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HOUSE BILL NO. 1125**AMENDMENT IN THE NATURE OF A SUBSTITUTE**(Proposed by the Joint Conference Committee
on March 9, 2018)

(Patron Prior to Substitute—Delegate Landes)

*A BILL to amend and reenact §§ 22.1-253.13:1, 22.1-298.1, 22.1-298.2, 22.1-299, 22.1-299.5, and 22.1-299.6 of the Code of Virginia, relating to teacher licensure.***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, 22.1-299.5, and 22.1-299.6 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 facilitate the submission of recommendations by educators.

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

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

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

65 The Board of Education shall include in the Standards of Learning for health instruction in
66 emergency first aid, cardiopulmonary resuscitation, and the use of an automated external defibrillator,
67 including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Such
68 instruction shall be based on the current national evidence-based emergency cardiovascular care
69 guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a
70 program developed by the American Heart Association or the American Red Cross. No teacher who is
71 in compliance with subdivision D 5 3 of § 22.1-298.1 shall be required to be certified as a trainer of
72 cardiopulmonary resuscitation to provide instruction for non-certification.

73 With such funds as are made available for this purpose, the Board shall regularly review and revise
74 the 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
76 education programs shall be aligned with industry and professional standard certifications, where they
77 exist.

78 C. Local school boards shall develop and implement a program of instruction for grades K through
79 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board of
80 Education. The program of instruction shall emphasize reading, writing, speaking, mathematical concepts
81 and computations, proficiency in the use of computers and related technology, computer science and
82 computational thinking, including computer coding, and scientific concepts and processes; essential skills
83 and concepts of citizenship, including knowledge of Virginia history and world and United States
84 history, economics, government, foreign languages, international cultures, health and physical education,
85 environmental issues, and geography necessary for responsible participation in American society and in
86 the international community; fine arts, which may include, but need not be limited to, music and art,
87 and practical arts; knowledge and skills needed to qualify for further education, gainful employment, or
88 training in a career or technical field; and development of the ability to apply such skills and knowledge
89 in preparation for eventual employment and lifelong learning and to achieve economic self-sufficiency.

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

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

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

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

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

119 The Board of Education shall establish standards for full funding of summer remedial programs that
120 shall include, but not be limited to, the minimum number of instructional hours or the equivalent thereof
121 required for full funding and an assessment system designed to evaluate program effectiveness. Based on

the number of students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be provided for the full cost of summer and other remediation programs as set forth in the appropriation act, provided such programs comply with such standards as shall be established by the Board, pursuant to § 22.1-199.2.

D. Local school boards shall also implement the following:

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

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

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

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

b. Career exploration opportunities in the middle school grades;

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

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

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

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

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

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

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

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

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

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

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

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

Local school divisions shall provide reading intervention services to students in kindergarten through

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

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

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

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

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

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

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

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

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

240 F. Each local school board may enter into agreements for postsecondary credential, certification, or
241 license attainment with comprehensive community colleges or other public institutions of higher
242 education or educational institutions established pursuant to Title 23.1 that offer a career and technical
243 education curriculum. Such agreements shall specify (i) the options for students to take courses as part
244 of the career and technical education curriculum that lead to an industry-recognized credential,

certification, or license concurrent with a high school diploma and (ii) the credentials, certifications, or licenses available for such courses.

§ 22.1-298.1. Regulations governing licensure.

A. As used in this section:

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

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

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

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

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

"Renewable license" means a license issued by the Board of Education for ~~five~~ 10 years to an individual who meets the requirements specified in the Board of Education's regulations.

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

The Board of Education shall prescribe by regulation the licensure requirements for teachers who teach only online courses, as defined in § 22.1-212.23. Such license shall be valid only for teaching online courses. Teachers who hold a ~~five-year~~ 10-year renewable license issued by the Board of Education may teach online courses for which they are properly endorsed.

