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HOUSE BILL NO. 1125

Offered January 10, 2018

Prefiled January 10, 2018

A *BILL to amend and reenact §§ 22.1-253.13:1, 22.1-298.1, 22.1-298.2, 22.1-299, and 22.1-299.5 of the Code of Virginia, relating to teacher licensure.*

Patrons—Landes, Ward, Boysko, Helsel, LaRock, McGuire and Thomas

Referred to Committee on Education

Be it enacted by the General Assembly of Virginia:

1. That §§ 22.1-253.13:1, 22.1-298.1, 22.1-298.2, 22.1-299, and 22.1-299.5 of the Code of Virginia are amended and reenacted as follows:

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

A. The General Assembly and the Board of Education 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 of Education 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, Section 1 of the Constitution of Virginia.

B. The Board of Education 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 three shall be based on components of effective reading instruction, to include, at a minimum, phonemic awareness, phonics, fluency, vocabulary development, and text comprehension.

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

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

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59 facilitate the submission of recommendations by educators.

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

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

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

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

80 C. Local school boards shall develop and implement a program of instruction for grades K through
81 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board of
82 Education. The program of instruction shall emphasize reading, writing, speaking, mathematical concepts
83 and computations, proficiency in the use of computers and related technology, computer science and
84 computational thinking, including computer coding, and scientific concepts and processes; essential skills
85 and concepts of citizenship, including knowledge of Virginia history and world and United States
86 history, economics, government, foreign languages, international cultures, health and physical education,
87 environmental issues, and geography necessary for responsible participation in American society and in
88 the international community; fine arts, which may include, but need not be limited to, music and art,
89 and practical arts; knowledge and skills needed to qualify for further education, gainful employment, or
90 training in a career or technical field; and development of the ability to apply such skills and knowledge
91 in preparation for eventual employment and lifelong learning and to achieve economic self-sufficiency.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

156 6. Early identification of gifted students and enrollment of such students in appropriately
157 differentiated instructional programs.

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

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

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

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

171 11. A plan to notify students and their parents of the availability of dual enrollment and advanced
172 placement classes, career and technical education programs, the International Baccalaureate Program, and
173 Academic Year Governor's School Programs, the qualifications for enrolling in such classes and
174 programs, and the availability of financial assistance to low-income and needy students to take the
175 advanced placement and International Baccalaureate examinations. This plan shall include notification to
176 students and parents of the agreement with a comprehensive community college in the Commonwealth
177 to enable students to complete an associate degree or a one-year Uniform Certificate of General Studies
178 concurrent with a high school diploma.

179 12. Identification of students with limited English proficiency and enrollment of such students in
180 appropriate instructional programs.

181 13. Early identification, diagnosis, and assistance for students with reading and mathematics problems

182 and provision of instructional strategies and reading and mathematics practices that benefit the
183 development of reading and mathematics skills for all students.

184 Local school divisions shall provide reading intervention services to students in kindergarten through
185 grade three who demonstrate deficiencies based on their individual performance on the Standards of
186 Learning reading test or any reading diagnostic test that meets criteria established by the Department of
187 Education. Local school divisions shall report the results of the diagnostic tests to the Department of
188 Education on an annual basis, at a time to be determined by the Superintendent of Public Instruction.
189 Each student who receives early intervention reading services will be assessed again at the end of that
190 school year. The local school division, in its discretion, shall provide such reading intervention services
191 prior to promoting a student from grade three to grade four. Reading intervention services may include
192 the use of: special reading teachers; trained aides; volunteer tutors under the supervision of a certified
193 teacher; computer-based reading tutorial programs; aides to instruct in-class groups while the teacher
194 provides direct instruction to the students who need extra assistance; and extended instructional time in
195 the school day or school year for these students. Funds appropriated for prevention, intervention, and
196 remediation; summer school remediation; at-risk; or early intervention reading may be used to meet the
197 requirements of this subdivision.

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

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

209 15. (Applicable to school years before the 2018-2019 school year) A program of physical fitness
210 available to all students with a goal of at least 150 minutes per week on average during the regular
211 school year. Such program may include any combination of (i) physical education classes, (ii)
212 extracurricular athletics, or (iii) other programs and physical activities deemed appropriate by the local
213 school board. Each local school board shall incorporate into its local wellness policy a goal for the
214 implementation of such program during the regular school year.

