

# Virginia Board of Education Agenda Item



**Agenda Item:** C

**Date:** January 26, 2017

<b>Title</b>	Final Review of Proposed Amendments to the <i>Regulations Establishing the Standards for Accrediting Public Schools in Virginia</i> , Parts I-VII (8VAC 20-131) (Proposed Stage)		
<b>Presenter</b>	Dr. Cynthia A. Cave, Assistant Superintendent for Policy and Communications		
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**Purpose of Presentation:**

Action required by state or federal law or regulation.

**Previous Review or Action:**

Previous review and action. Specify date and action taken below:

Date: September 22, 2016

Action: First Review (Proposed Stage)

Date: November 17, 2016

Action: Second Review (Proposed Stage)

**Action Requested:**

Final review: Action requested at this meeting.

January 26, 2017

**Alignment with Board of Education Goals: Please indicate (X) all that apply:**

X	Goal 1: Accountability for Student Learning
	Goal 2: Rigorous Standards to Promote College and Career Readiness
X	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
	Goal 5: Highly Qualified and Effective Educators
X	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

**Background Information and Statutory Authority:**

Goal 1: In promulgating these regulations, the Board of Education will establish the policies and standards necessary to ensure accountability of student learning.

Goal 3: The Board will have the ability to expand opportunities to learn by developing policies that promote a more flexible environment in which to create innovative instructional programs.

Goal 6: The regulations will provide the Board with the opportunity to develop and implement sound

policies for student success by focusing on college and career readiness.

Section 22.1-253.13:3 of the *Code of Virginia* provides, in part:

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....

**Summary of Important Issues:**

The Board of Education’s vision is to create a quality statewide system of public education that prepares all students for success in the twenty-first century workplace, for realization of personal goals, and for responsible contributions to the quality of civic life in our state, nation, and the world. The Board is committed to advancing its vision and examining the conditions and needs of public education, presenting them annually through a report to the General Assembly and the public. Through its adopted policies, the Board conveys high standards for student learning and achievement in preparation for graduation and life beyond high school. The Board’s ongoing work is the further development and refinement of a system of accountability to define school quality and to support schools and school divisions by promoting continuous improvement, providing assistance, and acknowledging progress. The system of accountability is reflected in the Standards of Learning, the School Quality Profile, and The *Regulations Establishing the Standards for Accrediting Public Schools in Virginia*, or more commonly referred to as the Standards of Accreditation (SOA).

The SOA is comprised of sections, or parts, which specify requirements for students’ educational preparation and for school quality. Part I provides definitions of terms used in the regulations and statements of purpose for public education in Virginia and for the Standards of Accreditation. Part II provides the Board’s philosophy, goals, and objectives, with the requirement that schools also have written goals and objectives. Part III presents student achievement expectations for graduation, including credits and requirements, and Part IV addresses instructional programs in elementary, middle, and high schools. Part V defines roles and expectations for principals and professional teaching staff aligned to Virginia standards and also staffing requirements for administrative and support staff, as well as teaching loads. Part VI provides criteria for school facilities and addresses school safety. Part VII provides requirements for school communications with parents and the community, and specifies requirements for the School Quality Profile. Part VIII provides the basis for school accreditation, school corrective actions, and school support.

In October, 2014, the Board held a work session to focus on an in-depth comprehensive examination of the SOA in its entirety. The following month, the Board withdrew pending amendments to the SOA, approved in 2013 and proceeding through the regulatory process, in favor of conducting a more extensive review and consideration of revisions. From that time, the Board has conducted a section-by-section evaluation of the regulations, including extensive public outreach and participation through public comment, roundtables, and public hearings. Discussions of issues and proposals have taken place, including the topics of the School Performance Report Card (renamed the School Quality Profile), graduation requirements and the expected knowledge, skills, and competencies of a Virginia graduate,

assessments, and accreditation. These proposed revisions to Parts I through VII are based on decisions the Board has made throughout the comprehensive review. They were first reviewed by the Board at its September 20, 2016 meeting. A second review took place at the Board's November 17, 2016 meeting. Proposed revisions to Part VIII are anticipated to be brought before the Board later this year.

Formal actions the Board has taken to amend the SOA prior to this proposal include the following: (1) Notice of Intended Regulatory Action (NOIRA) on June 27, 2013; (2) amendments to the regulations (Proposed Stage) addressing legislation from the 2012 and 2013 General Assembly on October 24, 2013; and (3) amendments to the regulations to comport with legislation passed by the General Assembly under the Fast Track provisions of the Administrative Process Act. The separate fast track regulatory action was taken for the sole purpose of addressing legislation that was approved by the General Assembly during the 1999, 2012, 2013, 2014, and 2015 sessions.

During the 2016 legislative session, the Governor and the General Assembly supported the development of a *Profile of a Virginia Graduate* through the introduction and adoption of legislation which directed the Board to redefine the expectations of high school graduates in the Commonwealth. HB 895 (Greason) amended § 22.1-253.13:4.D of the *Code* to require the Board to 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 (known as the 5 Cs).

The *Profile* has been developed by the Board of Education to describe the knowledge, skills, competencies, and experiences students should attain during their K-12 education to make them "life-ready." The *Profile* presents and describes four overlapping areas for student learning and achievement considered essential to success beyond high school. These are knowledge of subject areas based on statewide standards and their application (content knowledge); demonstration of personal skills and behaviors required for productivity, effective relationships, and problem-solving within one's workplace (workplace skills); understanding of the opportunities within civic organizations for service and decision-making and responsibility for respectful interaction with others (community engagement and civic responsibility); and individual participation in career exploration, planning, and preparation, based on understanding of personal interests, skills, and abilities and the needs of the economy (career exploration). Foundational skills for students to acquire and use in each of these areas are critical thinking, creative thinking, collaboration, communication, and citizenship.

The proposed amendments to the SOA provide for implementation of the *Profile*, as well as further policy changes identified by the Board as part of its comprehensive review. Proposed changes identified by the Board include the following:

1. Expand the use of performance assessments and reduce the number of credits verified by Standards of Learning tests—pages 18, 19, 21, 23, 25
2. Increase internships and work-based learning experiences—pages 5, 6, 18, 22, 23, 26, 34, 38, and 44
3. Increase career exposure, exploration, and planning—pages 5, 34, 36, 42, and 44
4. Emphasize the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship)—pages 6, 18, 22, 26, 34, and 38
5. Instructional Leadership—pages 50-53

6. School Quality Profile—page 58 - 59

The Board of Education accepted the proposed changes to regulations for first review at its September 2016 meeting and for second review at its November 2016 meeting.

Sections in Parts I-VII of the SOA are proposed to be amended as described in the chart below, which includes highlighted changes proposed since the November 2016 Board meeting.

Part	Section	Proposed Changes
<p><b>Part I: Definitions and Purpose</b></p>	<p>8VAC20-131-5 Definitions</p>	<p>Definition of the term <i>Board of Education</i> or <i>board</i> added, as prescribed in the <i>Constitution of Virginia</i> and the <i>Code of Virginia</i>, and the term <i>board</i> replaced Board of Education, as appropriate, throughout the document</p> <p>Definition of “class period” revised for clarity</p> <p>Definition of the term <i>English Learner</i> has been added and the term <i>English Language Learner</i> has been replaced throughout the document with the term <i>English Learner</i> as now referenced in the Elementary and Secondary Education Act</p> <p>Reference to “limited English proficient” replaced with “English Learner” in definition of “eligible students” (and replaced throughout document)</p> <p>Definition of “instructional day” added</p> <p>Definition of “instructional hours” added</p> <p>Definition of “locally developed authentic performance assessment” added</p> <p>Definition of the term <i>planning period</i> revised to mean a segment of time in middle and secondary schools during the instructional day that is unencumbered of any teaching or supervisory duties, <u>is not less than 45 minutes or the equivalent of a class period, whichever is greater, and which includes passing time for class changes.</u></p> <p>Definition of the term <i>planning time</i> for elementary teachers has been added in accordance with <i>Code</i></p> <p>Definition of “standard school year” revised to replace “teaching” hours with “instructional”</p> <p>Definition of “standard unit of credit” revised to reflect</p>

Part	Section	Proposed Changes
		<p>flexibility in Board of Education guidelines for local school board alternatives to 140 clock hour requirement</p> <p>“Limited English Proficiency” replaced with “for whom English is a second language” in definition of “student”</p> <p>Definition of “student periods” deleted</p> <p>Definition of “verified units of credit” revised to include locally awarded verified credits awarded according to Board of Education guidelines</p> <p>Definition of “Virginia assessment program” edited to replace “Standards of Learning” with “SOL” (and replaced throughout document)</p>
	8VAC20-131-10 Purpose	<p>Language added which shows that in addition to educating students so that they attain essential knowledge and skills related to citizenship, the mission of the public education system is to educate students so that they will be equipped for an informed and successful private life</p> <p>Language struck which referenced a high quality education and revised to indicate that the SOA will provide the foundation for the provision of a quality public education</p> <p>Expanded to add objectives of continual improvement within accountability system; promotion and recognition of school quality and achievement in multiple areas; mastery of learning by graduating students in multiple areas to include academics, workplace skills, career planning, and civic and community responsibility; inclusion of multiple areas affecting the determination of effectiveness of schools</p> <p>Reference added regarding citation in the Standards of Quality (Standard 3)</p>
<b>Part II: Philosophy, Goals, and Objectives</b>	8VAC20-131-20	Language added regarding factors affecting school quality and continual improvement. Language added addressing overall goals and objectives for student learning, achievement, and preparation

Part	Section	Proposed Changes
		<p>Reference to <i>personnel</i> development replaced with professional staff development</p> <p>Language added regarding preparation of graduates who have explored and understand what opportunities exist for them after high school and who have the knowledge and abilities necessary for the next phase of their lives as adults</p> <p>Language added to show that the philosophy, goals, and objectives of individual schools should reflect and encompass the means by which both the Standards of Learning and Standards of Accreditation are to be achieved</p> <p>Language added to clarify the Board’s objective in promulgating these revised regulations: to provide an education foundation that ensures students are ready to be successful in a global economy, which includes a changing and growing technology and social transformation. Language added to show that the Board is redesigning the public school experience so that students will be adequately prepared for future challenges</p> <p>Language added which clarifies that the college-and career-ready student will be expected to achieve and apply appropriate academic and technical knowledge; attain and demonstrate age-appropriate productive workplace skills, qualities, and behavior; align knowledge, skills, and personal interests with career opportunities; and build connections for interactions with diverse communities</p>
<p><b>Part III: Student Achievement</b></p>	<p>8VAC20-131-30 Student achievement expectations</p>	<p>Edits provided to replace “Board of Education” with “board,” “Standards of Learning” with “SOL,” and “Reading” with “reading”</p> <p>Revision made to clarify that students who are accelerated shall only take the test aligned with the highest grade level, following instruction on the content</p> <p>Language added that expedited retakes of tests are an exemption to the prohibition of students taking more than one test in any content area in each year</p>

Part	Section	Proposed Changes
		<p>Language referencing “with such funds as may be appropriated by the General Assembly” deleted in referencing to criteria for eligibility for an expedited retake of any SOL test</p> <p>Language added to specify Standards of Quality (SOQ) requirement that any student failing all SOL assessments for the relevant grade level in grades three through eight or failing an end-of-course test required for verified credit shall be required to receive remediation</p> <p>Language added to require a division superintendent to certify that division policy prevents changes in students’ course schedules to avoid end-of-course SOL assessments</p> <p>Language added to state that students shall not be required to take an end-of-course SOL tests in a subject after they have earned the number of verified credits required for that academic content area for graduation, unless the test is necessary in order for the school to meet federal accountability requirements</p> <p>Clarifying language added to assessments taken for credit by foreign exchange students</p>
	<p>8VAC20-131-50 Requirements for graduation (effective until the 2018-2019 school year)</p>	<p>Included 8VAC20-131-50 (requirements for graduation) in document for clarity, since the new requirements (8VAC20-131-51) will be effective with the ninth grade students who enter in the 2018-2019 school year</p> <p>Provides language which shows, per the Standards of Quality (§ 22.1-253.13:4), a computer science course credit earned by students may be considered a science, mathematics, or a career and technical education course credit for a Standard or Advanced Studies Diploma.</p>
	<p>8VAC20-131-51 Requirements for graduation (effective with the students who enter the ninth grade in</p>	<p>Revised language to show that this section is effective with the students who enter the ninth grade in the 2018-2019 school year</p> <p>Revised and expanded language referencing meaningful and rigorous opportunities--<i>must be tied to</i></p>

Part	Section	Proposed Changes
	the 2018-2019 school year)	<p><i>instruction</i> to achieve workplace skills through internships, externships, credentialing, and <i>blended learning</i> in accordance with department work-based learning guidelines</p> <p>Language added to specify provisions in Standard and Advanced Studies Diplomas for multiple paths toward college and career readiness; opportunities for internships, externships, and credentialing, which may be offered for high school credit</p> <p>Deleted the language referencing “successful contributors to the economy of the Commonwealth” and added language “to be successful in the evolving global economy whether immediately entering the world of work or pursuing a post-secondary education”</p> <p>Reference made to ninth grade class of 2018-2019 for requirements for Standard Diploma</p> <p>Provides language which shows, per the Standards of Quality (§ 22.1-253.13:4), a computer science course credit earned by students may be considered a science, mathematics, or a career and technical education course credit for a Standard or Advanced Studies Diploma.</p> <p>Under “requirements for a standard diploma,” added in information about the <i>standard unit of credit</i> and the <i>verified unit of credit</i></p> <p>Under “requirements for a standard diploma,” added in language regarding local board option to develop alternatives to the requirement for 140 clock hours of instruction as provided in 8VAC20-131-110 and in accordance with Board guidelines</p> <p>Verified credits required for Standard Diploma reduced from 6 to 4, with elimination of the Student Selected test, and reduction of verified credits in English from 2 to 1</p> <p>Edit to replace “Foreign” with “World” in reference to language</p> <p>Formatting changes made to delete footnotes and replace them with a chart</p>



Part	Section	Proposed Changes
		<p>Deleted repetitive language under Discipline Area/Specifications and summarized in one paragraph</p> <p>Under specifications for discipline areas for the revised specifications for laboratory science to include interdisciplinary courses which incorporate SOL content from multiple academic areas</p> <p>For Standard Diploma and the Advanced Studies Diploma, added the following:</p> <ul style="list-style-type: none"> <li>• Students who do not pass SOL tests in English, mathematics, laboratory science, or history and social science may receive locally awarded verified credits from the local school board in accordance with criteria established in guidelines adopted by the Board</li> <li>• Students may receive locally awarded verified credit in history and social science by demonstrating mastery of the content on locally developed authentic performance assessments. Such students shall not also be required to take the SOL tests in history and social science</li> </ul> <p>Language added to reference requirements for Profile of a Virginia Graduate, including the 5 Cs of creative thinking, collaboration, critical thinking, communication, and citizenship</p> <p>Course requirement changes include: Elimination of requirement for Standard diploma that selection of two difference mathematics courses must include those above level of Algebra II and replacement with mathematics courses approved by the Board</p> <p>Reference made to ninth grade class of 2018-2019 for requirements for Advanced Studies Diploma</p> <p>Language added to make specific references to SOQ requirements for student completion of advanced placement, honors, or International Baccalaureate course or for the earning of a career and technical education credential</p> <p>Language added to make specific reference to the acquisition and demonstration of 5 Cs as part of Standard Diploma requirements</p>

Part	Section	Proposed Changes
		<p>Verified credits required for Advanced Studies Diploma reduced from 9 to 4, with elimination of the Student Selected test, and reduction of verified credits in English, mathematics, laboratory science, and history and social science from 2 to 1 each</p> <p>Edit to replace “Foreign” with “World” in reference to language</p> <p>Formatting changes made to delete footnotes and replace them with a chart</p> <p>Deleted repetitive language under Discipline Area/Specifications and summarized in one paragraph</p> <p>For Standard Diploma and the Advanced Studies Diploma, added the following:</p> <ul style="list-style-type: none"> <li>• Students who do not pass SOL tests in English, mathematics, laboratory science or history and social science may receive locally awarded verified credits from the local school board in accordance with criteria established in guidelines adopted by the Board</li> <li>• Students may receive locally awarded verified credit in history and social science by demonstrating mastery of the content on locally developed authentic performance assessments. Such students shall not also be required to take the SOL tests in history and social science</li> </ul> <p>Language added to make specific references to SOQ requirements for student completion of advanced placement, honors, or International Baccalaureate course or for the earning of a career and technical education credential</p> <p>Specific reference to acquisition and demonstration of 5 Cs added to Advanced Studies Diploma requirements</p> <p>Headings have been added referencing the Applied Studies Diploma and Certificate of Program Completion. A new section F. referencing the incorporation of General Achievement Diploma regulations in to the Adult High School Programs regulations has been added. Re-ordering the lettering</p>

Part	Section	Proposed Changes
		<p>of the sections follows. Under the requirements for an applied studies diploma, revised the language to show that these diplomas must be awarded in accordance with state and federal special education laws and regulations</p> <p>Deleted the language regarding the <i>Regulations Governing the General Achievement Diploma</i> (F) and incorporated it into another paragraph with information about <i>Regulations Governing Adult High School Programs</i> which indicates that students who do not qualify for diplomas may earn a high school equivalency credential</p> <p>Under requirements for awards for exemplary student performance, revised the sentence regarding the Governor’s Seal and the Board of Education Seal so that they are written in parallel with the other sentences in that subsection (H)</p> <p>Language added to establish and provide criteria for the Board of Education’s Seal for Excellence in Science and the Environment</p>
	8VAC20-131-60 Transfer students	<p>Added clarifying language which indicates that students transferring into a Virginia public school prior to the 2018-2019 school year shall be required to meet the requirements prescribed in 8VAC20-131-50 to receive a Standard Diploma or an Advanced Studies Diploma, except as provided by subsection G of this section. Those transferring as of the 2018-2019 school year must meet the requirements of 8VAC20-131-51</p> <p>Clarified what language is applicable to those students entering prior to the 2018-2019 school year and those entering as of that school year</p> <p>Language added to reference verified credits listed in section required for transferred students to earn and to specify the tests to be accepted by school divisions from a sending state, country, private school or Department of Defense Educational Activity school for the award of verified credit in courses previously completed at another school or program of study, according to specified criteria</p> <p>Language added to provide that any substitute test approved by the Board for verified credit shall be</p>

Part	Section	Proposed Changes
		<p>accepted in lieu of the applicable SOL if the applicable standard credit has been earned by the student</p> <p>Unnecessary language deleted with addition of changes in F</p> <p>Language amended to state that for the Standard and Advanced Studies Diplomas, students entering a Virginia high school for the first time during the ninth, tenth, and the beginning of the eleventh grades shall earn verified credits according to 8VAC20-131-51</p> <p>For a Standard Diploma, language amended to state that transfer students entering a Virginia high school for the first time during the eleventh grade or at the beginning of the twelfth grade must earn two verified credits instead of four: one each in English, one of the student’s own choosing, <b>or one earned through required participation in mathematics testing as determined by federal law</b></p>
<p><b>Part IV: School Instructional Program</b></p>	<p>8VAC20-131-70 Program of instruction and learning objectives</p>	<p>Edits provided to replace “Board of Education” with “board;” “foreign” with “world” when used with language; “sciences” with “science” after “History and Social Sciences”</p> <p>New section is added to provide for the instruction and educational objectives in the Standards of Quality, Standard 1</p> <p>New section is added to provide for the instructional program and learning objectives provided through the Profile of a Virginia Graduate. Added language to:</p> <ul style="list-style-type: none"> <li>• Clarify that consistent with the Profile of a Virginia Graduate, the instructional program and learning objectives shall ensure, as age appropriate, during the kindergarten through grade 12 experience, students achieve and apply appropriate career development and technical knowledge. Amended proposal to reference global economy</li> <li>• Clarify that students in elementary and middle school will explore personal interests, be exposed to different types of careers, and plan</li> </ul>

