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## HOUSE BILL NO. 1477

AMENDMENT IN THE NATURE OF A SUBSTITUTE  
(Proposed by the Senate Committee on Education and Health  
on February 29, 2024)

(Patrons Prior to Substitute—Delegates Rasoul, Coyner [HB 1081], and Tata [HB 663])

A *BILL to amend the Code of Virginia by adding a section numbered 22.1-200.3, relating to student instruction; local alternative instructional time models permitted.*

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

1. That the Code of Virginia is amended by adding a section numbered 22.1-200.3 as follows:

**§ 22.1-200.3. Alternative instructional time models permitted.**

*The Board shall provide local school boards maximum flexibility to waive existing instructional clock hour requirements by developing alternative instructional time models in accordance with regulations adopted by the Board and Board guidelines related to instructional time waivers.*

2. That the Board of Education, when revising its regulations and adopting Standards of Accreditation, shall provide flexibility for local school boards to develop programs that provide for acceleration, remediation, and multiple pathways to graduation that permit students to demonstrate competency at different paces.

3. That the Board of Education shall, by December 1, 2024, update its Guidelines for Graduation Requirements: Local Alternative Paths to Standard Units of Credit (Alternatives to the 140-Clock-Hour Requirement) to include guidance regarding (i) waiver pathway options to allow students time within the school day to complete work-based learning opportunities such as internships, externships, youth registered apprenticeships, clinical experiences, service learning, and other career and workforce development opportunities; (ii) advanced learning opportunities focused on problem-solving, critical thinking, creative thinking, communication, collaboration, and citizenship skills; (iii) content that provides technical knowledge, skills, and competency-based applied learning; (iv) a method for approving alternative programs, including dual enrollment courses, for which course credit may be granted for the purpose of satisfying high school graduation requirements to any student who completes such course and masters the course content by demonstrating the competencies required by course standards, regardless of time, place, or pace; (v) other instructional time models adopted to meet instructional hour requirements through a variety of learning modalities such as project-based learning, mastery-based learning, weekend courses, and evening courses to allow a student to use flexible time options to accelerate demonstration of mastery; and (vi) offering instructional and learning opportunities including innovative, advanced, and enrichment programs for the full school year.

4. That the Board of Education shall submit to the Chairs of the Senate Committee on Education and Health and the House Committee on Education by November 1, 2024 a report on its progress in implementing the provisions of this act.