215 15. (Applicable beginning with the 2018-2019 school year) A program of physical activity available
216 to all students in grades kindergarten through five consisting of at least 20 minutes per day or an
217 average of 100 minutes per week during the regular school year and available to all students in grades
218 six through 12 with a goal of at least 150 minutes per week on average during the regular school year.
219 Such program may include any combination of (i) physical education classes, (ii) extracurricular
220 athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by the local
221 school board. Each local school board shall implement such program during the regular school year.

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

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

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

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

242 F. Each local school board may enter into agreements for postsecondary credential, certification, or
243 license attainment with comprehensive community colleges or other public institutions of higher

244 education or educational institutions established pursuant to Title 23.1 that offer a career and technical
 245 education curriculum. Such agreements shall specify (i) the options for students to take courses as part
 246 of the career and technical education curriculum that lead to an industry-recognized credential,
 247 certification, or license concurrent with a high school diploma and (ii) the credentials, certifications, or
 248 licenses available for such courses.

249 **§ 22.1-298.1. Regulations governing licensure.**

250 A. As used in this section:

251 "Alternate route to licensure" means a nontraditional route to teacher licensure available to
 252 individuals who meet the criteria specified in the regulations issued by the Board of Education.

253 "Industry certification credential" means an active career and technical education credential that is
 254 earned by successfully completing a Board of Education-approved industry certification examination,
 255 being issued a professional license in the Commonwealth, or successfully completing an occupational
 256 competency examination.

257 "Licensure by reciprocity" means a process used to issue a license to an individual coming into the
 258 Commonwealth from another state when that individual meets certain conditions specified in the Board
 259 of Education's regulations.

260 "Professional teacher's assessment" means those tests mandated for licensure as prescribed by the
 261 Board of Education.

262 "Provisional license" means a nonrenewable license issued by the Board of Education for a specified
 263 period of time, not to exceed three years, to an individual who may be employed by a school division in
 264 the Commonwealth and who generally meets the requirements specified in the Board of Education's
 265 regulations for licensure, but who may need to take additional coursework or pass additional assessments
 266 to be fully licensed with a renewable license.

267 "Renewable license" means a license issued by the Board of Education for five years to an individual
 268 who meets the requirements specified in the Board of Education's regulations.

269 B. The Board of Education shall prescribe, by regulation, the requirements for the licensure of
 270 teachers and other school personnel required to hold a license. Such regulations shall include
 271 requirements for the denial, suspension, cancellation, revocation, and reinstatement of licensure and
 272 procedures for the immediate and thorough investigation by the division superintendent or his designee
 273 of any complaint alleging that a license holder has engaged in conduct that may form the basis for the
 274 revocation of his license. At a minimum, such procedures for investigations contained in such
 275 regulations shall require (i) the division superintendent to petition for the revocation of the license upon
 276 completing such investigation and finding that there is reasonable cause to believe that the license holder
 277 has engaged in conduct that forms the basis for revocation of a license; (ii) the school board to proceed
 278 to a hearing on such petition for revocation within 90 days of the mailing of a copy of the petition to
 279 the license holder, unless the license holder requests the cancellation of his license in accordance with
 280 Board regulations; and (iii) the school board to provide a copy of the investigative file and such petition
 281 for revocation to the Superintendent of Public Instruction at the time that the hearing is scheduled. The
 282 Board of Education shall revoke the license of any person for whom it has received a notice of
 283 dismissal or resignation pursuant to subsection F of § 22.1-313 and, in the case of a person who is the
 284 subject of a founded complaint of child abuse or neglect, after all rights to any administrative appeal
 285 provided by § 63.2-1526 have been exhausted. Regardless of the authority of any other agency of the
 286 Commonwealth to approve educational programs, only the Board of Education shall have the authority
 287 to license teachers to be regularly employed by school boards, including those teachers employed to
 288 provide nursing education.

289 The Board of Education shall prescribe by regulation the licensure requirements for teachers who
 290 teach only online courses, as defined in § 22.1-212.23. Such license shall be valid only for teaching
 291 online courses. Teachers who hold a five-year renewable license issued by the Board of Education may
 292 teach online courses for which they are properly endorsed.