Part	Section	Proposed Changes
		<p>for career development</p> <ul style="list-style-type: none"> <li>Clarify that in the later school years students are to attain and demonstrate productive workplace skills, qualities and behaviors; align knowledge, skills, and personal interests with career opportunities; and understand and demonstrate civic responsibility and community engagement</li> </ul>
	8VAC20-131-80 Instructional program in elementary schools	<p>Language is added to reference the requirement for elementary schools to provide instruction and information concerning career exploration according to 8 VAC20-131-140 (College and career readiness; career exposure, exploration, and planning)</p> <p>Language is added to reference the requirements in the Standards of Quality that local school boards provide for early identification of reading and mathematics problems of students and provide instructional strategies for assistance and developments of reading and mathematics skills</p> <p>Language is added to reference the requirements in the Standards of Quality that reading intervention services should be provided by school divisions to students in kindergarten through grade three who demonstrate deficiencies in reading</p>
	8VAC20-131-90 Instructional program in middle schools	<p>Revised language to show that each middle school shall provide instruction in career investigation in accordance with 8VAC20-131-140 and deleted “for seventh grade students” (only)</p> <p>Reference to provision of 140 clock hours in each of the four academic disciplines is replaced with “a total of 560 instructional” hours per year in the four academic disciplines. Language regarding an alternative schedule of instruction for sixth-grade students is deleted</p> <p>After revision, retained original language for middle school provision of four electives in eighth grade</p> <p>Section F. is added to require each school to ensure that students who need targeted mathematics remediation and intervention receive additional instruction. Added language that schools are required to provide students in grades six through eight who are</p>

Part	Section	Proposed Changes
		at risk of failing the Algebra I end-of-course test with algebra readiness intervention services
	8VAC20-131-100 Instructional program in secondary schools	<p>Language is added to require the provision of program of instruction which encompasses the requirements of the Profile of Virginia Graduate, including student knowledge, skills, and competencies; the acquisition and demonstration of the 5Cs; and the offering of opportunities for internships, externships, and work-based experiences, and credentialing</p> <p>Language is added to reference student success in the “evolving global economy, whether immediately entering the world of work or pursuing a post-secondary education... in accordance with 8VAC20-131-70 and the Profile of a Virginia Graduate.”</p> <p>Added language as follows: “The secondary school shall provide each student a program of instruction in the four core academic areas of English, mathematics, science, and history and social science that identify the knowledge and skills that students should attain, giving due consideration to critical thinking, creative thinking, collaboration, communication, and citizenship...”</p> <p>Clarifying language is added to define class period in equivalent minutes</p> <p>Language is added to align with the requirement in the Standards of Quality that each school shall ensure targeted mathematics remediation and intervention for those students who demonstrate deficiencies. Added language to require that students in grade nine who are at-risk of failing the Algebra I end-of-course test (based on any diagnostic test approved by the department) shall be provided algebra readiness intervention services in accordance with the Standards of Quality</p>
	8VAC20-131-110 Standard and verified units of credit	<p>Revised language regarding the 140-clock-hour requirement to show more flexibility</p> <p>Revised language to provide that a school division may waive the 140-clock-hour requirement for instruction to earn a standard credit as prescribed in the <i>Code of Virginia</i> and Board guidelines, effective with students enrolled in the 2015-2016 school year</p>

Part	Section	Proposed Changes
		<p>Language is added that students who do not pass SOL tests in English and mathematics and who meet Board criteria may receive locally awarded verified credits according to Board guidelines.</p> <p>Language is added to specify that students may receive locally awarded verified credit in history and social science by demonstrating mastery of content on locally developed authentic performance assessments.</p> <p>Revised language to show the criteria for additional tests approved by the Board must be “administered on a <u>statewide</u>, multistate or international basis, or administered as part of another state’s accountability assessment program”</p>
	8VAC20-131-120 Summer School	“B” is deleted, and the remainder of the section re-ordered
	8VAC20-131-140 College and career readiness; career exposure, exploration, and planning; and opportunities for postsecondary credit	<p>Language has been added to specify the requirements for implementation of career exposure, exploration, and planning in elementary, middle, and high school as framed in the Profile of a Virginia Graduate. This includes identification by all students of personal interests and abilities to support planning for postsecondary opportunities and career preparation; provision of information about career cluster areas in elementary grades; course information and planning for college preparation programs in middle grades; and opportunities for internships and work-based learning. Provisions for the Academic and Career Plan have been expanded and rewritten</p> <p>Addition of requirement for elementary school career exploration, beginning with the Academic and Career Plan Portfolio; middle school development of the Academic and Career Plan through completion of a career investigation course, including workplace readiness skills; expansion of monitoring and use of Academic and Career Plan in high school</p> <p>International Baccalaureate or Cambridge courses have been added to opportunities for middle school students to begin postsecondary education</p> <p>Included current language effective for Academic and</p>

Part	Section	Proposed Changes
		<p>Career Plan (ACP) until 2018-2019  Added language which clarified that, beginning in the 2018-2019 academic year, support to students shall include provision of information concerning exploration of career cluster areas in elementary schools, and course information and planning for college preparation programs, opportunities for educational and academic experiences in and outside the classroom, including internships and work-based learning, and the multiple pathways to college and career readiness in middle and high school  Added language to describe values such as dependability and responsibility with reference to information to be included in the elementary student's Academic and Career Plan Portfolio</p>
	8VAC20-131-150 Standard school year and school day	Language has been added to include 990 instructional hours in the standard school year and to specify that the standard school day includes passing time for class changes
	8VAC20-131-180 Off-site instruction	<p>Since September draft, language regarding homebound instruction re-ordered– now remains Section A</p> <p>Language regarding alternative means of instruction and language regarding virtual courses combined into one section. Clarifying language regarding standard and verified credits also added. Language regarding correspondence courses deleted and replaced with “virtual courses.”</p> <p>Clarifying language has been added to this section on homebound instruction to specify a Virginia “teaching” license is to be held by the supervising teacher and that verified units of credit may be earned when the student passes the SOL test associated with the completed course</p>
	8VAC20-131-190 Library, media, materials and equipment	The word “resources” has been added to the list of supports for the instructional program
<b>Part V: School and Instructional Leadership</b>	8VAC20-131-200 Extracurricular and other school activities, recess	Language added regarding legislative requirements for current physical fitness program which shall be available to all students with a goal of at least 150 minutes per week on average during the regular school year. A program of physical activity is required,



Part	Section	Proposed Changes
		<p>effective with the 2018-2019 school year. At that time local school boards must provide a program of physical activity for all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and available to all students in grades six through twelve with a goal of at least 150 minutes per week on average during the regular school year</p>
	<p>8VAC20-131-210 Role of the principal</p>	<p>Revision of and expansion of section to reflect and align with standards provided in Board’s <i>Advancing Virginia’s Leadership Agenda</i> guidance document</p> <p>Repetitive introductory paragraph deleted</p>
	<p>8VAC20-131-220 Role of professional teaching staff</p>	<p>Language added to replace the words “language and spelling” with “the use of Standard English”</p> <p>Closure of the achievement gap among groups of students added as area of aspiration and strengthening of student skills</p>
	<p>8VAC20-131-240 Administrative and support staff; staffing requirements</p>	<p>Language added to replace “guidance” with “school” in reference to counseling. Language added to require staffing of school counselors as prescribed in the Standards of Quality</p> <p>Sections revised to redefine a middle school classroom teacher’s standard load and a secondary classroom teacher’s standard load, including no more than the instructional day minus one planning period per day or the equivalent; to delete references to student periods; and to require appropriate contractual arrangements and compensation for more than 150 students or 25 class periods per week</p> <p>Revised to eliminate references to student periods and specify that middle or secondary school teachers shall teach no more than 150 students per week, with physical education and music teachers able to teach 200 students per week without additional contractual arrangements and compensation</p> <p>Revised to clarify and reference definition of planning period and update terminology. Language added to specify that each elementary classroom teacher shall be provided at least an average of 30 minutes per day during the students' school week as planning time</p>

Part	Section	Proposed Changes
<b>Part VI: School Facilities and Safety</b>	8VAC20-131-260 School facilities and safety	Language revised to require a fire drill at least twice during the first 20 school days and two additional fire drills during the remainder of the school term. Language removed to require two simulated lock down drills and crisis emergency evacuation activities each school year in September and January and replaced with requirement to conduct a lock-down drill at least twice during the first 20 school days of school and at least two additional lock-down drills during the remainder of the school term
<b>Part VII: School and Community Communications</b>	8VAC20-131-270 School and community communications	Revisions made to reference the School Quality Profile and delete School “Performance Report Card”  Language added to specify categories of indicators and information required by the board to be included in the School Quality Profile  Change made from the September draft to delete language regarding notification to parents about sexually explicit instructional materials and parental options. This language has been moved to the <i>Regulations Governing Local School Boards and School Divisions</i> .

**Impact on Fiscal and Human Resources:** The administrative impact required in promulgating these regulations will be absorbed within existing resources.

**Timetable for Further Review/Action:** The timetable for further action shall be governed by the requirements of the Administrative Process Act.

**Superintendent's Recommendation:** The Superintendent of Public Instruction recommends that the Board of Education receive the proposed revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, Parts I-VII, for final review and for further action as governed by the requirements of the Administrative process Act.

**Rationale:** The revision of Parts I-VII of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* represents the careful review and consideration of the existing language, current educational needs, *Code of Virginia* requirements for the Profile of a Graduate, and stakeholder participation.

## Chapter 131. Regulations Establishing Standards for Accrediting Public Schools in Virginia

### Part I

#### Definitions and Purpose

##### 8VAC20-131-5. Definitions.

The following words and terms apply only to these regulations and do not supersede those definitions used for federal reporting purposes or for the calculation of costs related to the Standards of Quality (§ 22.1-253.13:1 et seq. of the Code of Virginia). When used in these regulations, these words shall have the following meanings, unless the context clearly indicates otherwise:

"Accreditation" means a process used by the Virginia Department of Education (hereinafter "department") to evaluate the educational performance of public schools in accordance with these regulations.

"Additional test" means a test, including substitute tests approved by the **Board of Education board** that students may use in lieu of a Standards of Learning test to obtain verified credit.

***“Board of Education” or “board” means the board responsible for the general supervision of Virginia’s public schools as prescribed in the Constitution of Virginia at Article VIII, § 4 and § 22.1-8 of the Code of Virginia.***

"Class period" means a segment of time ~~in~~ **during** the school ~~school~~ **instructional** day that is **allocated to lessons, courses, testing and assessments or other instructional activities and excludes homeroom** approximately 1/6 of the instructional day.

"Combined school" means a public school that contains any combination of or all of the grade levels from kindergarten through grade 12. This definition does not include those schools defined as elementary, middle, or secondary schools.

"Credit accommodations" means adjustments to meet the standard and verified credit requirements for earning a Standard Diploma for students with disabilities.

"Elementary school" means a public school with any grades kindergarten through five.

"Eligible students" means the total number of students of school age enrolled in the school at a grade or course for which a Standards of Learning test is required unless excluded under the provisions of 8VAC20-131-30 G and 8VAC20-131-280 D relative to ~~limited English proficient (LEP)~~ **English Language Learner (ELL) English Learner** students.

***“English Learner” or “EL” means, as prescribed in the Elementary and Secondary Education Act, an individual (a) who is aged three through 21; (b) who is enrolled or preparing to enroll in an elementary school or secondary school; (c) who was not born in the United States or***

whose native language is a language other than English; (d) who is a Native American or Alaska native, or a native resident of the outlying areas; and (e) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (f) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (g) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the challenging state academic standards; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.

"Enrollment" means the act of complying with state and local requirements relative to the registration or admission of a child for attendance in a school within a local school division. This term also means registration for courses within the student's home school or within related schools or programs.

"First time" means the student has not been enrolled in the school at any time during the current school year (for purposes of 8VAC20-131-60 with reference to students who transfer in during the school year).

"Four core areas" or "four core academic areas" means English, mathematics, science, and history and social science for purposes of testing for the Standards of Learning.

"Graduate" means a student who has earned a Board of Education board recognized diploma, which includes the Advanced Studies Diploma, the Standard Diploma, and the Applied Studies Diploma.

"Homebound instruction" means academic instruction provided to students who are confined at home or in a health care facility for periods that would prevent normal school attendance based upon certification of need by a licensed physician or a licensed clinical psychologist.

"Instructional day" means all the time in a standard school day, from the beginning of the first scheduled class period to the end of the last scheduled class period, including passing time for class changes and excluding breaks for meals and recess.

"Instructional hours" means the hours in a standard school day, from the beginning of the first scheduled class period to the end of the last scheduled class period, including passing time for class changes and excluding breaks for meals and recess.

"Locally awarded verified credit" means a verified unit of credit awarded by a local school board in accordance with 8VAC20-131-110.

**“Locally developed authentic performance assessment” means a test developed by a local school board in accordance with ~~Board of Education~~ board guidelines that requires students to perform a task or create a product that is typically scored using a rubric. A locally developed authentic performance assessment may be used to ~~award~~ confer locally awarded verified credit in accordance with the provisions of 8VAC20-131-110.**

"Middle school" means a public school with any grades 6 through 8.

"Planning period" means **a segment of time in middle and secondary schools during the instructional day that is unencumbered of any teaching or supervisory duties, ~~equals~~ one class period per day or the equivalent at least 550 540 minutes every two weeks and is provided in increments of not less than 55 45 minutes is not less than 45 minutes or the equivalent of a class period, whichever is greater, and which includes passing time for class changes.**

**“Planning time” means a segment of time for elementary teachers which provides at least an average of 30 minutes per day for planning during the student’s school week as provided in the Code of Virginia.**

"Recess" means a segment of free time exclusive of time provided for meals during the standard school day in which students are given a break from instruction.

"Reconstitution" means a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated Accreditation Denied that may include, but not be limited to, restructuring a school's governance, instructional program, staff or student population.

"School" means a publicly funded institution where students are enrolled for all or a majority of the instructional day and:

1. Those students are reported in fall membership at the institution; and
2. At a minimum, the institution meets the preaccreditation eligibility requirements of these regulations as adopted by the **Board of Education board.**

"Secondary school" means a public school with any grades 9 through 12.

"Standard school day" means a calendar day that averages at least five and one-half instructional hours for students in grades 1 through 12, excluding breaks for meals and recess, and a minimum of three instructional hours for students in kindergarten.

"Standard school year" means a school year of at least 180 teaching days or a total of at least 990 teaching **instructional** hours per year, **as specified in § 22.1-98 of the Code of Virginia.**

"Standard unit of credit" or "standard credit" means credit awarded for a course in which the student successfully completes 140 clock hours of instruction and the requirements of the course. Local school boards may develop alternatives to the requirement for 140 clock hours of instruction as provided for in 8VAC20-131-110 and in accordance with **Board of Education board** guidelines.

"Standards of Learning tests" or "SOL tests" means those criterion referenced assessments approved by the **Board of Education board** for use in the Virginia assessment program that measure attainment of knowledge and skills required by the Standards of Learning.

"Student" means a person of school age as defined by § 22.1-1 of the Code of Virginia, a child with disabilities as defined in § 22.1-213 of the Code of Virginia, and a person with limited English proficiency for whom **English is a second language** in accordance with § 22.1-5 of the Code of Virginia.

~~"Student periods" means the number of students a teacher instructs per class period multiplied by the number of class periods taught.~~

"Verified unit of credit" or "verified credit" means credit awarded for a course in which a student earns a standard unit of credit and achieves a passing score on a corresponding end-of-course SOL test or an additional test approved by the **Board of Education board** as part of the Virginia assessment program or a locally awarded verified credit awarded conferred in accordance with **Board of Education board** guidelines.

"Virginia assessment program" means a system used to evaluate student achievement that includes ~~Standards of Learning~~ **SOL** tests and additional tests that may be approved from time to time by the **Board of Education board**.

Statutory Authority

§§ 22.1-16 and 22.1-253.13:3 of the Code of Virginia.

Historical Notes

Derived from Virginia Register Volume 22, Issue 24, eff. September 7, 2006; amended, Virginia Register Volume 25, Issue 21, eff. July 31, 2009; Volume 31, Issue 5, eff. December 3, 2014; Volume 31, Issue 26, eff. October 8, 2015.

8VAC20-131-10. Purpose.

The foremost purpose of public education in Virginia is to provide children with a quality education giving them opportunities to meet their fullest potential in life. The standards for the accreditation of public schools in Virginia are designed to ensure that an effective educational program is established and maintained in Virginia's public schools. The mission of the public education system is to educate students in the essential ~~academic~~ knowledge and skills in order

that they may be equipped for citizenship, work, and ***an informed and successful*** private life that is informed and free. The accreditation standards:

***The Standards of Accreditation provide the foundation for the provision of an excellent a high quality public education within a system of accountability and continual improvement. They are intended to:***

1. Provide an essential foundation of educational programs of high quality in all schools for all students.
2. Encourage ***and promote school quality and acknowledge achievement and*** continuous improvement ***improvements*** and appraisal of the school program for the purpose of raising student achievement ***by schools and school divisions in multiple areas.***
3. Foster public confidence ***that graduating students have mastered multiple areas of learning to include academic subjects, workplace skills, career exploration and planning, and civic and community responsibility.***
4. Assure recognition of Virginia's public schools by other institutions of learning.
5. Establish a ***the*** means of determining the effectiveness of schools ***as prescribed in the Standards of Quality at § 22.1-253.13:3 of the Code of Virginia, including student learning, and progress and student outcomes ~~is~~ for multiple areas affecting school quality.***

Section 22.1-253.13:3 B of the Code of Virginia requires the ***Virginia Board of Education (hereinafter "board") board*** promulgate regulations establishing standards for accreditation, ***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 statutory authority for these regulations is delineated in § 22.1-19 of the Code of Virginia, which includes the requirement that the board shall provide for the accreditation of public elementary, middle and secondary schools in accordance with regulations prescribed by it.

These regulations govern public schools operated by local school boards providing instruction to students as defined in 8VAC20-131-5. Other schools licensed under other state statutes are exempt from these requirements.

Statutory Authority

§§ 22.1-16 and 22.1-253.13:3 of the Code of Virginia.

## Historical Notes

Derived from Virginia Register Volume 14, Issue 1, eff. October 29, 1997; amended, Virginia Register Volume 16, Issue 25, eff. September 28, 2000; Volume 22, Issue 24, eff. September 7, 2006; Volume 31, Issue 26, eff. October 8, 2015.

### Part II

#### Philosophy, Goals, and Objectives

8VAC20-131-20. Philosophy, goals, and objectives.

