from home instruction, who ~~earn the units of credit~~ *meet the*
340 *requirements* prescribed by the Board of Education, ~~pass the prescribed tests,~~ and meet such other
341 requirements as may be prescribed by the local school board and approved by the Board of Education.
342 Provisions shall be made to facilitate the transfer and appropriate grade placement of students from other
343 public secondary schools, from nonpublic schools, or from home instruction as outlined in the standards
344 for accreditation. ~~Course credits earned for online courses taken in the Department of Education's Virtual~~
345 ~~Virginia program shall transfer to Virginia public schools in accordance with provisions of the~~ *The*
346 *standards for accreditation shall include provisions relating to the completion of graduation requirements*
347 *through Virtual Virginia.* Further, reasonable accommodation to meet the requirements for diplomas shall
348 be provided for otherwise qualified students with disabilities as needed.

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

353 Each local school board shall notify the parents of rising eleventh and twelfth grade students of (i)
354 ~~the number and subject area requirements of standard and verified units of credit required~~ *requirements*
355 for graduation pursuant to the standards for accreditation and (ii) ~~the remaining number and subject area~~
356 ~~requirements of such units of credit that have yet to be completed by the individual student~~ *requires for*
357 *graduation.*

358 B. Students identified as disabled who complete the requirements of their individualized education
359 programs and meet certain requirements prescribed by the Board pursuant to regulations but do not meet
360 the requirements for any named diploma shall be awarded Applied Studies diplomas by local school
361 boards.

362 Each local school board shall notify the parent of such students with disabilities who have an
363 individualized education program and who fail to meet the *graduation* requirements ~~for a standard or~~
364 ~~advanced studies diploma~~ of the student's right to a free and appropriate education to age 21, inclusive,
365 pursuant to Article 2 (§ 22.1-213 et seq.) of Chapter 13.

366 C. Students who have completed a prescribed course of study as defined by the local school board

shall be awarded certificates of program completion by local school boards if they are not eligible to receive a Board of Education-approved diploma.

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

D. In establishing course and credit graduation requirements for a high school diploma, the Board shall:

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

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

3. *Establish and require students to follow in the later years of high school alternative paths toward college and career readiness that include opportunities for internships, externships, and credentialing.*

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

2. Establish the requirements for a standard and an advanced studies high school diploma, which shall each include 5. *Require students to complete at least one credit course in fine or performing arts or career and technical education and, one credit course in United States and Virginia history. The requirements for a standard high school diploma shall, however, include at least, and two sequential electives elective courses chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Such focused sequence of elective courses shall provide that provides a foundation for further education or training or preparation for employment. The advanced studies diploma shall be the recommended diploma for students pursuing baccalaureate study. Both the standard and the advanced studies diploma shall prepare students for post-secondary education and the career readiness required by the Commonwealth's economy.*

Beginning with first-time ninth grade students in the 2013-2014 school year, requirements for the standard diploma shall include a requirement to 6. *Graduation requirements shall include a requirement that students either (i) complete an Advanced Placement, honors, or International Baccalaureate course or (ii) earn a career and technical education credential that has been approved by the Board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the standard diploma requirements earn credit.* The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness skills assessment.

7. Beginning with first-time ninth grade students in the 2016-2017 school year, requirements for the standard and advanced diplomas shall include a requirement *require students* to be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation.

The Board shall make 8. *Make provision in its regulations for students with disabilities to earn a standard diploma.*

3. Provide, in the requirements to earn a standard or advanced studies diploma, the successful completion of 9. *Require students to complete one virtual course. The virtual course, which may be a noncredit-bearing course.*

4. 10. Provide, in the requirements for the verified units of credit stipulated for obtaining the standard or advanced studies diploma, that students completing *who complete* elective classes into which the Standards of Learning for any required course have been integrated *may take and achieve a passing score on* the relevant Standards of Learning test for the relevant required course and receive, *upon* achieving a satisfactory score on the specific Standards of Learning assessment, a verified unit of credit for such elective class that shall be deemed to satisfy the Board's requirement for verified credit for the required course.