293 C. The Board of Education's regulations shall include requirements that a person seeking initial
 294 licensure:

- 295 1. Complete professional assessments as prescribed by the Board of Education;
- 296 2. Complete study in attention deficit disorder;
- 297 3. Complete study in gifted education, including the use of multiple criteria to identify gifted
 298 students; and
- 299 4. Complete study in methods of improving communication between schools and families and ways
 300 of increasing family involvement in student learning at home and at school.

301 D. In addition, such regulations shall include requirements that:

- 302 1. ~~Every person seeking initial licensure or renewal of a license demonstrate proficiency in the use of~~
 303 ~~educational technology for instruction;~~
- 304 2. Every person seeking initial licensure and persons seeking licensure renewal as teachers who have

305 not completed such study shall complete study in child abuse recognition and intervention in accordance
 306 with curriculum guidelines developed by the Board of Education in consultation with the Department of
 307 Social Services that are relevant to the specific teacher licensure routes;

308 3. Every person seeking initial licensure or renewal of a license shall receive professional
 309 development in instructional methods tailored to promote student academic progress and effective
 310 preparation for the Standards of Learning end-of-course and end-of-grade assessments;

311 4. 2. Every person seeking renewal of a license shall complete all renewal requirements, including
 312 professional development in a manner prescribed by the Board, except that no person seeking renewal of
 313 a license shall be required to satisfy any such requirement by completing coursework and earning credit
 314 at an institution of higher education;

315 5. 3. Every person seeking initial licensure or renewal of a license shall provide evidence of
 316 completion of certification or training in emergency first aid, cardiopulmonary resuscitation, and the use
 317 of automated external defibrillators. The certification or training program shall (i) be based on the
 318 current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary
 319 resuscitation and the use of an automated external defibrillator, such as a program developed by the
 320 American Heart Association or the American Red Cross, and (ii) include hands-on practice of the skills
 321 necessary to perform cardiopulmonary resuscitation. The Board shall provide a waiver for this
 322 requirement for any person with a disability whose disability prohibits such person from completing the
 323 certification or training;

324 6. 4. Every person seeking licensure with an endorsement as a teacher of the blind and visually
 325 impaired shall demonstrate proficiency in reading and writing Braille;

326 7. 5. Every teacher seeking an initial license in the Commonwealth with an endorsement in the area
 327 of career and technical education shall have an industry certification credential in the area in which the
 328 teacher seeks endorsement. If a teacher seeking an initial license in the Commonwealth has not attained
 329 an industry certification credential in the area in which the teacher seeks endorsement, the Board may,
 330 upon request of the employing school division or educational agency, issue the teacher a provisional
 331 license to allow time for the teacher to attain such credential;

332 8. 6. Every person seeking initial licensure or renewal of a license shall complete awareness training,
 333 provided by the Department of Education, on the indicators of dyslexia, as that term is defined by the
 334 Board pursuant to regulations, and the evidence-based interventions and accommodations for dyslexia;
 335 and

336 9. 7. Every person seeking initial licensure or renewal of a license with an endorsement as a school
 337 counselor shall complete training in the recognition of mental health disorder and behavioral distress,
 338 including depression, trauma, violence, youth suicide, and substance abuse.

339 *E. No teacher who seeks a provisional license shall be required to meet any requirement set forth in*
 340 *subsection D as a condition of such licensure, but each such teacher shall complete each such*
 341 *requirement no later than the end of the provisional licensure period.*

342 *F. Each local school board or division superintendent may waive for any individual whom it seeks to*
 343 *employ as a career and technical education teacher and who is also seeking initial licensure or renewal*
 344 *of a license with an endorsement in the area of career and technical education any applicable*
 345 *requirement set forth in subsection C or subdivision D 1, 3, 2, 4, or 6; or 8.*

346 *G. The Board's regulations shall require that initial licensure for principals and assistant principals*
 347 *be contingent upon passage of an assessment as prescribed by the Board.*

348 *H. The Board shall establish criteria in its regulations to effectuate the substitution of experiential*
 349 *learning for coursework for those persons seeking initial licensure through an alternate route as defined*
 350 *in Board regulations.*

351 *I. Notwithstanding any provision of law to the contrary, the Board (i) may provide for the*
 352 *issuance of a provisional license, valid for a period not to exceed three years, pursuant to subdivision D*
 353 *7 5 or to any person who does not meet the requirements of this section or any other requirement for*
 354 *licensure imposed by law and (ii) shall provide for the issuance of a provisional license, valid for a*
 355 *period not to exceed three years, to any former member of the Armed Forces of the United States or the*
 356 *Virginia National Guard who has received an honorable discharge and has the appropriate level of*
 357 *experience or training but does not meet the requirements for a renewable license.*