**A. Achieving school quality and continuous improvement are accomplishments dependent upon multiple factors, including instruction, leadership, learning environment, personnel professional staff development, student supports, parent and community engagement, and continual evaluation of outcomes. Goals and objectives to be achieved through these and other areas include student opportunities for personalized learning, closure of achievement gaps, reduction of the dropout rate, increased graduation rates, and student mastery beyond minimum requirements.**

**Preparation of all students should result in graduates who have a purpose in mind, explored and understand what opportunities exist for them after high school and have the and knowledge and abilities in place for the next phases of their development as adults necessary for the next phase of their lives as adults. Students should attain essential knowledge and skills in order that they may be equipped for citizenship, understand and meet expectations for work, gain and apply knowledge, and plan and achieve personal life goals. In addition to academic and technical knowledge, their education should encompass mastery of creative and critical thinking, analysis and problem solving, and the development of personal attributes such as communication and collaboration skills, dependability, and persistence.**

**The philosophy, goals, and objectives of individual schools should reflect and encompass the means by which the statewide standards **Standards of Learning** and Standards of Accreditation are to be achieved.**

**The board's objective is to provide an educational foundation that ensures students are ready to be successful in a global economy, which includes changing and growing technology and social transformation. Families, students, employers, representatives from institutions of higher education, and educators have all expressed concerns about adequate preparation of Virginia's students for the future. In addition to appropriate content knowledge, stakeholders have asked that graduates be prepared with skills and attributes such as critical thinking, creative thinking, communication, collaboration, and citizenship, in order to be prepared to be successful in life and competitive in the work world. In response, the board is redesigning the public school experience for Virginia's students so that they will be adequately prepared for the future challenges they face.**



**In Virginia, as a student progresses through elementary, middle, and secondary school, the college- and career-ready student will be expected to achieve and apply appropriate academic and technical knowledge; attain and demonstrate age-appropriate productive workplace skills, qualities, and behavior; align knowledge, skills, and personal interests with career and civic opportunities; and build connections for interactions with diverse communities.**

~~A.~~ **B.** Each school shall have a current philosophy, goals, and objectives that shall serve as the basis for all policies and practices and shall be developed using the following criteria:

1. The philosophy, goals, and objectives shall be developed with the advice of professional and lay people who represent the various populations served by the school and in consideration of the needs of the community and shall serve as a basis for the creation and review of the biennial school plan.
2. The school's philosophy, goals and objectives shall be consistent with the Standards of Quality.
3. The goals and objectives shall (i) be written in plain language so as to be understandable to noneducators, including parents; (ii) to the extent possible, be stated in measurable terms; and (iii) consist primarily of measurable objectives to raise student and school achievement in the core academic areas of the ~~Standards of Learning (SOL)~~ **SOL**, to improve student and staff attendance, to reduce student drop-out rates, to increase graduation rates, and to increase the quality of instruction through professional staff development and licensure.
4. The school staff and community representatives shall review annually the extent to which the school has met its prior goals and objectives, analyze the school's student performance data including data by grade level or academic department as necessary, and report these outcomes to the division superintendent and the community in accordance with local school board policy. This report shall be in addition to the school report card required by 8VAC20-131-270 B.

~~B.~~ **C.** Copies of the school's philosophy, goals and objectives shall be available upon request.

Statutory Authority

§§ 22.1-19 and 22.1-253.13:3 of the Code of Virginia.

Historical Notes

Derived from Virginia Register Volume 14, Issue 1, eff. October 29, 1997; amended, Virginia Register Volume 16, Issue 25, eff. September 28, 2000; Volume 22, Issue 24, eff. September 7, 2006.

Part III  
Student Achievement

8VAC20-131-30. Student achievement expectations.

A. Each student should learn the relevant grade level/course subject matter before promotion to the next grade. The division superintendent shall certify to the Department of Education that the division's promotion/retention policy does not exclude students from membership in a grade, or participation in a course, in which SOL tests are to be administered. Each school shall have a process, as appropriate, to identify and recommend strategies to address the learning, behavior, communication, or development of individual children who are having difficulty in the educational setting.

B. In kindergarten through eighth grade, where the administration of Virginia assessment program tests are required by the ~~Board of Education~~ **board**, each student shall be expected to take the tests ~~following instruction~~, ~~students~~ **Students** who are accelerated shall take the tests of the grade level enrolled or the tests for the grade level of the content received in instruction **test aligned with the highest grade level, following instruction in the content**. No student shall take more than one test in any content area in each year, **except in the case of expedited retake(s) as provided for in this section**. Schools shall use the Virginia assessment program test results in kindergarten through eighth grade as part of a set of multiple criteria for determining the promotion or retention of students. Students promoted to high school from eighth grade should have attained basic mastery of the Standards of Learning in English, history and social science, mathematics, and science and should be prepared for high school work. Students shall not be required to retake the Virginia assessment program tests unless they are retained in grade and have not previously passed the related tests.

~~With such funds as may be appropriated by the General Assembly, the~~ **The** ~~Board of Education~~ **board** shall provide the same criteria for eligibility for an expedited retake of any ~~Standards of Learning~~ **SOL** test, with the exception of the writing ~~Standards of Learning~~ **SOL** tests, to each student regardless of grade level or course.

C. In kindergarten through grade 12, students may participate in a remediation recovery program as established by the board in English (~~Reading~~ **reading**) or mathematics or both.

D. The board recommends that students in kindergarten through grade 8 not be required to attend summer school or weekend remediation classes solely based on failing a SOL test in science or history ~~and~~ social science. **However, any student who fails to achieve a passing score on all SOL assessments for the relevant grade level in grades three through eight shall be required to attend a remediation program or to participate in another form of remediation. Further, any student who fails an end-of-course test required for the award of a verified unit of credit shall be required to attend a remediation program or to participate in another form of remediation.**

E. Each student in middle and secondary schools shall take all applicable end-of-course SOL tests following course instruction. **The division superintendent shall certify to the Department of Education that the division's policy for dropping courses ensures that students' course schedules are not changed to avoid end-of-course SOL tests.** Students who achieve a passing score on an end-of-course SOL test shall be awarded a verified unit of credit in that course in accordance with the provisions of 8VAC20-131-110. Students may earn verified units of credit in any courses for which end-of-course SOL tests are available. **Students shall not be required to take an end-of-course SOL test in an academic subject after they have earned the number of verified credits required for that academic content area for graduation, unless such test is necessary in order for the school to meet federal accountability requirements.** Middle and secondary schools may consider the student's end-of-course SOL test score in determining the student's final course grade. However, no student who has failed an end-of-course SOL test but passed the related course shall be prevented from taking any other course in a content area and from taking the applicable end-of-course SOL test. The board may approve additional tests to verify student achievement in accordance with guidelines adopted for verified units of credit described in 8VAC20-131-110.

F. Participation in the Virginia assessment program by students with disabilities shall be prescribed by provisions of their Individualized Education Program (IEP) or 504 Plan. All students with disabilities shall be assessed with appropriate accommodations and alternate assessments where necessary.

G. All students **Any student** identified as limited English proficient (LEP) **an English Language Learner (ELL) English Learner (EL)** shall participate in the Virginia assessment program. A school-based committee shall convene and make determinations regarding the participation level of ~~LEP~~ **ELL (EL)** students in the Virginia assessment program. In kindergarten through eighth grade, ~~limited English proficient~~ **ELL EL** students may be granted a one-time exemption from SOL testing in the areas of writing, ~~science~~, and history and social science.

H. Students identified as foreign exchange students taking courses for credit shall be required to take the relevant Virginia assessment program tests, **as specified in subsection E of this section.** Foreign exchange students who are auditing courses and who will not receive a standard unit of credit for such courses shall not be required to take the ~~Standards of Learning~~ **SOL** tests for those courses.

Statutory Authority

§§ 22.1-16 and 22.1-253.13:3 of the Code of Virginia.

Historical Notes

Derived from Virginia Register Volume 14, Issue 1, eff. October 29, 1997; amended, Virginia Register Volume 16, Issue 25, eff. September 28, 2000; Volume 22, Issue 24, eff. September 7, 2006; Volume 25, Issue 21, eff. July 31, 2009; Volume 31, Issue 26, eff. October 8, 2015.

8VAC20-131-40. [Repealed]

Historical Notes

Derived from Virginia Register Volume 14, Issue 1, eff. October 29, 1997; amended, Virginia Register Volume 16, Issue 25, eff. September 28, 2000; repealed, Virginia Register Volume 22, Issue 24, eff. September 7, 2006.

8VAC20-131-50. Requirements for Graduation. ***(Effective until the 2018-2019 school year)***

A. The requirements for a student to earn a diploma and graduate from a Virginia high school shall be those in effect when that student enters the ninth grade for the first time. Students shall be awarded a diploma upon graduation from a Virginia high school.

The Advanced Studies Diploma shall be the recommended diploma for students pursuing baccalaureate study. Both the Standard Diploma and the Advanced Studies Diploma shall prepare students for postsecondary education and the career readiness required by the Commonwealth's economy.

When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit shall be counted toward meeting the standard units required for graduation provided the courses are equivalent in content and academic rigor as those courses offered at the secondary level. To earn a verified unit of credit for these courses, students must meet the requirements of 8VAC20-131-110.

The following requirements shall be the only requirements for a diploma, unless a local school board has prescribed additional requirements that have been approved by the ~~Board of Education~~ **board**. All additional requirements prescribed by local school boards that have been approved by the ~~Board of Education~~ **board** remain in effect until such time as the local school board submits a request to the board to amend or discontinue them.

B. Requirements for a Standard Diploma.

1. Beginning with the ninth-grade class of 2013-2014 and beyond, students shall earn the required standard and verified units of credit described in subdivision 2 of this subsection.
2. Credits required for graduation with a Standard Diploma.

Discipline Area	Standard Units of Credit Required	Verified Credits Required
English	4	2

Mathematics <sup>1</sup>	3	1
Laboratory Science <sup>2,6</sup>	3	1
History and Social Sciences <sup>3,6</sup>	3	1
Health and Physical Education	2	
Foreign Language, Fine Arts or Career and Technical Education <sup>7</sup>	2	
Economics and Personal Finance	1	
Electives <sup>4</sup>	4	
Student Selected Test <sup>5</sup>		1
Career and Technical Education Credential <sup>8</sup>		
Total <sup>9</sup>	22	6

<sup>1</sup>Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I, Geometry, Algebra, Functions, and Data Analysis, Algebra II, or other mathematics courses above the level of Algebra II. The board shall approve courses to satisfy this requirement. ***Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.***

<sup>2</sup>Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry, or physics, or completion of the sequence of science courses required for the International Baccalaureate Diploma. The board shall approve courses to satisfy this requirement. ***Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit.***

<sup>3</sup>Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both. The board shall approve courses to satisfy this requirement.

<sup>4</sup>Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

<sup>5</sup>A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the board in 8VAC20-131-110.

<sup>6</sup>Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (i) the student-selected verified credit and (ii) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

<sup>7</sup>Pursuant to § 22.1-253.13:4 of the Code of Virginia, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. ***Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical education course credit.***

<sup>8</sup>Students shall earn a career and technical education credential approved by the Board of Education, 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. 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 assessment.

<sup>9</sup>Students shall successfully complete one virtual course, which may be a noncredit-bearing course or a required or elective credit-bearing course that is offered online.

Beginning with first-time ninth-grade students in the 2016-2017 school year, students shall 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. Students with an Individualized Education Program (IEP) or 504 Plan which documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in 8VAC20-131-350.

3. ~~Board of Education~~ **board** shall establish, through guidelines, credit accommodations to the standard and verified credit requirements for a Standard Diploma. Such credit accommodations for students with disabilities may include:

- a. Approval of alternative courses to meet the standard credit requirements;
- b. Modifications to the requirements for local school divisions to award locally awarded verified credits;
- c. Approval of additional tests to earn a verified credit;
- d. Adjusted cut scores required to earn verified credit; and
- e. Allowance of work-based learning experiences.

The student's Individualized Education Program (IEP) or 504 Plan would specify any credit accommodations that would be applicable for the student.

Students completing the requirements for the Standard Diploma may be eligible to receive an honor deemed appropriate by the local school board as described in subsection H of this section.

C. Requirements for an Advanced Studies Diploma.

1. Beginning with the ninth-grade class of 2013-2014 and beyond, students shall earn the required standard and verified units of credit described in subdivision 2 of this subsection.

2. Credits required for graduation with an Advanced Studies Diploma.

Discipline Area	Standard Units of Credit Required	Verified Credits Required
English	4	2
Mathematics <sup>1</sup>	4	2
Laboratory Science <sup>2</sup>	4	2
History and Social Sciences <sup>3</sup>	4	2
Foreign Language <sup>4</sup>	3	
Health and Physical Education	2	

Fine Arts or Career and Technical Education <sup>5</sup>	1	
Economics and Personal Finance	1	
Electives	3	
Student Selected Test <sup>56</sup>		1
Total <sup>62</sup>	26	9

<sup>1</sup>Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The board shall approve courses to satisfy this requirement.

***Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.***

<sup>2</sup>Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The board shall approve additional courses to satisfy this requirement.

***Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit.***

<sup>3</sup>Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both. The board shall approve additional courses to satisfy this requirement.

<sup>4</sup>Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

***<sup>5</sup> Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical education course credit.***

<sup>56</sup>A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the board in 8VAC20-131-110.

<sup>62</sup>Students shall successfully complete one virtual course, which may be a noncredit-bearing course, or may be a course required to earn this diploma that is offered online.



Students completing the requirements for the Advanced Studies Diploma may be eligible to receive an honor deemed appropriate by the local school board as described in subsection H of this section.

Beginning with first-time ninth-grade students in the 2016-2017 school year, students shall 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. Students with an Individualized Education Program (IEP) or 504 Plan which documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in 8VAC20-131-350.

D. In accordance with the requirements of the Standards of Quality, students with disabilities who complete the requirements of their Individualized Education Program (IEP) and do not meet the requirements for other diplomas shall be awarded Applied Studies Diplomas.

E. In accordance with the requirements of the Standards of Quality, students who complete prescribed programs of studies defined by the local school board but do not qualify for a Standard Diploma, an Advanced Studies Diploma, or an Applied Studies Diploma shall be awarded Certificates of Program Completion. The requirements for Certificates of Program Completion are developed by local school boards in accordance with the Standards of Quality.

F. In accordance with the provisions of the compulsory attendance law and 8VAC20-30, Regulations Governing Adult High School Programs, students who do not qualify for diplomas may earn a high school equivalency credential.

G. At a student's request, the local school board shall communicate or otherwise make known to institutions of higher education, potential employers, or other applicable third parties, in a manner that the local school board deems appropriate, that a student has attained the state's academic expectations by earning a Virginia diploma and that the value of such a diploma is not affected in any way by the accreditation status of the student's school.

H. Awards for exemplary student performance. Students who demonstrate academic excellence and/or outstanding achievement may be eligible for one or more of the following awards:

**1. The Governor's Seal will be awarded to students ~~Students~~ who complete the requirements for an Advanced Studies Diploma with an average grade of "B" or better, and successfully complete college-level coursework that will earn the student at least nine transferable college credits in Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or dual enrollment courses shall receive the Governor's Seal on the diploma.**

**2. The Board of Education Seal will be awarded to ~~Students~~ students who complete the requirements for a Standard Diploma or an Advanced Studies Diploma with an average grade of "A" shall receive a Board of Education Seal on the diploma.**

3. The Board of Education's Career and Technical Education Seal will be awarded to students who earn a Standard Diploma or an Advanced Studies Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a "B" or better average in those courses; or (i) pass an examination or an occupational competency assessment in a career and technical education concentration or specialization that confers certification or occupational competency credential from a recognized industry, trade or professional association or (ii) acquire a professional license in that career and technical education field from the Commonwealth of Virginia. The ~~Board of Education~~ **Education board** shall approve all professional licenses and examinations used to satisfy these requirements.

4. The Board of Education's Seal of Advanced Mathematics and Technology will be awarded to students who earn either a Standard Diploma or an Advanced Studies Diploma and (i) satisfy all of the mathematics requirements for the Advanced Studies Diploma (four units of credit including Algebra II; two verified units of credit) with a "B" average or better; and (ii) either (a) pass an examination in a career and technical education field that confers certification from a recognized industry, or trade or professional association; (b) acquire a professional license in a career and technical education field from the Commonwealth of Virginia; or (c) pass an examination approved by the board that confers college-level credit in a technology or computer science area. The ~~Board of Education~~ **board** shall approve all professional licenses and examinations used to satisfy these requirements.

5. The Board of Education's Seal for Excellence in Civics Education will be awarded to students who earn either a Standard Diploma or an Advanced Studies Diploma and (i) complete Virginia and United States History and Virginia and United States Government courses with a grade of "B" or higher; (ii) have good attendance and no disciplinary infractions as determined by local school board policies; and (iii) complete 50 hours of voluntary participation in community service or extracurricular activities. Activities that would satisfy the requirements of clause (iii) of this subdivision include: (a) volunteering for a charitable or religious organization that provides services to the poor, sick, or less fortunate; (b) participating in Boy Scouts, Girl Scouts, or similar youth organizations; (c) participating in JROTC; (d) participating in political campaigns or government internships, or Boys State, Girls State, or Model General Assembly; or (e) participating in school-sponsored

extracurricular activities that have a civics focus. Any student who enlists in the United States military prior to graduation will be deemed to have met this community service requirement.

6. The Board of Education's Seal of Biliteracy will be awarded to students who demonstrate proficiency in English and at least one other language and meet additional criteria established by the board. Such seal will be awarded to eligible students graduating from public high schools in the Commonwealth beginning in 2016.

7. Students may receive other seals or awards for exceptional academic, career and technical, citizenship, or other exemplary performance in accordance with criteria defined by the local school board.

I. Students completing graduation requirements in a summer school program shall be eligible for a diploma. The last school attended by the student during the regular session shall award the diploma unless otherwise agreed upon by the principals of the two schools.

J. Students who complete Advanced Placement courses, college-level courses, or courses required for an International Baccalaureate Diploma shall be deemed to have completed the requirements for graduation under these standards provided they have earned the standard units of credit and earned verified units of credit in accordance with the requirements for the Standard Diploma and the Advanced Studies Diploma, as specified in subsections B and C of this section.

K. Students shall be counseled annually regarding the opportunities for using additional tests for earning verified credits, as provided in accordance with the provisions of 8VAC20-131-110, and the consequences of failing to fulfill the obligations to complete the requirements for verified units of credit.

#### Statutory Authority

§§ 22.1-16 and 22.1-253.13:3 of the Code of Virginia.

#### Historical Notes

Derived from Volume 14, Issue 01, eff. October 29, 1997; amended, Virginia Register Volume 16, Issue 25, eff. September 28, 2000; Volume 22, Issue 24, eff. September 7, 2006; Volume 25, Issue 21, eff. July 31, 2009; Volume 27, Issue 24, eff. August 31, 2011; Volume 31, Issue 05, eff. December 3, 2014; Volume 31, Issue 26, eff. October 8, 2015.

**8VAC20-131-51. Requirements for graduation. (Effective with the students who enter the ninth grade in the 2018-2019 school year)**

A. The requirements for a student to earn a diploma and graduate from a Virginia high school shall be those in effect when that student enters the ninth grade for the first time. Students shall be awarded a diploma upon graduation from a Virginia high school.

Both the Standard Diploma and the Advanced Studies Diploma shall provide multiple paths toward college and career readiness for students to follow in the later years of high school. Each such pathway shall include provide meaningful and rigorous opportunities tied to instruction to achieve workplace skills for through internships, externships, and credentialing, and blended learning, which may be offered for credit toward high school graduation, in accordance with department work-based learning guidelines.