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

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

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

1. Every person seeking initial licensure or renewal of a license demonstrate proficiency in the use of educational technology for instruction;

2. Every person seeking initial licensure and persons seeking licensure renewal as teachers who have not completed such study shall complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board of Education in consultation with the Department of Social Services that are relevant to the specific teacher licensure routes;

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

309 4. 2. Every person seeking renewal of a license shall complete all renewal requirements, including
310 professional development in a manner prescribed by the Board, except that no person seeking renewal of
311 a license shall be required to satisfy any such requirement by completing coursework and earning credit
312 at an institution of higher education;

313 5. 3. Every person seeking initial licensure or renewal of a license shall provide evidence of
314 completion of certification or training in emergency first aid, cardiopulmonary resuscitation, and the use
315 of automated external defibrillators. The certification or training program shall (i) be based on the
316 current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary
317 resuscitation and the use of an automated external defibrillator, such as a program developed by the
318 American Heart Association or the American Red Cross, and (ii) include hands-on practice of the skills
319 necessary to perform cardiopulmonary resuscitation. The Board shall provide a waiver for this
320 requirement for any person with a disability whose disability prohibits such person from completing the
321 certification or training;

322 6. 4. Every person seeking licensure with an endorsement as a teacher of the blind and visually
323 impaired shall demonstrate proficiency in reading and writing Braille;

324 7. 5. Every teacher seeking an initial license in the Commonwealth with an endorsement in the area
325 of career and technical education shall have an industry certification credential in the area in which the
326 teacher seeks endorsement. If a teacher seeking an initial license in the Commonwealth has not attained
327 an industry certification credential in the area in which the teacher seeks endorsement, the Board may,
328 upon request of the employing school division or educational agency, issue the teacher a provisional
329 license to allow time for the teacher to attain such credential;

330 8. 6. Every person seeking initial licensure or renewal of a license shall complete awareness training,
331 provided by the Department of Education, on the indicators of dyslexia, as that term is defined by the
332 Board pursuant to regulations, and the evidence-based interventions and accommodations for dyslexia;
333 and

334 9. 7. Every person seeking initial licensure or renewal of a license with an endorsement as a school
335 counselor shall complete training in the recognition of mental health disorder and behavioral distress,
336 including depression, trauma, violence, youth suicide, and substance abuse.

337 E. *No teacher who seeks a provisional license shall be required to meet any requirement set forth in*
338 *subdivision D 1, 3, or 6 as a condition of such licensure, but each such teacher shall complete each*
339 *such requirement during the first year of provisional licensure.*

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

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

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

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

356 I. J. The Board's licensure regulations shall also provide for licensure by reciprocity:

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

362 2. For individuals who have obtained a valid out-of-state license, with full credentials and without
363 deficiencies, that is in force at the time the application for a Virginia license is received by the
364 Department of Education. *The Each such individual must shall* establish a file in the Department of
365 Education by submitting a complete application packet, which shall include official student transcripts.
366 *An assessment of basic skills as provided in § 22.1-298.2 and No* service requirements shall not be
367 *imposed for these licensed individuals. Other or* licensing assessments, as prescribed by the Board of

Education, shall be required; but for any such individual shall be exempt from any professional teacher's assessment requirements, subject to the approval of the division superintendent or the school board in the school division in which such individual is employed; and

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

K. The Board shall include in its regulations an alternate route to licensure for elementary education preK-6 and an alternate route to licensure for special education general curriculum K-12. Each such alternate route to licensure shall require individuals to (i) meet the qualifying scores on the content area assessment prescribed by the Board for the endorsements sought and (ii) complete an alternative certification program that provides training in the pedagogy and methodology of the respective content or special education areas prescribed by the Board. The curriculum of any such alternative certification program shall be approved by the Board. Nothing in this subsection shall preclude the Board from establishing other alternate routes to licensure.

§ 22.1-298.2. Regulations governing education preparation programs.

A. As used in this section:

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

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

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

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

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

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

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

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

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

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

2. The Board shall extend for at least one additional year, but for no more than two additional years, the three-year provisional license of a teacher upon receiving from the division superintendent (i) a recommendation for such extension and (ii) satisfactory performance evaluations for such teacher for each year of the original three-year provisional license.