358 *J. The Board's licensure regulations shall also provide for licensure by reciprocity:*

359 1. With comparable endorsement areas for those individuals holding a valid out-of-state teaching
 360 license and national certification from the National Board for Professional Teaching Standards or a
 361 nationally recognized certification program approved by the Board of Education. The application for
 362 such individuals shall require evidence of such valid licensure and national certification and shall not
 363 require official student transcripts; *and*

364 2. For individuals who have obtained a valid out-of-state license, with full credentials and without
 365 deficiencies, that is in force at the time the application for a Virginia license is received by the
 366 Department of Education. ~~The~~ *Each such individual must shall* establish a file in the Department of

367 Education by submitting a complete application packet, which shall include official student transcripts.
368 An assessment of basic skills as provided in § 22.1-298.2 and No service requirements shall not be
369 imposed for these licensed individuals. Other or licensing assessments, as prescribed by the Board of
370 Education, shall be required, but for any such individual shall be exempt from any professional teacher's
371 assessment requirements, subject to the approval of the division superintendent or the school board in
372 the school division in which such individual is employed; and

373 3. The Board may include other provisions for reciprocity in its regulations.

374 **§ 22.1-298.2. Regulations governing education preparation programs.**

375 A. As used in this section:

376 "Assessment of basic skills" means an assessment prescribed by the Board of Education that an
377 individual must take prior to admission into an approved education preparation program, as prescribed
378 by the Board of Education in its regulations.

379 "Education preparation program" includes four-year bachelor's degree programs in teacher
380 education.

381 B. Education preparation programs shall meet the requirements for accreditation and program
382 approval as prescribed by the Board of Education in its regulations.

383 C. The Board of Education regulations shall provide for education preparation programs offered by
384 institutions of higher education, Virginia public school divisions, and certified providers for alternate
385 routes to licensure.

386 D. The Board shall prescribe an assessment of basic skills for individuals seeking entry into an
387 approved education preparation program and shall establish a minimum passing score for such
388 assessment. The Board also may prescribe other requirements for admission to Virginia's approved
389 education preparation programs in its regulations.

390 E. The Board shall establish accountability measures for approved education programs. Data shall be
391 submitted to the Board on not less than a biennial basis.

392 **§ 22.1-299. License required of teachers; provisional licenses; exceptions.**

393 A. No teacher shall be regularly employed by a school board or paid from public funds unless such
394 teacher holds a license or provisional license issued by the Board of Education.

395 B. Notwithstanding the provision in § 22.1-298.1 that the provisional license is limited to three years,
396 if the following exceptions shall apply:

397 1. If a teacher employed in Virginia the Commonwealth under a provisional license is activated or
398 deployed for military service within a school year (July 1-June 30), an additional year will shall be
399 added to the teacher's provisional license for each school year or portion thereof during which the
400 teacher is activated or deployed. The additional year or years shall be granted the following year or
401 years after following the return of the teacher from deployment or activation.

402 2. The Board may extend, for up to two additional years, the three-year provisional license of any
403 teacher who requires additional time to satisfy the requirements for a renewable license.

404 C. In accordance with regulations prescribed by the Board, a person not meeting the requirements for
405 a license or provisional license may be employed and paid from public funds by a school board
406 temporarily as a substitute teacher to meet an emergency.

407 **§ 22.1-299.5. Waiver of teacher licensure requirements; trade and industrial education
408 programs; content knowledge.**

409 A. Notwithstanding any provision of law to the contrary, any division superintendent may apply to
410 the Department of Education for an annual waiver of the teacher licensure requirements for any
411 individual whom the local school board hires or seeks to hire to:

412 1. To teach in a trade and industrial education program who has obtained or is working toward an
413 industry credential relating to the program area and who has at least 4,000 hours of recent and relevant
414 employment experience, as defined by the Board pursuant to regulation; or

415 2. To teach in a specific content area who demonstrates exemplary content knowledge in such area,
416 as defined by the Board pursuant to regulation.

417 B. The Department of Education shall establish a procedure for submitting, receiving, and acting
418 upon such annual waiver applications.