In accordance with the Profile of a Virginia Graduate approved by the board, the instructional program leading to a Standard Diploma or Advanced Studies Diploma shall ensure that students (i) attain the knowledge, skills, competencies, and experiences necessary to be successful contributors to the economy of the Commonwealth in the evolving global economy whether immediately entering the world of work or pursuing a post secondary education and (ii) acquire and be able to demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship.

When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit shall be counted toward meeting the standard units required for graduation provided the courses are equivalent in content and academic rigor as those courses offered at the secondary level. To earn a verified unit of credit for these courses, students must meet the requirements of 8VAC20-131-110.

The following requirements shall be the only requirements for a diploma, unless a local school board has prescribed additional requirements that have been approved by the ~~Board of Education~~ board. All additional requirements prescribed by local school boards that have been approved by the ~~Board of Education~~ board remain in effect until such time as the local school board submits a request to the board to amend or discontinue them.

#### B. Requirements for a Standard Diploma.

1. Beginning with the ninth-grade class of 2018-2019 and beyond, students shall earn the required standard and verified units of credit described in subdivision 2 of this subsection. A "standard unit of credit" or "standard credit" is a credit awarded for a course in which the student successfully completes 140 clock hours of instruction and the requirements of the course. Local school boards may develop alternatives to the requirement for 140 clock hours of instruction as provided for in 8VAC20-131-110 and in accordance with board guidelines. A "verified unit of credit" or "verified credit" is a credit awarded for a course in which a student earns a standard unit of credit and achieves a passing score on a corresponding end-of-course SOL test or an additional test approved by the ~~Board of Education~~ board as part of

the Virginia assessment program or a locally awarded verified credit conferred in accordance with Board of Education board guidelines.

2. Credits required for graduation with a Standard Diploma.

<u>Discipline Area</u>	<u>Standard Units of Credit Required</u>	<u>Verified Credits Required</u>
<u>English</u>	<u>4</u>	<u>1</u>
<u>Mathematics</u>	<u>3</u>	<u>1</u>
<u>Laboratory Science</u>	<u>3</u>	<u>1</u>
<u>History and Social Science</u>	<u>3</u>	<u>1</u>
<u>Health and Physical Education</u>	<u>2</u>	
<u>World Language, Fine Arts or Career and Technical Education</u>	<u>2</u>	
<u>Economics and Personal Finance</u>	<u>1</u>	
<u>Electives</u>	<u>4</u>	
<u>Total</u>	<u>22</u>	<u>4</u>

<u>Discipline Area</u>	<u>Specifications</u>
<u>English</u>	<u>The board shall approve courses to satisfy this requirement. In order to satisfy the verified credit requirement for English, students may earn a locally awarded verified credit in accordance with the provisions of VAC20-131-110 B.</u>
<u>Mathematics</u>	<u>Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I, Geometry, Algebra, Functions, and Data Analysis, Algebra II, or other mathematics courses approved by the board to satisfy this requirement. In order to satisfy the verified credit requirement for mathematics, students may earn a locally awarded verified credit in</u>

	<del>accordance with the provisions of VAC20-131-110-B. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.</del>
<u>Laboratory Science</u>	<u>Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry, or physics, or completion of the sequence of science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses which incorporate SOL content from multiple academic areas. The board shall approve courses to satisfy this requirement.</u> <del>In order to satisfy the verified credit requirement for laboratory science, students may earn a locally awarded verified credit in accordance with the provisions of VAC20-131-110-B. Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit.</del>
<u>History and Social Science</u>	<u>Courses completed to satisfy this requirement shall include Virginia and U.S. History, Virginia and U.S. Government, and one course in either world history or geography or both. The board shall approve courses to satisfy this requirement. In order to satisfy the verified credit requirement for history and social sciences, students may earn a locally awarded verified credit in accordance with board guidelines. In addition, students may satisfy the verified credit requirement for history and social sciences by demonstrating mastery of the content on locally developed authentic performance assessments.</u>
<u>Laboratory Science and History and Social Science</u>	<u>Students who complete a career and technical education program sequence and pass an examination or occupational</u>

	<u>competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.</u>
<u>World Language, Fine Arts or Career and Technical Education</u>	<u>Pursuant to § 22.1-253.13:4 of the Code of Virginia, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical course credit.</u>
<u>Electives</u>	<u>Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.</u>

Students who do not pass SOL tests in English, mathematics, laboratory science or history and social science may receive locally awarded verified credits from the local school board in accordance with criteria established in guidelines adopted by the board.

Students may receive locally awarded verified credit in history and social science by demonstrating mastery of the content on locally developed authentic performance assessments. Such students shall not also be required to take the SOL tests in history and social science.

<u><b>Additional Requirements for Graduation</b></u>	
<u><b>Advanced Placement, Honors, or International Baccalaureate Course or Career and Technical Education Credential</b></u>	<u><b>In accordance with the Standards of Quality, students shall either (i) complete an Advanced Placement, honors, or International Baccalaureate course or (ii) earn a career and technical education credential 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. 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 assessment.</b></u>
<u><b>Virtual Course</b></u>	<u><b>Students shall successfully complete one virtual course, which may be a noncredit-bearing course or a required or elective credit-bearing course that is offered online.</b></u>
<u><b>Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED).</b></u>	<u><b>Students shall be trained in emergency first aid, CPR, and the use of AED, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an Individualized Education Program (IEP) or 504 Plan which documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in 8VAC20-131-350.</b></u>
<u><b>Demonstration of the 5 Cs</b></u>	<u><b>Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate approved by the board.</b></u>



3. The board shall establish, through guidelines, credit accommodations to the standard and verified credit requirements for a Standard Diploma. Such credit accommodations for students with disabilities may include:

a. Approval of alternative courses to meet the standard credit requirements;

b. Modifications to the requirements for local school divisions to award locally awarded verified credits;

c. Approval of additional tests to earn a verified credit;

d. Adjusted cut scores required to earn verified credit; and

e. Allowance of work-based learning experiences.

The student's Individualized Education Program (IEP) or § 504 Plan would specify any credit accommodations that would be applicable for the student.

Students completing the requirements for the Standard Diploma may be eligible to receive an honor deemed appropriate by the local school board as described in subsection H of this section.

C. Requirements for an Advanced Studies Diploma.

1. Beginning with the ninth-grade class of 2018-2019 and beyond, students shall earn the required standard and verified units of credit described in subdivision 2 of this subsection.

2. Credits required for graduation with an Advanced Studies Diploma.

<u>Discipline Area</u>	<u>Standard Units of Credit Required</u>	<u>Verified Credits Required</u>
<u>English</u>	<u>4</u>	<u>1</u>
<u>Mathematics</u>	<u>4</u>	<u>1</u>
<u>Laboratory Science</u>	<u>4</u>	<u>1</u>
<u>History and Social Science</u>	<u>4</u>	<u>1</u>
<u>World Language</u>	<u>3</u>	
<u>Health and Physical Education</u>	<u>2</u>	
<u>Fine Arts or Career and Technical Education</u>	<u>1</u>	

<u>Economics and Personal Finance</u>	<u>1</u>	
<u>Electives</u>	<u>3</u>	
<u>Total</u>	<u>26</u>	<u>4</u>

<u>Discipline Area</u>	<u>Specifications</u>
<u>English</u>	<u>The board shall approve courses to satisfy this requirement. In order to satisfy the verified credit requirement for English, students may earn a locally awarded verified credit in accordance with the provisions of VAC20-131-110 B.</u>
<u>Mathematics</u>	<u>Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The board shall approve courses to satisfy this requirement. In order to satisfy the verified credit requirement for mathematics, students may earn a locally awarded verified credit in accordance with the provisions of VAC20-131-110 B. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.</u>
<u>Laboratory Science</u>	<u>Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses which incorporate SOL content from multiple academic areas. The board shall approve additional courses to satisfy this requirement. In order to satisfy the verified credit requirement for laboratory science, students may earn a locally</u>

	<u>awarded verified credit in accordance with the provisions of VAC20-131-110 B. Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit.</u>
<u>History and Social Science</u>	<u>Courses completed to satisfy this requirement shall include Virginia and U.S. History, Virginia and U.S. Government, and two courses in either world history or geography or both. The board shall approve additional courses to satisfy this requirement. In order to satisfy the verified credit requirement for history and social science, students may earn a locally awarded verified credit in accordance with board guidelines. In addition, students may satisfy the verified credit requirement for history and social science by demonstrating mastery of the content on locally developed authentic performance assessments.</u>
<u>World Language</u>	<u>Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.</u>
<u>Fine Arts or Career and Technical Education</u>	<u>Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical credit.</u>

Students who do not pass SOL tests in English, mathematics, laboratory science or history and social science may receive locally awarded verified credits from the local school board in accordance with criteria established in guidelines adopted by the board.

Students may receive locally awarded verified credit in history and social science by demonstrating mastery of the content on locally developed authentic performance assessments. Such students shall not also be required to take the SOL tests in history and social science.

**Additional Requirements for Graduation**

<p><u><b>Advanced Placement, Honors, or International Baccalaureate Course or Career and Technical Education Credential</b></u></p>	<p><u><b>In accordance with the Standards of Quality, students shall either (i) complete an Advanced Placement, honors, or International Baccalaureate course or (ii) earn a career and technical education credential 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 advanced studies diploma requirements. 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 assessment.</b></u></p>
<p><u><b>Virtual Course</b></u></p>	<p><u><b>Students shall successfully complete one virtual course, which may be a noncredit-bearing course or a required or elective credit-bearing course that is offered online.</b></u></p>
<p><u><b>Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED).</b></u></p>	<p><u><b>Students shall be trained in emergency first aid, CPR, and the use of AED, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an Individualized Education Program (IEP) or 504 Plan which documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in 8VAC20-131-350.</b></u></p>
<p><u><b>Demonstration of the 5 Cs</b></u></p>	<p><u><b>Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate approved by the board.</b></u></p>

**D. Requirements for an Applied Studies Diploma.**

**In accordance with the requirements of the Standards of Quality, students with disabilities who complete the requirements of their Individualized Education Program (IEP) and do not meet the requirements for other diplomas shall be awarded Applied Studies Diplomas in accordance with state and federal laws and regulations regarding special education.**

**Students who pursue an Applied Studies Diploma shall be allowed to pursue a Standard Diploma or an Advanced Studies Diploma at any time during high school. Such students shall not be excluded from courses or tests required to earn these diplomas.**

**E. Requirements for Certificates of Program Completion.**

**In accordance with the requirements of the Standards of Quality, students who complete prescribed programs of studies defined by the local school board but do not qualify for a Standard Diploma, an Advanced Studies Diploma, or an Applied Studies Diploma shall be awarded Certificates of Program Completion. The requirements for Certificates of Program Completion are developed by local school boards in accordance with the Standards of Quality.**

**F. ~~The Regulations Governing the General Achievement Diploma, 8VAC20-680, have been incorporated into the Regulations Governing Adult High School Programs, 8VAC20-30.~~**

**F. In accordance with the provisions of the compulsory attendance law and 8VAC20-30, Regulations Governing Adult High School Programs, students who do not qualify for diplomas may earn a high school equivalency credential. The Regulations Governing the General Achievement Diploma, 8VAC20-680, have been incorporated into the Regulations Governing Adult High School Programs, 8VAC20-30.**

**H. G. At a student's request, the local school board shall communicate or otherwise make known to institutions of higher education, potential employers, or other applicable third parties, in a manner that the local school board deems appropriate, that a student has attained the state's academic expectations by earning a Virginia diploma and that the value of such a diploma is not affected in any way by the accreditation status of the student's school.**

**I. H. Awards for exemplary student performance. Students who demonstrate academic excellence and/or outstanding achievement may be eligible for one or more of the following awards:**

**1. The Governor's Seal will be awarded to students ~~Students~~ who complete the requirements for an Advanced Studies Diploma with an average grade of "B" or better, and successfully complete college-level coursework that will earn the student at least nine transferable college credits in Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or dual enrollment courses shall receive the Governor's Seal on the diploma.**

2. The Board of Education Seal will be awarded to ~~Students~~ students who complete the requirements for a Standard Diploma or an Advanced Studies Diploma with an average grade of "A" shall receive a Board of Education Seal on the diploma.

3. The Board of Education's Career and Technical Education Seal will be awarded to students who earn a Standard Diploma or an Advanced Studies Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a "B" or better average in those courses; or (i) pass an examination or an occupational competency assessment in a career and technical education concentration or specialization that confers certification or occupational competency credential from a recognized industry, trade or professional association or (ii) acquire a professional license in that career and technical education field from the Commonwealth of Virginia. The board shall approve all professional licenses and examinations used to satisfy these requirements.

4. The Board of Education's Seal of Advanced Mathematics and Technology will be awarded to students who earn either a Standard Diploma or an Advanced Studies Diploma and (i) satisfy all of the mathematics requirements for the Advanced Studies Diploma (four units of credit including Algebra II; two verified units of credit) with a "B" average or better; and (ii) either (a) pass an examination in a career and technical education field that confers certification from a recognized industry, or trade or professional association; (b) acquire a professional license in a career and technical education field from the Commonwealth of Virginia; or (c) pass an examination approved by the board that confers college-level credit in a technology or computer science area. The Board of Education board shall approve all professional licenses and examinations used to satisfy these requirements.

5. The Board of Education's Seal for Excellence in Civics Education will be awarded to students who earn either a Standard Diploma or an Advanced Studies Diploma and (i) complete Virginia and United States History and Virginia and United States Government courses with a grade of "B" or higher; (ii) have good attendance and no disciplinary infractions as determined by local school board policies; and (iii) complete 50 hours of voluntary participation in community service or extracurricular activities. Activities that would satisfy the requirements of clause (iii) of this subdivision include: (a) volunteering for a charitable or religious organization that provides services to the poor, sick, or less fortunate; (b) participating in Boy Scouts, Girl Scouts, or similar youth organizations; (c) participating in JROTC; (d) participating in political campaigns or government internships, or Boys State, Girls State, or Model General Assembly; or (e) participating in school-sponsored extracurricular activities that have a civics focus. Any student who enlists in the United States military prior to graduation will be deemed to have met this community service requirement.

**6. The Board of Education's Seal of Biliteracy will be awarded to students who demonstrate proficiency in English and at least one other language and meet additional criteria established by the board. Such seal will be awarded to eligible students graduating from public high schools in the Commonwealth beginning in 2016.**

**7. The Board of Education's Seal for Excellence in Science and the Environment will be awarded to students who earn either a Standard Diploma or Advanced Studies Diploma, and (i) complete at least three different first-level board-approved laboratory science courses and at least one rigorous advanced- or postsecondary-level laboratory science, each with a grade of "B" or higher; (ii) complete laboratory or field-science research and present that research in a formal, juried setting; and (iii) complete at least 50 hours of voluntary participation in community service or extracurricular activities that involve the application of science such as environmental monitoring, protection, management, or restoration.**

**8. Students may receive other seals or awards for exceptional academic, career and technical, citizenship, or other exemplary performance in accordance with criteria defined by the local school board.**

**J. I. Students completing graduation requirements in a summer school program shall be eligible for a diploma. The last school attended by the student during the regular session shall award the diploma unless otherwise agreed upon by the principals of the two schools.**

**K. J. Students who complete Advanced Placement courses, college-level courses, or courses required for an International Baccalaureate Diploma shall be deemed to have completed the course requirements for graduation under these standards provided they have earned the total number of standard units of credit and verified units of credit in each discipline area in accordance with the requirements for the Standard Diploma and the Advanced Studies Diploma, as specified in subsections B and C of this section.**

**L. K. Students shall be counseled annually regarding the opportunities for using additional tests for earning verified credits, as provided in accordance with the provisions of 8VAC20-131-110, and the consequences of failing to fulfill the obligations to complete the requirements for verified units of credit.**

8VAC20-131-60. Transfer students.

A. The provisions of this section pertain generally to students who transfer into Virginia high schools. Students transferring in grades K-8 from Virginia public schools or nonpublic schools accredited by one of the approved accrediting constituent members of the Virginia Council for Private Education (**VCPE**) shall be given recognition for all grade-level work completed. The academic record of students transferring from all other schools shall be evaluated to determine appropriate grade placement in accordance with policies adopted by the local school board. The

State Testing Identifier (STI) for students who transfer into a Virginia public school from another Virginia public school shall be retained by the receiving school.

B. For the purposes of this section, the term "beginning" means within the first 20 hours of instruction per course. The term "during" means after the first 20 hours of instruction per course.

C. Standard or verified units of credit earned by a student in a Virginia public school shall be transferable without limitation regardless of the accreditation status of the Virginia public school in which the credits were earned. Virginia public schools shall accept standard and verified units of credit from other Virginia public schools, Virginia's virtual learning program, Virtual Virginia, and state-operated programs. Standard units of credit also shall be accepted for courses satisfactorily completed in accredited colleges and universities when prior written approval of the principal has been granted or the student has been given credit by the previous school attended.

D. A secondary school shall accept credits toward graduation received from Virginia nonpublic schools accredited by one of the approved accrediting constituent members of the Virginia Council for Private Education (VCPE) VCPE . The Board of Education board will maintain contact with the VCPE and may periodically review its accrediting procedures and policies as part of its policies under this section.

Nothing in these standards shall prohibit a public school from accepting standard units of credit toward graduation awarded to students who transfer from all other schools when the courses for which the student receives credit generally match the description of or can be substituted for courses for which the receiving school gives standard credit, and the school from which the child transfers certifies that the courses for which credit is given meet the requirements of 8VAC20-131-110 A.

**Students transferring into a Virginia public school prior to the 2018-2019 school year shall be required to meet the requirements prescribed in 8VAC20-131-50 to receive a Standard Diploma or an Advanced Studies Diploma, except as provided by subsection G of this section.**

Students transferring into a Virginia public school **as of the 2018-2019 school year** shall be required to meet the requirements prescribed in ~~8VAC20-131-50~~ **8VAC20-131-51** to receive a Standard Diploma or an Advanced Studies Diploma, except as provided by subsection G of this section. To receive an Applied Studies Diploma or Certificate of Program Completion, a student must meet the requirements prescribed by the Standards of Quality.

E. The academic record of a student transferring from other Virginia public schools shall be sent directly to the school receiving the student upon request of the receiving school in accordance with the provisions of ~~the~~ 8VAC20-150, Management of the Student's Scholastic Record in the Public Schools of Virginia. The State Testing Identifier (STI) for students who transfer into a Virginia public school from another Virginia public school shall be retained by the receiving school.



F. The academic record of a student transferring into Virginia public schools from other than a Virginia public school shall be evaluated to determine the number of standard units of credit that have been earned, including credit from schools outside the United States, and the number of verified units of credit needed to graduate in accordance with subsection G of this section. Standard units of credit also shall be accepted for courses satisfactorily completed in accredited colleges and universities when the student has been given credit by the previous school attended.

Students transferring above the tenth grade from schools or other education programs that do not require or give credit for health and physical education shall not be required to take these courses to meet graduation requirements.