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

§ 22.1-299.5. Waiver of teacher licensure requirements; trade and industrial education programs.

A. Notwithstanding any provision of law to the contrary, any division superintendent may apply to the Department of Education for an annual a biennial waiver of the teacher licensure requirements for any individual whom the local school board hires or seeks to hire to teach in a trade and industrial education program who has obtained or is working toward an industry credential relating to the program area and who has at least 4,000 hours of recent and relevant employment experience, as defined by the Board pursuant to regulation.

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

§ 22.1-299.6. Career and technical education; three-year licenses.

A. Notwithstanding any provision of law to the contrary, the Board shall provide for the issuance of three-year licenses to qualified individuals to teach, either full time or part time, high school career and technical education courses in specific subject areas for no more than 50 percent of the instructional day

429 or year, on average.

430 B. The Board shall issue a three-year license to teach high school career and technical education
431 courses in a specific subject area to an individual who:

432 1. Submits an application to the Board, in the form prescribed by the Board, that includes a
433 recommendation for such a license from the local school board;

434 2. Meets certain basic conditions for licensure as prescribed by the Board;

435 3. Meets one of the following requirements: (i) holds, at a minimum, a baccalaureate degree from a
436 regionally accredited institution of higher education and has completed coursework in the career and
437 technical education subject area in which the individual seeks to teach, (ii) holds the required
438 professional license in the specific career and technical education subject area in which the individual
439 seeks to teach, where applicable, or (iii) holds an industry certification credential, as that term is defined
440 in § 22.1-298.1, in the specific career and technical education subject area in which the individual seeks
441 to teach;

442 4. Has at least four years of full-time work experience or its equivalent in the specific career and
443 technical education subject area in which the individual seeks to teach; and

444 5. *Has* *If appropriate, has* obtained qualifying scores on the communication and literacy professional
445 teacher's assessment prescribed by the Board.

446 C. The employing school board shall assign a mentor to supervise an individual issued a three-year
447 license pursuant to this section during his first ~~year~~ *two years* of teaching.

448 D. Except as otherwise provided in subsection E, any individual issued a three-year license pursuant
449 to this section may be granted subsequent three-year extensions of such license by the Board upon
450 recommendation of the local school board.

451 E. Any individual issued a three-year license pursuant to this section who completes (i) nine semester
452 hours of specialized professional studies credit from a regionally accredited institution of higher
453 education or (ii) an alternative course of professional studies proposed by the local school board and
454 approved by the Department of Education shall be granted a three-year extension of such license by the
455 Board and may be granted subsequent three-year extensions of such license by the Board upon
456 recommendation of the local school board. Any such specialized professional studies credit or alternative
457 course of professional studies may be completed through distance learning programs and shall include
458 human growth and development; curriculum, instructional, and technology procedures; and classroom
459 and behavior management.

460 F. No three-year license issued by the Board pursuant to this section shall be deemed a provisional
461 license or a renewable license, as those terms are defined in § 22.1-298.1.

462 G. Individuals issued a three-year license pursuant to this section shall not be eligible for continuing
463 contract status while teaching under such license and shall be subject to the probationary terms of
464 employment specified in § 22.1-303.

465 H. The provisions of this article and of Board regulations governing the denial, suspension,
466 cancellation, revocation, and reinstatement of licensure shall apply to three-year licenses issued pursuant
467 to this section.

468 I. The Board shall report at least triennially to the Chairmen of the House Committee on Education
469 and the Senate Committee on Education and Health on the issuance of three-year licenses pursuant to
470 this section by high school, local school division, and career and technical education subject area.

471 **2. That the Board of Education shall amend its regulations for the establishment of requirements**
472 **for teacher licensure renewal set forth in 8VAC20-22-110 to require teachers to complete no more**
473 **than 360 professional development points within the 10-year license renewal period established by**
474 **this act.**

475 **3. That the Department of Education and the Board of Education shall report to the Chairmen of**
476 **the House Committees on Appropriations and Education and the Senate Committees on Finance**
477 **and Education and Health on the effects of the provisions of this act by July 1, 2019.**