5. 11. Establish a procedure to facilitate the acceleration of students that allows qualified students,

428 with the recommendation of the division superintendent, without completing the 140-hour class, to
429 obtain credit for such class upon ~~demonstration of~~ *demonstrating* mastery of the course content and
430 objectives. ~~Having received credit for the course, the student shall be permitted to sit for the relevant~~
431 ~~Standards of Learning assessment and, upon receiving a passing score, shall earn a verified credit on the~~
432 ~~relevant Standards of Learning assessment.~~ Nothing in this section shall preclude relevant school
433 division personnel from enforcing compulsory attendance in public schools.

434 ~~6.~~ 12. Provide for the award of ~~verified units of~~ credit for passing scores on industry certifications,
435 state licensure examinations, and national occupational competency assessments approved by the Board
436 of Education.

437 School boards shall report annually to the Board of Education the number of Board-approved
438 industry certifications obtained, state licensure examinations passed, national occupational competency
439 assessments passed, Virginia workplace readiness skills assessments passed, and the number of career
440 and technical education completers who graduated. These numbers shall be reported as separate
441 categories on the School Performance Report Card.

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

445 In addition, the Board may:

446 a. For the purpose of awarding ~~verified units of~~ credit, approve the use of additional or substitute
447 tests for the correlated Standards of Learning assessment, such as academic achievement tests, industry
448 certifications or state licensure examinations; and

449 b. Permit students completing career and technical education programs designed to enable such
450 students to pass such industry certification examinations or state licensure examinations to be awarded,
451 upon obtaining satisfactory scores on such industry certification or licensure examinations, ~~the~~
452 appropriate ~~verified units of~~ credit for one or more career and technical education classes into which
453 relevant Standards of Learning for various classes taught at the same level have been integrated. Such
454 industry certification and state licensure examinations may cover relevant Standards of Learning for
455 various required classes and may, at the discretion of the Board, address some Standards of Learning for
456 several required classes.

457 ~~7.~~ 13. Provide for the waiver of certain graduation requirements (i) upon the Board's initiative or (ii)
458 at the request of a local school board. Such waivers shall be granted only for good cause and shall be
459 considered on a case-by-case basis.

460 ~~8.~~ 14. Consider all computer science course credits earned by students to be science course credits,
461 mathematics course credits, or career and technical education credits. The Board of Education shall
462 develop guidelines addressing how computer science courses can satisfy graduation requirements.

463 ~~9.~~ 15. Permit local school divisions to waive the requirement for students to receive 140 clock hours
464 of instruction to ~~earn a standard unit of credit~~ upon providing the Board with satisfactory proof, based
465 on Board guidelines, that the students for whom such requirements are waived have learned the content
466 and skills included in the relevant Standards of Learning.

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

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

472 2. The Board shall establish criteria for awarding a diploma seal for advanced mathematics and
473 technology for the Board of Education-approved diplomas. The Board shall consider including criteria
474 for (i) technology courses; (ii) technical writing, reading, and oral communication skills; (iii)
475 technology-related training; and (iv) industry, professional, and trade association national certifications.

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

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

Board.

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

G. (Effective until July 1, 2016) To ensure the uniform assessment of high school graduation rates, the Board shall collect, analyze, and report high school graduation and dropout data using a formula prescribed by the Board.

The Board may promulgate such regulations as may be necessary and appropriate for the collection, analysis, and reporting of such data.

G. (Effective July 1, 2016) To ensure the uniform assessment of high school graduation rates, the Board shall collect, analyze, report, and make available to the public high school graduation and dropout data using a formula prescribed by the Board.

H. (Effective July 1, 2016) The Board shall also collect, analyze, report, and make available to the public high school graduation and dropout data using a formula that excludes any student who fails to graduate because such student is in the custody of the Department of Corrections, the Department of Juvenile Justice, or local law enforcement. For the purposes of the Standards of Accreditation, the Board shall use the graduation rate required by this subsection.

I. (Effective July 1, 2016) The Board may promulgate such regulations as may be necessary and appropriate for the collection, analysis, and reporting of such data required by subsections G and H.

2. That the Board of Education shall establish graduation requirements pursuant to this act no later than September 1, 2017, and that such requirements shall apply to each student who enrolls in high school as (i) a freshman after July 1, 2018, (ii) a sophomore after July 1, 2019, (iii) a junior after July 1, 2020, or (iv) a senior after July 1, 2021.