**Students transferring into a Virginia public school from other than a Virginia public school shall earn no fewer than the number of verified units listed in subdivision G.1 or 2 in this section. The school division shall accept the following tests from the sending state, country, private school, or Department of Defense Educational Activity school for the purpose of awarding verified units of credit in courses previously completed at another school or program of study, for the purpose of awarding a Virginia high school diploma. The sending state's test must include content in the subjects for which verified credit is awarded. The test does not have to be comparable to a Virginia SOL test, so long as the test includes some content in the subject area. If the test includes some content from more than one subject, verified credits shall be awarded for every subject area covered by the test.**

- 1. End-of-course tests required for graduation by the sending state.**
- 2. Exit tests required for graduation by the sending state.**
- 3. National norm-referenced achievement tests. When students transfer to a Virginia public school from a state that requires a national norm-referenced achievement test, and that state education agency has set a "cut score" or passing score for the purpose of graduation, the school division shall accept the test for the purpose of awarding a verified credit if the test includes some content in a subject for which a verified credit may be awarded. If that state education agency has not set a cut score for the norm-referenced test, the test may not be used for the purpose of awarding a verified credit or earning a high school diploma.**
- 4. Any substitute test approved by the board for verified credit shall be accepted in lieu of the applicable SOL tests if the applicable standard credit has been earned by the student. The applicable standard credits for awarding a Virginia high school diploma must be earned by the students.**

G. Students entering a Virginia public high school for the first time after the tenth grade shall earn as many credits as possible toward the graduation requirements prescribed in ~~8VAC20-131-50~~ **8VAC20-131-50 if they enter prior to the 2018-2019 school year and as prescribed in 8VAC20-131-51 if they enter in the 2018-2019 school year or thereafter.** However, schools

may substitute courses required in other states in the same content area if the student is unable to meet the specific content requirements of ~~8VAC20-131-50~~ 8VAC20-131-50 or **8VAC20-131-51, respectively,** without taking a heavier than normal course load in any semester, by taking summer school, or by taking courses after the time when he otherwise would have graduated. ~~In any event, no such student shall earn fewer than the following number of verified units, nor shall such students be required to take SOL tests or additional tests as defined in 8VAC20-131-110 for verified units of credit in courses previously completed at another school or program of study, unless necessary to meet the requirements listed in subdivisions 1 and 2 of this subsection.~~

1. For a Standard Diploma:

a. Students entering a Virginia high school for the first time during the ninth grade or at the beginning of the tenth grade shall earn credit as prescribed in ~~8VAC20-131-50~~ 8VAC20-131-50 **for those students entering prior to the 2018-2019 school year and 8VAC20-131-51 for those students entering in the 2018-2019 school year and thereafter;**

b. Students entering a Virginia high school for the first time during the tenth grade or at the beginning of the eleventh grade shall earn a minimum of four-verified units of credit **as prescribed in 8VAC20-131-50 if they enter prior to the 2018-2019 school year and** a minimum of four-verified units of credit **as prescribed in 8VAC20-131-51;** ~~one each in English, mathematics, history, and science~~ **for those students entering in the 2018-2019 school year or thereafter.** Students who complete a career and technical education program sequence may substitute a certificate, occupational competency credential or license for either a science or history and social science verified credit pursuant to ~~8VAC20-131-50~~ **as prescribed in 8VAC20-131-50 if they enter prior to the 2018-2019 school year and as prescribed in 8VAC20-131-51 for those students entering in the 2018-2019 school year or thereafter;** and

c. Students entering a Virginia high school for the first time during the eleventh grade or at the beginning of the twelfth grade shall earn a minimum of two verified units of credit: one in English, and one of the student's own choosing, **or one earned through required participation in mathematics testing as determined by federal law.**

2. For an Advanced Studies Diploma:

a. Students entering a Virginia high school for the first time during the ninth grade or at the beginning of the tenth grade shall earn credit as prescribed in **8VAC20-131-50 if they enter prior to the 2018-2019 school year and as prescribed in 8VAC20-131-51 if they enter in the 2018-2019 school year or thereafter;**

b. Students entering a Virginia high school for the first time during the tenth grade or at the beginning of the eleventh grade shall earn a minimum of six verified units of credit: two in English and one each in mathematics, history, and science and one of the student's own choosing **as prescribed in 8VAC20-131-50 if they enter prior to the 2018-2019 school year and credit as prescribed in 8VAC20-131-51 if they enter in the 2018-2019 school year or thereafter;** and

c. Students entering a Virginia high school for the first time during the eleventh grade or at the beginning of the twelfth grade shall earn a minimum of four verified units of credit: one in English and three of the student's own choosing **if they enter prior to the 2018-2019 school year, as prescribed by 8VAC20-131-50, and two verified units of credit: one in English and one of the student's own choosing if they enter in the 2018-2019 school year or thereafter** .

H. Students entering a Virginia high school for the first time after the first semester of their eleventh grade year must meet the requirements of subdivision G 1 c or G 2 c of this section. Students transferring after 20 instructional hours per course of their senior or twelfth grade year shall be given every opportunity to earn a Standard Diploma or an Advanced Studies Diploma. If it is not possible for the student to meet the requirements for a diploma, arrangements should be made for the student's previous school to award the diploma. If these arrangements cannot be made, a waiver of the verified unit of credit requirements may be available to the student. The Department of Education may grant such waivers upon request by the local school board in accordance with guidelines prescribed by the **Board of Education board**.

I. Any local school division receiving approval to increase its course credit requirements for a diploma may not deny either the Standard Diploma or the Advanced Studies Diploma to any transfer student who has otherwise met the requirements contained in these standards if the transfer student can only meet the division's additional requirements by taking a heavier than normal course load in any semester, by taking summer school, or by taking courses after the time when he otherwise would have graduated.

J. The transcript of a student who graduates or transfers from a Virginia secondary school shall conform to the requirements of 8VAC20-160, Regulations Governing Secondary School Transcripts.

K. The accreditation status of a high school shall not be included on the student transcript provided to colleges, universities, or employers. The board expressly states that any student who has met the graduation requirements established in ~~8VAC20-131-50~~ **as prescribed in 8VAC20-131-50 if he enters prior to the 2018-2019 school year and as prescribed in 8VAC20-131-51 if he enters in the 2018-2019 school year or thereafter 8VAC20-131-51** and has received a Virginia diploma holds a diploma that should be recognized as equal to any other Virginia diploma of the same type, regardless of the accreditation status of the student's high school. It is the express policy of the board that no student shall be affected by the accreditation status of the student's school. The board shall take appropriate action, from time to time, to ensure that no student is affected by the accreditation status of the student's school.

Statutory Authority

§§ 22.1-16 and 22.1-253.13:3 of the Code of Virginia.

Historical Notes

Derived from Virginia Register Volume 14, Issue 1, eff. October 29, 1997; amended, Virginia Register Volume 16, Issue 25, eff. September 28, 2000; Volume 22, Issue 24, eff. September 7, 2006; Volume 25, Issue 21, eff. July 31, 2009; Volume 27, Issue 24, eff. August 31, 2011; Volume 31, Issue 5, eff. December 3, 2014; Volume 31, Issue 26, eff. October 8, 2015.

#### Part IV

#### School Instructional Program

8VAC20-131-70. Program of instruction and learning objectives.

**A. As required by the Standards of Quality, each local school board shall develop and implement a program of instruction for grades K through 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board of Education board. The program of instruction shall emphasize reading, writing, speaking, mathematical concepts and computations, proficiency in the use of computers and related technology, computer science and computational thinking, including computer coding, and scientific concepts and processes; essential skills and concepts of citizenship, including knowledge of Virginia history and world and United States history, economics, government, foreign languages, international cultures, health and physical education, environmental issues, and geography necessary for responsible participation in American society and in the international community; fine arts, which may include music and art, and practical arts; knowledge and skills needed to qualify for further education, gainful employment, or training in a career or technical field; and development of the ability to apply such skills and knowledge in preparation for eventual employment and lifelong learning and to achieve economic self-sufficiency.**

**B. As described in 8VAC20-131-51 and in accordance with the Profile of a Virginia Graduate approved by the board, the instructional program and learning objectives shall ensure that students (i) attain the knowledge, skills, competencies, and experiences necessary to be successful contributors to the economy of the Commonwealth in the evolving global economy whether immediately entering the world of work or pursuing a post secondary education and (ii) acquire and be able to demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship. Consistent with the Profile of a Virginia Graduate, the instructional program and learning objectives shall ensure that, as age appropriate, during the kindergarten through grade 12 experience, students achieve and apply appropriate academic career development and technical knowledge;. During the elementary and middle school years, students shall explore personal interests, be exposed to different types of careers, and plan for career development. In the later school years students are to attain and demonstrate productive workplace skills, qualities and behaviors; align knowledge, skills, and personal interests with career opportunities; and understand and demonstrate civic responsibility and community engagement.**

~~A. C.~~ Each school shall provide a program of instruction that promotes individual student academic achievement in the essential academic disciplines and shall provide additional instructional opportunities that meet the abilities, interests, and educational needs of students. Each school shall establish learning objectives to be achieved by students at successive grade levels that meet or exceed the knowledge and skills contained in the Standards of Learning SOL for English, mathematics, science, and history/ and social science adopted by the board and shall continually assess the progress of each student in relation to the objectives.

~~B. D.~~ Instruction shall be designed to accommodate all students, including those identified with disabilities in accordance with the Individuals with Disabilities Education Act or § 504 of the Rehabilitation Act, as amended, those identified as gifted/talented, and those who ~~have limited English proficiency~~ are English Language Learners (ELs). Each school shall provide students identified as gifted/talented with instructional programs taught by teachers with special training or experience in working with gifted/talented students. Students with disabilities shall have the opportunity to receive a full continuum of education services, in accordance with 8VAC20-~~8081~~, Regulations Governing Special Education Programs for Children with Disabilities in Virginia and other pertinent federal and state regulations.

Statutory Authority

§§ 22.1-19 and 22.1-253.13:3 of the Code of Virginia.

Historical Notes

Derived from Virginia Register Volume 14, Issue 1, eff. October 29, 1997; amended, Virginia Register Volume 16, Issue 25, eff. September 28, 2000; Volume 22, Issue 24, eff. September 7, 2006.

8VAC20-131-80. Instructional program in elementary schools.

A. The elementary school shall provide each student a program of instruction that corresponds to the Standards of Learning SOL for English, mathematics, science, and history/ and social science. In addition, each school shall provide instruction in art, music, and physical education and health and require students to participate in a program of physical fitness during the regular school year in accordance with guidelines established by the ~~Board of Education~~ board. **In addition, each school shall provide instruction in career exploration in accordance with the provisions of 8VAC20-131-140.**

B. In kindergarten through grade 3, reading, writing, spelling, and mathematics shall be the focus of the instructional program. Schools shall maintain an early skills and knowledge achievement record in reading and mathematics for each student in grades kindergarten through grade 3 to monitor student progress and to promote successful achievement on the third grade SOL tests. This record shall be included with the student's records if the student transfers to a new school.

**In accordance with the Standards of Quality, local school boards shall implement early identification, diagnosis, and assistance for students with reading and mathematics problems and provide instructional strategies and reading and mathematics practices that benefit the development of reading and mathematics skills for all students.**

C. To provide students with sufficient opportunity to learn, a minimum of 75% of the annual instructional time of 990 hours shall be given to instruction in the disciplines of English, mathematics, science, and history/and social science. Students who are not successfully progressing in early reading proficiency or who are unable to read with comprehension the materials used for instruction shall receive additional instructional time in reading, which may include summer school.

**In accordance with the Standards of Quality, local school divisions shall provide reading intervention services to students in kindergarten through grade three who demonstrate deficiencies based on their individual performance on the SOL reading test or any reading diagnostic test that meets criteria established by the Department of Education. The local school division, in its discretion, shall provide such reading intervention services prior to promoting a student from grade three to grade four.**

D. Elementary schools are encouraged to provide instruction in ~~foreign~~ world languages.

Statutory Authority

§ 22.1-19 and 22.1-253.13:3 of the Code of Virginia.

Historical Notes

Derived from Virginia Register Volume 14, Issue 1, eff. October 29, 1997; amended, Virginia Register Volume 16, Issue 25, eff. September 28, 2000; Volume 22, Issue 24, eff. September 7, 2006; Volume 25, Issue 21, eff. July 31, 2009.

8VAC20-131-90. Instructional program in middle schools.

A. The middle school shall provide each student a program of instruction which corresponds to the Standards of Learning for English, mathematics, science, and history/and social science. In addition, each school shall provide instruction in art, music, ~~foreign~~ world language, physical education and health, and career and technical exploration and shall require students to participate in a program of physical fitness during the regular school year in accordance with guidelines established by the Board of Education board. **Each middle school shall provide a course in career investigation ~~for seventh grade students~~ in accordance with the provisions of 8VAC20-131-140.**

B. The middle school shall provide a minimum of eight courses to students in the eighth grade. English, mathematics, science, and history/and social science shall be required. A career

~~**investigation course shall be required in accordance with the provisions of 8VAC20-131-140. Four Three Four**~~ elective courses shall be available: level one of a foreign **world** language, one in health and physical education, **and** one in fine arts, **and one in career and technical exploration and one in career and technical exploration**.

C. Level one of a foreign **world** language and an Algebra I course shall be available to all eighth grade students. For any high school credit-bearing course taken in middle school, parents may request that grades be omitted from the student's transcript and the student not earn high school credit for the course in accordance with policies adopted by the local school board. Notice of this provision must be provided to parents with a deadline and format for making such a request. Nothing in these regulations shall be construed to prevent a middle school from offering any other credit-bearing courses for graduation.

D. To provide students a sufficient opportunity to learn, each student shall be provided ~~140 clock~~ **a total of 560 instructional** hours per year of instruction in each of **in** the four **academic** disciplines of English, mathematics, science, and history/**and** social science. ~~Sixth grade students may receive an alternative schedule of instruction provided each student receives at least 560 total clock hours of instruction in the four academic disciplines.~~

E. Each school shall ensure that students who are unable to read with comprehension the materials used for instruction receive additional instruction in reading, which may include summer school.

**F. In accordance with the Standards of Quality Each school shall ensure that students in grades six through eight who need targeted mathematics remediation and intervention, including remediation or intervention for computational deficiencies as demonstrated by their individual performance on any diagnostic test or grade-level SOL mathematics test shall receive additional instruction in mathematics, which may include summer school. Students in grades six through eight who are at-risk of failing the Algebra I end-of-course test shall be provided algebra readiness intervention services.**

Statutory Authority

§§ 22.1-19 and 22.1-253.13:3 of the Code of Virginia.

Historical Notes

Derived from Virginia Register Volume 14, Issue 1, eff. October 29, 1997; amended, Virginia Register Volume 16, Issue 25, eff. September 28, 2000; Volume 22, Issue 24, eff. September 7, 2006.

8VAC20-131-100. Instructional program in secondary schools.

**A. The secondary school, in accordance with the Profile of a Virginia Graduate approved by the board, shall provide a program of instruction to ensure that students (i) attain the knowledge, skills, competencies, and experiences necessary to be successful contributors to the economy of the Commonwealth in the evolving global economy whether immediately entering the world of work or pursuing a post secondary education and (ii) acquire and be able to demonstrate foundational skills in critical thinking, and creative thinking, collaboration, communication, and citizenship in accordance with 8VAC20-131-70 and the Profile of a Virginia Graduate.**

The secondary school shall provide each student a program of instruction in the **four core** academic areas of English, mathematics, science, and history/~~and~~-social science that **emphasizes the development of core skill sets that identify the knowledge and skills that students should attain, giving due consideration to critical thinking, creative thinking collaboration, communication, and citizenship, in the early years of high school and** enables each student to meet the **prescribed** graduation requirements described in 8VAC20-131-50 ~~8VAC20-131-51~~ and **The secondary school shall offer opportunities for internships, externships, and credentialing and** for students **each student** to pursue a program of studies in foreign **world** languages, fine arts, and career and technical areas including:

1. Career and technical education choices that prepare the student as a career and technical education program completer in one of three or more occupational areas and that prepare the student for technical or preprofessional postsecondary programs;
2. Coursework and experiences that prepare the student for college-level studies including access to at least three Advanced Placement (AP) courses, college-level courses for degree credit, International Baccalaureate (IB) courses, Cambridge courses, or any combination thereof;
3. Preparation for college admissions tests; ~~and~~
4. Opportunities to study and explore the fine arts and foreign **world** languages: **;** **and**
- 5. Opportunities for each student to participate in internships, externships, and other work-based learning experiences and to obtain workforce and career readiness and industry credentials.**

B. Minimum course offerings for each secondary school shall provide opportunities for students to meet the graduation requirements stated in 8VAC20-131-50 ~~8VAC20-131-51~~ and must include:

English	4
Mathematics	4



Science (Laboratory)	4
History and Social Sciences <i>Science</i>	4
Foreign <i>World</i> Language	3
Electives	4
Career and Technical Education	11
Fine Arts	2
Health and Physical Education	2
Economics and Personal Finance	1
Total Units	39

C. Classroom driver education may count for 36 class periods, or the equivalent in minutes, of health education. Students shall not be removed from classes other than health and physical education for the in-car phase of driver education.

D. Each school shall ensure that students who are unable to read with comprehension the materials used for instruction receive additional instruction in reading, which may include summer school.

**E. In accordance with the Standards of Quality, each school shall ensure that students who need targeted mathematics remediation and intervention, including remediation or intervention for computational deficiencies as demonstrated by their individual performance on any diagnostic test or grade-level SOL mathematics test shall receive additional instruction in mathematics, which may include summer school. Students in grade nine who are at-risk of failing the Algebra I end-of-course test, as demonstrated by their individual performance on any diagnostic test that has been approved by the department, shall be provided algebra readiness intervention services.**

Statutory Authority

§§ 22.1-19 and 22.1-253.13:3 of the Code of Virginia.

Historical Notes

Derived from Virginia Register Volume 14, Issue 1, eff. October 29, 1997; amended, Virginia Register Volume 16, Issue 25, eff. September 28, 2000; Volume 22, Issue 24, eff. September 7, 2006; Volume 25, Issue 21, eff. July 31, 2009; Volume 27, Issue 24, eff. August 31, 2011.

8VAC20-131-110. Standard and verified units of credit.

A. Although ~~It~~ the standard unit of credit for graduation shall be is generally based on a minimum of 140 clock hours of instruction and successful completion of the requirements of the course, a school division may waive the requirement that a student receive 140 clock hours of instruction to earn a standard credit, effective with students enrolled in the 2015-2016 school year, as prescribed in the Code of Virginia and board guidelines. When credit is awarded in less than whole units, the increment awarded must be no greater than the fractional part of the 140 hours of instruction provided. If a school division elects to award credit on a basis other than the 140 clock hours of instruction required for a standard unit of credit defined in this subsection, the local school division shall provide the Board of Education board with satisfactory proof, based on board guidelines, that the students for whom the 140-clock-hour requirement is waived have learned the content and skills included in the relevant Standards of Learning SOL. In addition, the local school division shall develop a written policy approved by the superintendent and school board that ensures:

1. That the content of the course for which credit is awarded is comparable to 140 clock hours of instruction; and
2. That upon completion, the student will have met the aims and objectives of the course.

B. A verified unit of credit for graduation shall be based on a minimum of 140 clock hours of instruction, successful completion of the requirements of the course, and the achievement by the student of a passing score on the end-of-course SOL test for that course or additional tests as described in this subsection. A student may also earn a verified unit of credit by the following methods:

1. In accordance with the provisions of the Standards of Quality, students may earn a standard and verified unit of credit for any elective course in which the core academic SOL course content has been integrated and the student passes the related end-of-course SOL test. Such course and test combinations must be approved by the ~~Board of Education~~ board.
2. Upon waiver of the 140-clock-hour requirement according to ~~Board of Education~~ board guidelines, qualified students who have received a standard unit of credit will be permitted to sit for the relevant SOL test to earn a verified credit without having to meet the 140-clock-hour requirement.
3. Students who do not pass ~~Standards of Learning~~ SOL tests in English, mathematics, laboratory science or history and social science may receive locally awarded verified credits

from the local school board in accordance with criteria established in guidelines adopted by the ~~Board of Education~~ **board**.

**4. Students may receive locally awarded verified credit in history and social science by demonstrating mastery of the content on locally developed authentic performance assessments. Such students shall not also be required to take the SOL tests in history and social science.**

C. The ~~Board of Education~~ **board** may from time to time approve additional tests for the purpose of awarding verified credit. Such additional tests, which enable students to earn verified units of credit, must, at a minimum, meet the following criteria:

1. The test must be standardized and graded independently of the school or school division in which the test is given;
2. The test must be knowledge based;
3. The test must be administered on a **statewide** multistate or international basis, or administered as part of another state's accountability assessment program; and
4. To be counted in a specific academic area, the test must measure content that incorporates or exceeds the SOL content in the course for which verified credit is given.

The ~~Board of Education~~ **board** will set the score that must be achieved to earn a verified unit of credit on the additional test options.

D. With such funds as are appropriated by the General Assembly, the ~~Board of Education~~ **board** will provide opportunities for students who meet criteria adopted by the board to have an expedited retake of a SOL test to earn verified credit.

Statutory Authority

§§ 22.1-16 and 22.1-253.13:3 of the Code of Virginia.

Historical Notes

Derived from Virginia Register Volume 14, Issue 1, eff. October 29, 1997; amended, Virginia Register Volume 16, Issue 25, eff. September 28, 2000; Volume 22, Issue 24, eff. September 7, 2006; Volume 27, Issue 24, eff. August 31, 2011; Volume 31, Issue 5, eff. December 3, 2014; Volume 31, Issue 26, eff. October 8, 2015.

8VAC20-131-120. Summer school.

A. The courses offered and the quality of instruction in the summer school program shall be comparable to that offered during the regular school term. At the middle and secondary school levels, credit for courses taken for credit toward graduation other than a repeat course shall be

awarded in accordance with the requirements of 8VAC20-131-110. Students must also meet the requirements for SOL testing if appropriate.

~~B. At the middle and secondary school levels, credit for repeat courses ordinarily will be granted on the same basis as that for new courses; however, with prior approval of the principal, students may be allowed to enroll in repeat courses to be completed in no less than 70 clock hours of instruction per unit of credit. Students must also meet the requirements for SOL testing if appropriate.~~

~~C.~~ **B.** Summer school instruction at any level, which is provided as part of a state-funded remedial program, shall be designed to improve specific identified student deficiencies. Such programs shall be conducted in accordance with regulations adopted by the board.

Statutory Authority

§§ 22.1-19 and 22.1-253.13:3 of the Code of Virginia.

Historical Notes

Derived from Virginia Register Volume 14, Issue 1, eff. October 29, 1997; amended, Virginia Register Volume 16, Issue 25, eff. September 28, 2000.

8VAC20-131-130. Elective courses.

Locally developed elective courses offered for credit toward high school graduation shall be approved by the division superintendent and local school board.

Statutory Authority

§§ 22.1-19 and 22.1-253.13:3 of the Code of Virginia.

Historical Notes

Derived from Virginia Register Volume 14, Issue 1, eff. October 29, 1997; amended, Virginia Register Volume 16, Issue 25, eff. September 28, 2000.

8VAC20-131-140. College and career preparation programs **readiness; career exposure, exploration, and planning;** and opportunities for postsecondary credit.

~~Each middle and secondary school shall provide for the early identification and enrollment of students in a college preparation program with a range of educational and academic experiences in and outside the classroom, including an emphasis on experiences that will motivate disadvantaged and minority students to attend college.~~

**Each middle and secondary school shall provide for the early identification and enrollment of students in a college preparation program with a range of educational and academic**

experiences in and outside the classroom, including an emphasis on experiences that will motivate disadvantaged and minority students to attend college.

Beginning with the 2013-2014 academic year and through the 2017-2018 school year, all schools shall begin development of a personal Academic and Career Plan for each seventh-grade student with completion by the fall of the student's eighth-grade year. Students who transfer from other than a Virginia public school into the eighth grade shall have the Plan developed as soon as practicable following enrollment. Beginning with the 2014-2015 academic year, students who transfer into a Virginia public school after their eighth-grade year shall have an Academic and Career Plan developed upon enrollment. The components of the Plan shall include, but not be limited to, the student's program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests. The Academic and Career Plan shall be developed in accordance with guidelines established by the Board of Education and signed by the student, student's parent or guardian, and school official(s) designated by the principal. The Plan shall be included in the student's record and shall be reviewed and updated, if necessary, before the student enters the ninth and eleventh grades. The school shall have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the Plan. Any personal academic and career plans prescribed by local school boards for students in grades 7 through 12 and in effect as of June 30, 2009, are approved to continue without further action by the board.

Beginning in the middle school years, students shall be counseled on opportunities for beginning postsecondary education and opportunities for obtaining industry certifications, occupational competency credentials, or professional licenses in a career and technical education field prior to high school graduation. Such opportunities shall include access to at least three Advanced Placement (AP), International Baccalaureate (IB), or Cambridge courses or three college-level courses for degree credit pursuant to 8VAC20-131-100. Students taking advantage of such opportunities shall not be denied participation in school activities for which they are otherwise eligible. Wherever possible, students shall be encouraged and afforded opportunities to take college courses simultaneously for high school graduation and college degree credit (dual enrollment), under the following conditions:

1. Written approval of the high school principal prior to participation in dual enrollment must be obtained;
2. The college must accept the student for admission to the course or courses; and
3. The course or courses must be given by the college for degree credits (no remedial courses will be accepted).

Schools that comply with this standard shall not be penalized in receiving state appropriations.

Beginning with the 2018-2019 academic year, each elementary, middle and secondary school shall provide for the identification by all students of personal interests and abilities to support planning for post-secondary opportunities and career preparation. Such support shall include provision of information concerning exploration of career cluster areas in elementary schools, and course information and planning for college preparation programs, opportunities for educational and academic experiences in and outside the classroom, including internships and work-based learning, and the multiple pathways to college and career readiness in middle and high school.

Beginning in the elementary school years, students are to explore the different occupations associated with career clusters and select an area or areas of interest. Students will begin the development of an Academic and Career Plan Portfolio (ACPP) in elementary grades to include information about interests, values such as dependability and responsibility, and skills supporting decisions about their future interests and goals. The portfolio is a repository for planning notes, class projects, interest inventory results, awards and recognitions, and other information related to academic and career plans and preparation. The ACPP is student-led and updated and revised as the student continues to plan for his or her future throughout school years. The information contained in the ACPP will serve as the foundation for creating the Academic and Career Plan (ACP) in grade seven.

In middle school, students are to complete a locally selected career interest inventory and select a career pathway. Students shall complete a Career Investigations course selected from the Career and Technical Education state approved list to support development of the ACP. The course shall address, at a minimum, planning for academic courses, work-based learning opportunities, completion of industry certifications, possible independent projects, and postsecondary education. The course shall include demonstration of Workplace Readiness Skills (personal, professional, and technical).

All schools shall continue development of a personal Academic and Career Plan with each seventh-grade student with completion by the end of the student's seventh-grade year. Students who transfer from other than a Virginia public school into the eighth grade shall have the Plan developed as soon as practicable following enrollment. Students who transfer into a Virginia public school after their eighth-grade year shall have an Academic and Career Plan developed upon enrollment. The components of the Plan shall include, but not be limited to, the student's program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests. In high school, a career related learning experience will be chosen by the student and documented in the Academic and Career Plan Portfolio.

The Academic and Career Plan shall be developed in accordance with guidelines established by the board and signed by the student, student's parent or guardian, and school official(s)

designated by the principal. The Plan shall be included in the student's record and shall be reviewed and updated annually.

Beginning in the middle school years, students shall be counseled on opportunities for beginning postsecondary education and opportunities for obtaining industry certifications, occupational competency credentials, or professional licenses in a career and technical education field prior to high school graduation. Such opportunities shall include access to at least three Advanced Placement courses or three college-level courses for degree credit pursuant to 8VAC20-131-100. Students taking advantage of such opportunities shall not be denied participation in school activities for which they are otherwise eligible. Wherever possible, students shall be encouraged and afforded opportunities to take college courses simultaneously for high school graduation and college degree credit (dual enrollment), under the following conditions:

1. Written approval of the high school principal prior to participation in dual enrollment must be obtained;
2. The college must accept the student for admission to the course or courses; and
3. The course or courses must be given by the college for degree credits (no remedial courses will be accepted).

Schools that comply with this standard shall not be penalized in receiving state appropriations.

Beginning with the 2013-2014 academic year, all schools shall begin development of a personal Academic and Career Plan for each seventh-grade student with completion by the fall of the student's eighth-grade year. Students who transfer from other than a Virginia public school into the eighth grade shall have the Plan developed as soon as practicable following enrollment. Beginning with the 2014-2015 academic year, students who transfer into a Virginia public school after their eighth-grade year shall have an Academic and Career Plan developed upon enrollment. The components of the Plan shall include, but not be limited to, the student's program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests. The Academic and Career Plan shall be developed in accordance with guidelines established by the Board of Education and signed by the student, student's parent or guardian, and school official(s) designated by the principal. The Plan shall be included in the student's record and shall be reviewed and updated, if necessary, before the student enters the ninth and eleventh grades. The school shall have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the Plan. Any personal academic and career plans prescribed by local school boards for students in grades 7 through 12 and in effect as of June 30, 2009, are approved to continue without further action by the board.

Statutory Authority

§§ 22.1-19 and 22.1-253.13:3 of the Code of Virginia.

#### Historical Notes

Derived from Virginia Register Volume 14, Issue 1, eff. October 29, 1997; amended, Virginia Register Volume 16, Issue 25, eff. September 28, 2000; Volume 22, Issue 24, eff. September 7, 2006; Volume 25, Issue 21, eff. July 31, 2009; Volume 27, Issue 24, eff. August 31, 2011; Volume 28, Issue 24, eff. August 29, 2012.

8VAC20-131-150. Standard school year and school day.

A. The standard school year shall be 180 instructional days ***or 990 instructional hours***. The standard school day for students in grades 1 through 12 shall average at least 5-1/2 instructional hours, ***including passing time for class changes and*** excluding breaks for meals and recess, and a minimum of three hours for kindergarten.

B. All students in grades 1 through 12 shall maintain a full day schedule of classes (5-1/2 hours), unless a waiver is granted in accordance with policies defined by the local school board.

#### Statutory Authority

§§ 22.1-19 and 22.1-253.13:3 of the Code of Virginia.

#### Historical Notes

Derived from Virginia Register Volume 14, Issue 1, eff. October 29, 1997; amended, Virginia Register Volume 16, Issue 25, eff. September 28, 2000; Volume 22, Issue 24, eff. September 7, 2006.

8VAC20-131-160. [Repealed]

#### Historical Notes

Derived from Virginia Register Volume 14, Issue 1, eff. October 29, 1997; repealed, Virginia Register Volume 22, Issue 24, eff. September 7, 2006.

8VAC20-131-170. Family Life Education.

Each school may implement the Standards of Learning for the Family Life Education program promulgated by the ***Board of Education board*** or a Family Life Education program consistent with the guidelines developed by the board, which shall have the goals of reducing the incidence of pregnancy and sexually-transmitted diseases and substance abuse among teenagers.

#### Statutory Authority

§§ 22.1-19 and 22.1-253.13:3 of the Code of Virginia.



## Historical Notes

Derived from Virginia Register Volume 14, Issue 1, eff. October 29, 1997; amended, Virginia Register Volume 16, Issue 25, eff. September 28, 2000; Volume 22, Issue 24, eff. September 7, 2006.

8VAC20-131-180. Off-site instruction.

*A. Homebound instruction shall be made available to students who are confined at home or in a health care facility for periods that would prevent normal school attendance based upon certification of need by a licensed physician or licensed clinical psychologist. For students eligible for special education or related services, the Individualized Education Program (IEP) committee must revise the IEP, as appropriate. Credit for the work shall be awarded when it is done under the supervision of a licensed teacher, a person eligible to hold a Virginia teaching license, or other appropriately licensed professional employed by the local school board, and there is evidence that the instructional time requirements or alternative means of awarding credit adopted by the local school board in accordance with the provisions of 8VAC20-131-110 have been met. Verified units of credit may be earned when the student has passed the SOL test associated with the course completed.*

*A. B. Schools are encouraged to pursue alternative means to deliver instruction to accommodate student needs through virtual courses, emerging technologies and other similar means. Standard units of credit shall be awarded for successful completion of such courses when the course is equivalent to that offered in the regular school program and the work is done under the supervision of a licensed teacher, or a person eligible to hold a Virginia teaching license and approved by the local school board. Verified units of credit may be earned when the student has successfully completed the requirements specified in 8VAC20-131-110. Students may enroll in and receive a standard and verified unit of credit for supervised virtual courses with prior approval of the principal. The local school board shall develop policies governing this method of delivery of instruction that shall include the provisions of 8VAC20-131-110 and the administration of required SOL tests prescribed by 8VAC20-131-30. For courses offered for possible high school credit, standard units of credit shall be awarded for successful completion of such courses when the course is equivalent to that offered in the regular school program and the work is done under the supervision of a licensed teacher, or a person eligible to hold a Virginia teaching license and approved by the local school board. A verified unit of credit may be earned when the student has successfully completed the requirements specified in 8VAC20-131-110 . A verified unit of credit may be earned when the student has passed the end-of-course SOL test associated with the completed course.*

*A. B. Homebound instruction shall be made available to students who are confined at home or in a health care facility for periods that would prevent normal school attendance based upon*

*certification of need by a licensed physician or licensed clinical psychologist. For students eligible for special education or related services, the Individualized Education Program (IEP) committee must revise the IEP, as appropriate. Credit for the work shall be awarded when it is done under the supervision of a licensed teacher, a person eligible to hold a Virginia teaching license, or other appropriately licensed professional employed by the local school board, and there is evidence that the instructional time requirements or alternative means of awarding credit adopted by the local school board in accordance with the provisions of 8VAC20-131-110 have been met. Verified units of credit may be earned when the student has passed the SOL test associated with the course completed.*

~~B. C. Students may enroll in and receive a standard and verified unit of credit for supervised correspondence virtual courses with prior approval of the principal. Standard units of credit shall be awarded for the successful completion of such courses when the course is equivalent to that offered in the regular school program and the work is done under the supervision of a licensed teacher, or a person eligible to hold a Virginia teaching license, and approved by the local school board. Verified units of credit may be earned when the student has passed the SOL test associated with the correspondence virtual course completed. The local school board shall develop policies governing this method of instruction in accordance with the provisions of 8VAC 20-131-110 and the administration of required SOL tests prescribed by 8VAC20-131-30.~~

~~C. D. Schools are encouraged to pursue alternative means to deliver instruction to accommodate student needs through virtual courses, emerging technologies and other similar means. Standard units of credit shall be awarded for successful completion of such courses when the course is equivalent to that offered in the regular school program and the work is done under the supervision of a licensed teacher, or a person eligible to hold a Virginia teaching license and approved by the local school board. Verified units of credit may be earned when the student has successfully completed the requirements and passed the SOL test associated with the course. The local school board shall develop policies governing this method of delivery of instruction that shall include the provisions of 8VAC20-131-110 and the administration of required SOL tests prescribed by 8VAC20-131-30.~~

Statutory Authority

§§ 22.1-19 and 22.1-253.13:3 of the Code of Virginia.

Historical Notes

Derived from Virginia Register Volume 14, Issue 1, eff. October 29, 1997; amended, Virginia Register Volume 16, Issue 25, eff. September 28, 2000; Volume 22, Issue 24, eff. September 7, 2006.

8VAC20-131-190. Library media, materials and equipment.

A. Each school shall maintain an organized library media center as the resource center of the school and provide a unified program of media services and activities for students and teachers before, during, and after school. The library media center shall contain hard copy, electronic technological resources, materials, and equipment that are sufficient to meet research, inquiry, and reading requirements of the instructional program and general student interest.

B. Each school shall provide a variety of materials, resources and equipment to support the instructional program.

#### Statutory Authority

§§ 22.1-19 and 22.1-253.13:3 of the Code of Virginia.

#### Historical Notes

Derived from Virginia Register Volume 14, Issue 1, eff. October 29, 1997; amended, Virginia Register Volume 22, Issue 24, eff. September 7, 2006.

8VAC20-131-200. Extracurricular and other school activities; recess.

A. School sponsored extracurricular activities shall be under the direct supervision of the staff and shall contribute to the educational objectives of the school. Extracurricular activities must be organized to avoid interrupting the instructional program. Extracurricular activities shall not be permitted to interfere with the student's required instructional activities. Extracurricular activities and eligibility requirements shall be established and approved by the superintendent and the school board.

B. Competitive sports of a varsity nature (scheduled league games) shall be prohibited as a part of the elementary school program.

C. Each elementary school shall provide students with a daily recess during the regular school year as determined appropriate by the school.

**D. A program of physical fitness shall be available to all students with a goal of at least 150 minutes per week on average during the regular school year. Effective beginning with the 2018-2019 school year, local school boards shall provide a program of physical activity for all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and available to all students in grades six through twelve with a goal of at least 150 minutes per week on average during the regular school year.**

#### Statutory Authority

§§ 22.1-19 and 22.1-253.13:3 of the Code of Virginia.

#### Historical Notes

Derived from Virginia Register Volume 14, Issue 1, eff. October 29, 1997; amended, Virginia Register Volume 22, Issue 24, eff. September 7, 2006.

Part V

School and Instructional Leadership

8VAC20-131-210. Role of the principal.

The principal is recognized as the instructional leader and manager of the school and is responsible for: ~~effective school management that promotes positive student achievement, a safe and secure environment in which to teach and learn, and efficient use of resources.~~

A. The principal is recognized as the instructional leader and manager of the school and is responsible for: ~~effective school management that promotes positive student achievement, a safe and secure environment in which to teach and learn, and efficient use of resources.~~

1. Fostering the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement;

2. Fostering the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders;

3. Fostering effective human resources management by assigning with the selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel;

4. Fostering the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources;

5. Fostering the success of all students by communicating and collaborating effectively with stakeholders;

6. Fostering the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession;

7. Leadership that results in acceptable, measurable student academic progress based on established standards.

As a matter of policy, the board, through these standards, recognizes the critically important role of principals to the success of public schools and the students who attend those schools and recommends that local school boards provide principals with the maximum authority available under law in all matters affecting the school including, but not limited to, ~~instruction and personnel~~ instructional leadership, school climate, human resources management, organizational management, communication and community relations, and student academic

progress, in a manner that allows the principal to be held accountable in a fair and consistent manner for matters under his the principal's direct control.

B. As the instructional leader, the principal is responsible for ensuring that students are provided an opportunity to learn and shall:

1. Protect the academic instructional time from unnecessary interruptions and disruptions and enable the professional teaching staff to spend the maximum time possible in the teaching/learning process by keeping to a minimum clerical responsibility and the time students are out of class; Lead the collaborative development and sustainment of a student-centered shared vision for educational improvement and work collaboratively with staff, students, parents and other stakeholders to develop a mission and programs for effective teaching and learning consistent with the division's strategic plan and school's goals;

2. Ensure that the school division's student code of conduct is enforced and seek to maintain a safe and secure school environment; Collaboratively plan, implement, support, monitor, and evaluate instructional programs that enhance teaching and student academic progress, and lead to school improvement;

3. Analyze the school's test scores annually current academic achievement data and instructional strategies and monitor and evaluate the use of diagnostic, formative, and summative assessment, by grade and by discipline, to:

a. Direct Make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness; provide timely and accurate feedback to students and parents, and to inform instructional practices; and direct and require appropriate prevention, intervention, and/or remediation to those students performing below grade level or not meeting expectations, including passing the SOL tests;

b. Involve the staff of the school in identifying and evaluating the types of staff professional development needed to improve student achievement and provide professional development opportunities and ensure that the staff participate in those activities; and

c. Analyze Evaluate and improve classroom practices and methods for improvement of instruction; and

d. Seek to ensure students' successful attainment of knowledge and skills set forth in the Standards of Learning SOL.

4. Ensure that students' records are maintained and that criteria used in making placement and promotion decisions, as well as any instructional interventions used to improve the student's performance, are included in the record;

5. Monitor and evaluate the quality of instruction, provide staff development, provide support that is designed to improve instruction, and seek to ensure the successful attainment of the knowledge and skills required for students by the SOL tests;

**5. Protect the academic instructional time from unnecessary interruptions and disruptions and provide collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time;**

**6. Involve students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which enforces state, division, and local rules, policies, and procedures; and consistently model and collaboratively promote high expectations, mutual respect, care, and concern for students, staff, parents, and the community.**

**7. Create a culture of shared accountability and continuous school improvement;**

**8. Involve students, families, staff, and other stakeholders to promote community engagement;**

6: **9.** Maintain records of students who drop out of school, including their reasons for dropping out and actions taken to prevent these students from dropping out;

7: **10.** Notify the parents of rising eleventh-grade and twelfth-grade students of:

a. The number of standard and verified units of credit required for graduation; and

b. The remaining number of such units of credit the individual student requires for graduation; and

8: **11.** Notify the parent or guardian of students removed from class for disciplinary reasons for two or more consecutive days in whole or in part. The school shall have met its obligation if it makes a good faith effort to notify the parent or guardian.

C. As the school manager, the principal shall:

**1. Support, manage, and oversee the school's organization, operation, and use of resources;**

**2. Demonstrate and communicate a knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures;**

~~1-3.~~ **3.** Work with staff to create an atmosphere of mutual respect and courtesy and to facilitate constructive communication by establishing and maintaining a current handbook of personnel policies and procedures;

**4. Ensure the use of data systems and technology to support goals;**

~~2-5.~~ **5.** ~~Work~~ **Disseminate information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources and work** with the community to involve parents and citizens in the educational program and facilitate communication with parents by maintaining and disseminating a current student handbook of policies and procedures that

includes the school division's standards of student conduct and procedures for enforcement, along with other matters of interest to parents and students;

**6. Manage the supervision and research-based evaluation of staff in accordance with local and state requirements;**

~~3-~~ **7. Maintain a current record of licensure, endorsement, *staff's licenses and endorsements to ensure compliance* and in-service training *professional development* completed by staff; and**

~~4-~~ **8. Maintain *Follow local and state laws and policies with regard to finances and school accountability and reporting and maintain* records of receipts and disbursements of all funds handled. These records shall be audited annually by a professional accountant approved by the local school board.**

**9. Ensure the security of all tests administered to students, including those required by the Board of Education board and the local school division. This includes, but shall not be limited to:**

**a. The requirement that all schools adhere to a policy that prohibits students' cell phones and other electronic devices with texting or camera capabilities to be in the room where a SOL test is being administered;**

**b. The requirement that, to the extent possible, the teacher should not administer the SOL test associated with the grade level content or class taught;**

**c. Notification to teachers of the penalties for breaching security on SOL tests, including actions against the teacher's license and civil penalties; and**

**d. Establishment of penalties for students who breach security on SOL tests.**

Statutory Authority

§§ 22.1-19 and 22.1-253.13:3 of the Code of Virginia.

Historical Notes

Derived from Virginia Register Volume 14, Issue 1, eff. October 29, 1997; amended, Virginia Register Volume 16, Issue 25, eff. September 28, 2000; Volume 22, Issue 24, eff. September 7, 2006; Volume 25, Issue 21, eff. July 31, 2009.

8VAC20-131-220. Role of professional teaching staff.

The professional teaching staff shall be responsible for providing instruction that is educationally sound in an atmosphere of mutual respect and courtesy, which is conducive to learning, and in

which all students are expected to achieve the objectives of the Standards of Learning SOL for the appropriate grade level or course. The staff shall:

1. Serve as role models for effective oral and written communication with special attention to the correct use of language and spelling the use of Standard English;
2. Strive to strengthen the basic skills of students in all subjects and to close any achievement gaps among groups of students in the school;
3. Establish teaching objectives to achieve the following:
  - a. Identify what students are expected to learn; and
  - b. Inform students of the achievement expected and keep them engaged in learning tasks;
4. Provide for individual differences of students through the use of differentiated instruction, varied materials, and activities suitable to their interests and abilities; and
5. Assess the progress of students and report promptly and constructively to them and their parents.

Statutory Authority

§§ 22.1-19 and 22.1-253.13:3 of the Code of Virginia.

Historical Notes

Derived from Virginia Register Volume 14, Issue 1, eff. October 29, 1997; amended, Virginia Register Volume 16, Issue 25, eff. September 28, 2000.

8VAC20-131-230. Role of support staff.

The school's support staff shall work with the principal and professional teaching staff to promote student achievement and successful attainment of the school's goals.

Statutory Authority

§§ 22.1-16, 22.1-19 and 22.1-253.13:3 of the Code of Virginia.

Historical Notes

Derived from Virginia Register Volume 14, Issue 1, eff. October 29, 1997.

8VAC20-131-240. Administrative and support staff; staffing requirements.

A. Each school shall have at a minimum the staff as specified in the Standards of Quality with proper licenses and endorsements for the positions they hold.



B. The principal of each middle and secondary school shall be employed on a 12-month basis.

C. Each ***elementary, middle and*** secondary school with 350 or more students and each middle school with 400 or more students shall employ at least one member of the guidance ***school counseling*** staff for 11 months ***as prescribed by the Standards of Quality***. Guidance ***School counseling*** shall be provided for students to ensure that a program of studies contributing to the student's academic achievement and meeting the graduation requirements specified in ~~8VAC20-131-50~~ ***8VAC20-131-51*** is being followed.

D. The counseling program for elementary, middle, and secondary schools shall provide a minimum of 60% of the time for each member of the guidance ***school counseling*** staff devoted to counseling of students.

E. ~~The middle school classroom teacher's standard load shall be based on teaching no more than 5/6 of the instructional day with no more than 150 student periods per day or 30 class periods per week.~~ A middle school classroom teacher's standard load shall be based on teaching no more than 5/6 of the instructional day ***minus one planning period per day or the equivalent*** with no more than 150 students ~~periods per day~~ or 25 class periods per week.

If a middle school classroom teacher teaches ~~30 class periods per week with more than 75 student periods per day,~~ ***more than 150 students or 25 class periods per week,*** an appropriate contractual arrangement and compensation shall be provided.

F. The secondary classroom teacher's standard load shall be based on teaching no more than 5/6 of the instructional day ***minus one planning period per day or the equivalent*** with no more than ***more than*** 150 students ~~periods per day~~ or 25 class periods per week. Teachers of block programs that encompass more than one class period with no more than 120 student periods per day may teach 30 class periods per week. Teachers who teach very small classes may teach 30 class periods per week, provided the teaching load does not exceed 75 student periods per day.

If a ***secondary*** school classroom teacher teaches ~~30 class periods per week with more than 75 student periods per day,~~ ***more than 150 students or 25 class periods per week,*** an appropriate contractual arrangement and compensation shall be provided.

G. Middle or secondary school teachers shall teach no more than ~~750~~ ***150*** students ~~periods per week;~~ however, physical education and music teachers may teach ~~1,000~~ ***200*** students ~~periods per week.~~

***If a middle or secondary school physical education or music teacher teaches more than 200 students per week, an appropriate contractual arrangement and compensation shall be provided.***

H. Notwithstanding the provisions of subsections E, F, and G, each ***Each elementary classroom teacher shall be provided at least an average of 30 minutes per day during the students' school***

**week as planning time.** *Each* full-time middle and secondary classroom teacher shall be provided one planning period per day or the equivalent, **as specified in 8VAC20-131-5,** unencumbered of any teaching or supervisory duties.

I. Staff-student ratios in special **education** and career and technical education classrooms shall comply with regulations of the ~~Board of Education~~ **board**.

J. Student ~~services personnel~~ **support positions** as defined in the Standards of Quality shall be available as necessary to promote academic achievement and to provide support services to the **students in the** school.

Statutory Authority

§§ 22.1-19 and 22.1-253.13:3 of the Code of Virginia.

Historical Notes

Derived from Virginia Register Volume 14, Issue 1, eff. October 29, 1997; amended, Virginia Register Volume 16, Issue 25, eff. September 28, 2000; Volume 22, Issue 24, eff. September 7, 2006; Volume 27, Issue 24, eff. August 31, 2011.

8VAC20-131-250. [Repealed]

Historical Notes

Derived from Virginia Register Volume 14, Issue 1, eff. October 29, 1997; repealed, Virginia Register Volume 16, Issue 25, eff. September 28, 2000.

Part VI

School Facilities and Safety

8VAC20-131-260. School facilities and safety.

A. Each school shall be maintained in a manner ensuring compliance with the Virginia Statewide Building Code (13VAC5-63). In addition, the school administration shall:

1. Maintain a physical plant that is accessible, barrier free, safe, and clean;
2. Provide for the proper outdoor display of flags of the United States and of the Commonwealth of Virginia;
3. Provide suitable space for classrooms, administrative staff, pupil personnel services, library and media services, and for the needs and safety of physical education;
4. Provide adequate, safe, and properly-equipped laboratories to meet the needs of instruction in the sciences, technology, fine arts, and career and technical programs;

5. Provide facilities for the adequate and safe administration and storage of student medications; and

6. Carry out the duties of the threat assessment team established by the division superintendent and implement policies established by the local school board related to threat assessment, pursuant to § 22.1-79.4 of the Code of Virginia.

B. Each school shall maintain records of regular safety, health, and fire inspections that have been conducted and certified by local health and fire departments. The frequency of such inspections shall be determined by the local school board in consultation with the local health and fire departments. In addition, the school administration shall:

1. Equip all exit doors with panic hardware as required by the Virginia Statewide Building Code (13VAC5-63);

2. Conduct a fire drills-at least ~~once a week during the first month~~ ***twice during the first 20 school days*** of school and ***conduct*** at least ~~once each month for~~ ***two additional fire drills during*** the remainder of the school term. Evacuation routes for students shall be posted in each room; and

3. ***Conduct a lock-down drill at least twice during the first 20 school days of school and conduct at least two additional lock-down drills during the remainder of the school term*** at ~~least two simulated lock-down drills and crisis emergency evacuation activities each school year, one in September and one in January.~~

C. Each school shall have contingency plans for emergencies that include staff certified in cardiopulmonary resuscitation (CPR), the Heimlich maneuver, and emergency first aid.

Each school building with instructional or administrative staff of 10 or more shall have at least three employees with current certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of an automated external defibrillator. If one or more students diagnosed as having diabetes attend such school, at least two employees shall have been trained in the administration of insulin and glucagon.

Each school building with instructional or administrative staff fewer than 10 shall have at least two employees with current certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of an automated external defibrillator. If one or more students diagnosed as having diabetes attend such school, at least one employee shall have been trained in the administration of insulin and glucagon.

D. In addition, the school administration shall ensure that the school has:

1. Written procedures to follow in emergencies such as fire, injury, illness, allergic reactions, and violent or threatening behavior. This shall include school board policies for the possession

and administration of epinephrine in every school, to be administered by any school nurse, employee of the school board, employee of a local governing body, or employee of a local health department who is authorized by a prescriber and trained in the administration of epinephrine to any student believed to be having an anaphylactic reaction. The plan shall be outlined in the student handbook and discussed with staff and students during the first week of each school year;

2. Space for the proper care of students who become ill;
3. A written procedure, in accordance with guidelines established by the local school board, for responding to violent, disruptive or illegal activities by students on school property or during a school sponsored activity; and
4. Written procedures to follow for the safe evacuation of persons with special physical, medical, or language needs who may need assistance to exit a facility.

#### Statutory Authority

§§ 22.1-16 and 22.1-253.13:3 of the Code of Virginia.

#### Historical Notes

Derived from Virginia Register Volume 14, Issue 1, eff. October 29, 1997; amended, Virginia Register Volume 16, Issue 25, eff. September 28, 2000; Volume 22, Issue 24, eff. September 7, 2006; Volume 31, Issue 26, eff. October 8, 2015.

#### Part VII

##### School and Community Communications

8VAC20-131-270. School and community communications.

A. Each school shall promote communication and foster mutual understanding with parents and the community. Each school shall:

1. Involve parents, citizens, community agencies, and representatives from business and industry in developing, disseminating, and explaining the biennial school plan; on advisory committees; in curriculum studies; and in evaluating the educational program.
2. Provide annually to the parents and the community the ~~School Performance Report Card~~ ***Quality Profile*** in a manner prescribed by the board. The information contained therein will be for the most recent three-year period. Such information shall ***be designated by the board to include but not be limited to indicators of the following: accountability, assessments, enrollment and demographics, college and career readiness, finance, learning environment, and teacher quality. Specific indicators shall include, but not be limited to:***

- a. Virginia assessment program results by percentage of participation and proficiency and disaggregated by student ~~subgroups~~ reporting groups
  - b. ~~The accreditation rating earned by the school~~ Accreditation status.
  - c. Attendance ~~rates~~ and absenteeism for students.
  - d. Information related to school safety to include, but not limited to, incidents of crime and violence.
  - e. Information related to qualifications and educational attainment of the teaching staff.
  - f. In addition, secondary schools' ~~School Performance Report Cards~~ Quality Profiles shall include the following:
    - (1) Advanced Placement (AP) information to include percentage of students who take AP courses and percentage of students who take AP tests;
    - (2) International Baccalaureate (IB) and Cambridge course information to include percentage of students who are enrolled in IB or Cambridge programs and percentage of students who receive IB or Cambridge Diplomas;
    - (3) College-level course information to include percentage of students who take college-level courses including dual enrollment courses;
    - (4) Number and percentage of (i) graduates by diploma type as prescribed by the ~~Board of Education~~ board, (ii) certificates awarded to the senior class including high school equivalency preparation program credentials approved by the board, and (iii) students who do not complete high school;
    - (5) As a separate category on the ~~school report card~~ School Quality Profile, the number of students obtaining board-approved industry certifications, and passing state licensure examinations, national occupational competency assessments and Virginia workplace readiness skills assessments while still in high school and the number of career and technical education completers who graduated; and
    - (6) Number and percentage of drop-outs.
3. Cooperate with business and industry in formulating career and technical educational programs and conducting joint enterprises involving personnel, facilities, training programs, and other resources.
  4. Encourage and support the establishment and/or continuation of a parent-teacher association or other organization and work cooperatively with it.

B. At the beginning of each school year, each school shall provide to its students' parents or guardians information on the availability of and source for receiving:

1. The learning objectives developed in accordance with the provisions of 8VAC20-131-70 to be achieved at their child's grade level or, in high school, a copy of the syllabus for each of their child's courses, ~~including a notice to parents identifying any sexually explicit materials that may be included in the course, the textbook, or any supplemental instructional materials, a copy of the school division's policy on notification of parents or guardians of the assignment of instructional materials with sexually explicit content,~~ and a copy of the school division promotion, retention, and remediation policies-
2. The **Standards of Learning SOL** applicable to the child's grade or course requirements and the approximate date and potential impact of the child's next SOL testing; and
3. An annual notice to students in all grade levels of all requirements for Standard Diploma and Advanced Studies Diploma, and the board's policies on promotion and retention as outlined in 8VAC20-131-30.

The division superintendent shall report to the department compliance with this subsection through the preaccreditation eligibility procedures in 8VAC20-131-290.

Statutory Authority

§§ 22.1-16 and 22.1-253.13:3 of the Code of Virginia.

Historical Notes

Derived from Virginia Register Volume 14, Issue 1, eff. October 29, 1997; amended, Virginia Register Volume 16, Issue 25, eff. September 28, 2000; Volume 22, Issue 24, eff. September 7, 2006; Volume 25, Issue 21, eff. July 31, 2009; Volume 27, Issue 24, eff. August 31, 2011; Volume 31, Issue 5, eff. December 3, 2014; Volume 31, Issue 26, eff. October 8, 2015



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## Proposed Regulation Agency Background Document

<b>Agency name</b>	Virginia Department of Education
<b>Virginia Administrative Code (VAC) citation(s)</b>	<u>8VAC20-131</u>
<b>Regulation title(s)</b>	<i>Regulations Establishing the Standards for Accrediting Public Schools in Virginia</i>
<b>Action title</b>	Proposed amendments to the regulations – Parts I – VII
<b>Date this document prepared</b>	January 13, 2017

This information is required for executive branch review and the Virginia Registrar of Regulations, pursuant to the Virginia Administrative Process Act (APA), Executive Orders 17 (2014) and 58 (1999), and the *Virginia Register Form, Style, and Procedure Manual*.

### Brief summary

*Please provide a brief summary (preferably no more than 2 or 3 paragraphs) of the proposed new regulation, proposed amendments to the existing regulation, or the regulation proposed to be repealed. Alert the reader to all substantive matters or changes. If applicable, generally describe the existing regulation.*

In October, 2014, the Board held a work session to focus on an in-depth comprehensive examination of the *Regulations Establishing the Standards for Accrediting Public Schools in Virginia* (SOA) in its entirety. Since that time, the Board has conducted a section-by-section evaluation of the regulations, including extensive public outreach and participation through public comment, roundtables, and public hearings. Issues discussed include the School Performance Report Card (renamed the School Quality Profile), graduation requirements, the expected knowledge, skills, and competencies of a Virginia graduate, assessments, and accreditation.

During the 2016 legislative session, the Governor and the General Assembly supported the development of a *Profile of a Virginia Graduate* through the introduction and adoption of legislation which directed the Board to redefine the expectations of high school graduates in the Commonwealth. HB 895 amended § [22.1-253.13:4.D](#) of the *Code of Virginia* to require the Board to develop and implement, in consultation with stakeholders representing elementary and secondary education, higher education, business and industry, 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 (known as the 5 Cs). The *Profile* has been developed by the Board of Education to describe the knowledge, skills, competencies, and experiences students should attain during their K-12 education to make them “life-ready.”

The proposed amendments to the SOA provide for implementation of the *Profile*, as well as further policy changes identified by the Board as part of its comprehensive review. Proposed changes identified by the Board include the following:

1. Expand the use of performance assessments and reduce the number of credits verified by Standards of Learning tests
2. Increase internships and work-based learning experiences
3. Increase career exposure, exploration, and planning
4. Emphasize the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship)
5. Instructional Leadership
6. School Quality Profile and school communication regarding course content

### Acronyms and Definitions

*Please define all acronyms used in the Agency Background Document. Also, please define any technical terms that are used in the document that are not also defined in the “Definition” section of the regulations.*

Not applicable

### Legal basis

*Please identify the state and/or federal legal authority to promulgate this proposed regulation, including: 1) the most relevant citations to the Code of Virginia or General Assembly chapter number(s), if applicable; and 2) promulgating entity, i.e., agency, board, or person. Your citation should include a specific provision authorizing the promulgating entity to regulate this specific subject or program, as well as a reference to the agency/board/person’s overall regulatory authority.*

The statutory authority for these regulations is provided by §§ [22.1-16](#) and [22.1-253.13:3](#) of the *Code of Virginia*.

The Board of Education may adopt bylaws for its own government and promulgate such regulations as may be necessary to carry out its powers and duties and the provisions of this title. (§ [22.1-16](#) of the *Code of Virginia*)

In addition, § [22.1-253.13:3](#) provides the following:

- 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, requirements for graduation from high school, community relations, and the philosophy, goals, and objectives of public education in Virginia.

## Purpose

*Please explain the need for the new or amended regulation. Describe the rationale or justification of the proposed regulatory action. Describe the specific reasons the regulation is essential to protect the health, safety or welfare of citizens. Discuss the goals of the proposal and the problems the proposal is intended to solve.*

These regulations provide the foundation for the provision of a quality public education within a system of accountability and continual improvement. They are intended to:

1. Provide an essential foundation of educational programs of high quality in all schools for all students
2. Encourage and promote school quality and acknowledge achievement and continuous improvements by schools and school divisions in multiple areas
3. Foster public confidence that graduating students have mastered multiple areas of learning to include academic subjects, workplace skills, career exploration and planning, and civic and community responsibility; that is, that they are college- and career-ready
4. Assure recognition of Virginia's public schools by other institutions of learning
5. Establish the means of determining the effectiveness of schools as prescribed in the Standards of Quality at § 22.1-253.13:3 of the Code of Virginia, including student learning and progress and student outcomes for multiple areas affecting school quality

## Substance

*Please briefly identify and explain the new substantive provisions, the substantive changes to existing sections, or both. A more detailed discussion is provided in the "Detail of changes" section below.*

The substantive changes include the following:

### Part I: Definitions and Purpose

Definition of the term *Board of Education* or *board* added, as prescribed in the *Constitution of Virginia* and the *Code of Virginia*, and the term *board* replaced Board of Education, as appropriate, throughout the document

Definition of "class period" revised for clarity

Definition of the term *English Learner* has been added and the term *English Language Learner* has been replaced throughout the document with the term *English Learner* as now referenced in the Elementary and Secondary Education Act

Reference to “limited English proficient” replaced with “English Learner” in definition of “eligible students” (and replaced throughout document)

Definition of “instructional day” added

Definition of “instructional hours” added

Definition of “locally developed authentic performance assessment” added

Definition of the term *planning period* revised to mean a segment of time in middle and secondary schools during the instructional day that is unencumbered of any teaching or supervisory duties, is not less than 45 minutes or the equivalent of a class period, whichever is greater, and which includes passing time for class changes.

Definition of the term *planning time* for elementary teachers has been added in accordance with *Code*

Definition of “standard school year” revised to replace “teaching” hours with “instructional”

Definition of “standard unit of credit” revised to reflect flexibility in Board of Education guidelines for local school board alternatives to 140 clock hour requirement

“Limited English Proficiency” replaced with “for whom English is a second language” in definition of “student”

Definition of “student periods” deleted

Definition of “verified units of credit” revised to include locally awarded verified credits awarded according to Board of Education guidelines

Definition of “Virginia assessment program” edited to replace “Standards of Learning” with “SOL” (and replaced throughout document)

Language added which shows that in addition to educating students so that they attain essential knowledge and skills related to citizenship, the mission of the public education system is to educate students so that they will be equipped for an informed and successful private life

Language struck which referenced a high quality education and revised to indicate that the SOA will provide the foundation for the provision of a quality public education

Added objectives of continual improvement within accountability system; promotion and recognition of school quality and achievement in multiple areas; mastery of learning by graduating students in multiple areas to include academics, workplace skills, career planning, and civic and community responsibility; inclusion of multiple areas affecting the determination of effectiveness of schools

Reference added regarding citation in the Standards of Quality (Standard 3)

## **Part II: Philosophy, Goals, and Objectives**

Language added regarding factors affecting school quality and continual improvement. Language added addressing overall goals and objectives for student learning, achievement, and preparation

Reference to *personnel* development replaced with professional staff development

Language added regarding preparation of graduates who have explored and understand what opportunities exist for them after high school and who have the knowledge and abilities necessary for the next phase of their lives as adults

Language added to show that the philosophy, goals, and objectives of individual schools should reflect and encompass the means by which both the Standards of Learning and Standards of Accreditation are to be achieved

Language added to clarify the Board's objective in promulgating these revised regulations: to provide an education foundation that ensures students are ready to be successful in a global economy, which includes a changing and growing technology and social transformation. Language added to show that the Board is redesigning the public school experience so that students will be adequately prepared for future challenges

Language added which clarifies that the college-and career-ready student will be expected to achieve and apply appropriate academic and technical knowledge; attain and demonstrate age-appropriate productive workplace skills, qualities, and behavior; align knowledge, skills, and personal interests with career opportunities; and build connections for interactions with diverse communities

### **Part III: Student Achievement**

Edits provided to replace "Board of Education" with "board," "Standards of Learning" with "SOL," and "Reading" with "reading"

Revision made to clarify that students who are accelerated shall only take the test aligned with the highest grade level, following instruction on the content

Language added that expedited retakes of tests are an exemption to the prohibition of students taking more than one test in any content area in each year

Language referencing "with such funds as may be appropriated by the General Assembly" deleted in referencing to criteria for eligibility for an expedited retake of any SOL test

Language added to specify Standards of Quality (SOQ) requirement that any student failing all SOL assessments for the relevant grade level in grades three through eight or failing an end-of-course test required for verified credit shall be required to receive remediation

Language added to require a division superintendent to certify that division policy prevents changes in students' course schedules to avoid end-of-course SOL assessments

Language added to state that students shall not be required to take an end-of-course SOL tests in a subject after they have earned the number of verified credits required for that academic content area for graduation, unless the test is necessary in order for the school to meet federal accountability requirements

Clarifying language added to assessments taken for credit by foreign exchange students

Included 8VAC20-131-50 (requirements for graduation) in document for clarity, since the new requirements (8VAC20-131-51) will be effective with the ninth grade students who enter in the 2018-2019 school year

Provides language which shows, per the Standards of Quality (§ 22.1-253.13:4), a computer science course credit earned by students may be considered a science, mathematics, or a career and technical education course credit for a Standard or Advanced Studies Diploma.

Revised language to show that this section is effective with the students who enter the ninth grade in the 2018-2019 school year

Revised and expanded language referencing meaningful and rigorous opportunities--*must be tied to instruction* to achieve workplace skills through internships, externships, credentialing, and *blended learning* in accordance with department work-based learning guidelines

Language added to specify provisions in Standard and Advanced Studies Diplomas for multiple paths toward college and career readiness; opportunities for internships, externships, and credentialing, which may be offered for high school credit

Deleted the language referencing “successful contributors to the economy of the Commonwealth” and added language “to be successful in the evolving global economy whether immediately entering the world of work or pursuing a post-secondary education”

Reference made to ninth grade class of 2018-2019 for requirements for Standard Diploma

Provides language which shows, per the Standards of Quality (§ 22.1-253.13:4), a computer science course credit earned by students may be considered a science, mathematics, or a career and technical education course credit for a Standard or Advanced Studies Diploma.

Under “requirements for a standard diploma,” added in information about the *standard unit of credit* and the *verified unit of credit*

Under “requirements for a standard diploma,” added in language regarding local board option to develop alternatives to the requirement for 140 clock hours of instruction as provided in 8VAC20-131-110 and in accordance with Board guidelines

Verified credits required for Standard Diploma reduced from 6 to 4, with elimination of the Student Selected test, and reduction of verified credits in English from 2 to 1

Edit to replace “Foreign” with “World” in reference to language

Formatting changes made to delete footnotes and replace them with a chart

Deleted repetitive language under Discipline Area/Specifications and summarized in one paragraph

Under specifications for discipline areas for the revised specifications for laboratory science to include interdisciplinary courses which incorporate SOL content from multiple academic areas

For Standard Diploma and the Advanced Studies Diploma, added the following:

- Students who do not pass SOL tests in English, mathematics, laboratory science, or history and social science may receive locally awarded verified credits from the local school board in accordance with criteria established in guidelines adopted by the Board
- Students may receive locally awarded verified credit in history and social science by demonstrating mastery of the content on locally developed authentic performance assessments. Such students shall not also be required to take the SOL tests in history and social science

Language added to reference requirements for Profile of a Virginia Graduate, including the 5 Cs of creative thinking, collaboration, critical thinking, communication, and citizenship

Course requirement changes include: Elimination of requirement for Standard diploma that selection of two difference mathematics courses must include those above level of Algebra II and replacement with mathematics courses approved by the Board

Reference made to ninth grade class of 2018-2019 for requirements for Advanced Studies Diploma

Language added to make specific references to SOQ requirements for student completion of advanced placement, honors, or International Baccalaureate course or for the earning of a career and technical education credential

Language added to make specific reference to the acquisition and demonstration of 5 Cs as part of Standard Diploma requirements

Verified credits required for Advanced Studies Diploma reduced from 9 to 4, with elimination of the Student Selected test, and reduction of verified credits in English, mathematics, laboratory science, and history and social science from 2 to 1 each

Edit to replace "Foreign" with "World" in reference to language

Formatting changes made to delete footnotes and replace them with a chart

Deleted repetitive language under Discipline Area/Specifications and summarized in one paragraph

For Standard Diploma and the Advanced Studies Diploma, added the following:

- Students who do not pass SOL tests in English, mathematics, laboratory science or history and social science may receive locally awarded verified credits from the local school board in accordance with criteria established in guidelines adopted by the Board
- Students may receive locally awarded verified credit in history and social science by demonstrating mastery of the content on locally developed authentic performance assessments. Such students shall not also be required to take the SOL tests in history and social science

Language added to make specific references to SOQ requirements for student completion of advanced placement, honors, or International Baccalaureate course or for the earning of a career and technical education credential

Specific reference to acquisition and demonstration of 5 Cs added to Advanced Studies Diploma requirements

Headings have been added referencing the Applied Studies Diploma and Certificate of Program Completion. A new section F. referencing the incorporation of General Achievement Diploma regulations in to the Adult High School Programs regulations has been added. Re-ordering the lettering of the sections follows

Under the requirements for an applied studies diploma, revised the language to show that these diplomas must be awarded in accordance with state and federal special education laws and regulations

Deleted the language regarding the *Regulations Governing the General Achievement Diploma (F)* and incorporated it into another paragraph with information about *Regulations Governing Adult High School Programs* which indicates that students who do not qualify for diplomas may earn a high school equivalency credential

Under requirements for awards for exemplary student performance, revised the sentence regarding the Governor's Seal and the Board of Education Seal so that they are written in parallel with the other sentences in that subsection (H)

Language added to establish and provide criteria for the Board of Education's Seal for Excellence in Science and the Environment

Added clarifying language which indicates that students transferring into a Virginia public school prior to the 2018-2019 school year shall be required to meet the requirements prescribed in 8VAC20-131-50 to receive a Standard Diploma or an Advanced Studies Diploma, except as provided by subsection G of this section. Those transferring as of the 2018-2019 school year must meet the requirements of 8VAC20-131-51

Clarified what language is applicable to those students entering prior to the 2018-2019 school year and those entering as of that school year

Language added to reference verified credits listed in section required for transferred students to earn and to specify the tests to be accepted by school divisions from a sending state, country, private school or Department of Defense Educational Activity school for the award of verified credit in courses previously completed at another school or program of study, according to specified criteria

Language added to provide that any substitute test approved by the Board for verified credit shall be accepted in lieu of the applicable SOL if the applicable standard credit has been earned by the student

Unnecessary language deleted with addition of changes in F

Language amended to state that for the Standard and Advanced Studies Diplomas, students entering a Virginia high school for the first time during the ninth, tenth, and the beginning of the eleventh grades shall earn verified credits according to 8VAC20-131-51

For a Standard Diploma, language amended to state that transfer students entering a Virginia high school for the first time during the eleventh grade or at the beginning of the twelfth grade must earn two verified credits instead of four: one each in English, one of the student's own choosing, or one earned through required participation in mathematics testing as determined by federal law

#### **Part IV: School Instructional Program**

Edits provided to replace "Board of Education" with "board;" "foreign" with "world" when used with language; "sciences" with "science" after "History and Social Sciences"

New section is added to provide for the instruction and educational objectives in the Standards of Quality, Standard 1

New section is added to provide for the instructional program and learning objectives provided through the Profile of a Virginia Graduate. Added language to:

- Clarify that consistent with the Profile of a Virginia Graduate, the instructional program and learning objectives shall ensure, as age appropriate, during the kindergarten through grade 12 experience, students achieve and apply appropriate career development and technical knowledge. Amended proposal to reference global economy
- Clarify that students in elementary and middle school will explore personal interests, be exposed to different types of careers, and plan for career development
- Clarify that in the later school years students are to attain and demonstrate productive workplace skills, qualities and behaviors; align knowledge, skills, and personal interests with career opportunities; and understand and demonstrate civic responsibility and community engagement

Language is added to reference the requirement for elementary schools to provide instruction and information concerning career exploration according to 8 VAC20-131-140 (College and career readiness; career exposure, exploration, and planning)

Language is added to reference the requirements in the Standards of Quality that local school boards provide for early identification of reading and mathematics problems of students and provide instructional strategies for assistance and developments of reading and mathematics skills

Language is added to reference the requirements in the Standards of Quality that reading intervention services should be provided by school divisions to students in kindergarten through grade three who demonstrate deficiencies in reading

Revised language to show that each middle school shall provide instruction in career investigation in accordance with 8VAC20-131-140 and “for seventh grade students” (only) deleted

Reference to provision of 140 clock hours in each of the four academic disciplines is replaced with “a total of 560 instructional” hours per year in the four academic disciplines. Language regarding an alternative schedule of instruction for sixth-grade students is deleted

Section F. is added to require each school to ensure that students who need targeted mathematics remediation and intervention receive additional instruction. Added language that schools are required to provide students in grades six through eight who are at risk of failing the Algebra I end-of-course test with algebra readiness intervention services

Language is added to require the provision of program of instruction which encompasses the requirements of the Profile of Virginia Graduate, including student knowledge, skills, and competencies; the acquisition and demonstration of the 5Cs; and the offering of opportunities for internships, externships, and work-based experiences, and credentialing

Added language as follows: “The secondary school shall provide each student a program of instruction in the four core academic areas of English, mathematics, science, and history and social science that identify the knowledge and skills that students should attain, giving due consideration to critical thinking, creative thinking, collaboration, communication, and citizenship,…”

Clarifying language is added to define class period in equivalent minutes

Language is added to align with the requirement in the Standards of Quality that each school shall ensure targeted mathematics remediation and intervention for those students who demonstrate deficiencies. Added language to require that students in grade nine who are at-risk of failing the Algebra I end-of-course test (based on any diagnostic test approved by the department) shall be provided algebra readiness intervention services in accordance with the Standards of Quality

Revised language regarding the 140-clock-hour requirement to show more flexibility

Revised language to provide that a school division may waive the 140-clock-hour requirement for instruction to earn a standard credit as prescribed in the *Code of Virginia* and Board guidelines, effective with students enrolled in the 2015-2016 school year

Revised language to show the criteria for additional tests approved by the Board must be “administered on a statewide, multistate or international basis, or administered as part of another state’s accountability assessment program”

Language is added that students who do not pass SOL tests in English and mathematics and who meet Board criteria may receive locally awarded verified credits according to Board guidelines. Language is added to specify that students may receive locally awarded verified credit in history and social science by demonstrating mastery of content on locally developed authentic performance assessments

8VAC20-131-120 “B” is deleted, and the remainder of the section re-ordered

Language has been added to specify the requirements for implementation of career exposure, exploration, and planning in elementary, middle, and high school as framed in the Profile of a Virginia Graduate. This includes identification by all students of personal interests and abilities to support planning for postsecondary opportunities and career preparation; provision of information about career cluster areas in elementary grades; course information and planning for college preparation programs in middle grades; and opportunities for internships and work-based learning. Provisions for the Academic and Career Plan have been expanded and rewritten

Addition of requirement for elementary school career exploration, beginning with the Academic and Career Plan Portfolio; middle school development of the Academic and Career Plan through completion of a career investigation course, including workplace readiness skills; expansion of monitoring and use of Academic and Career Plan in high school

International Baccalaureate or Cambridge courses have been added to opportunities for middle school students to begin postsecondary education

Included current language effective for Academic and Career Plan (ACP) until 2018-2019

Added language which clarified that, beginning in the 2018-2019 academic year, support to students shall include provision of information concerning exploration of career cluster areas in elementary schools, and course information and planning for college preparation programs, opportunities for educational and academic experiences in and outside the classroom, including internships and work-based learning, and the multiple pathways to college and career readiness in middle and high school

Added language to describe values such as dependability and responsibility with reference to information to be included in the elementary student's Academic and Career Plan Portfolio

Language has been added to include 990 instructional hours in the standard school year and to specify that the standard school day includes passing time for class changes  
Since September draft, language regarding homebound instruction re-ordered– now remains Section A

Language regarding alternative means of instruction and language regarding virtual courses combined into one section. Clarifying language regarding standard and verified credits also added. Language regarding correspondence courses deleted and replaced with virtual courses

Clarifying language has been added to this section on homebound instruction to specify a Virginia "teaching" license is to be held by the supervising teacher and that verified units of credit may be earned when the student passes the SOL test associated with the completed course

The word "resources" has been added to the list of supports for the instructional program

#### **Part V: School and Instructional Leadership**

Language added regarding legislative requirements for current physical fitness program which shall be available to all students with a goal of at least 150 minutes per week on average during the regular school year. A program of physical activity is required, effective with the 2018-2019 school year. At that time local school boards must provide a program of physical activity for all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and available to all students in grades six through twelve with a goal of at least 150 minutes per week on average during the regular school year

8VAC20-131-210 – Role of Principal-- Revision of and expansion of section to reflect and align with standards provided in Board's *Advancing Virginia's Leadership Agenda* guidance document

Repetitive introductory paragraph deleted



Language added to replace the words “language and spelling” with “the use of Standard English”

Closure of the achievement gap among groups of students added as area of aspiration and strengthening of student skills

Language added to replace “guidance” with “school” in reference to counseling. Language added to require staffing of school counselors as prescribed in the Standards of Quality

Sections revised to redefine a middle school classroom teacher’s standard load and a secondary classroom teacher’s standard load, including no more than the instructional day minus one planning period per day or the equivalent; to delete references to student periods; and to require appropriate contractual arrangements and compensation for more than 150 students or 25 class periods per week

Revised to eliminate references to student periods and specify that middle or secondary school teachers shall teach no more than 150 students per week, with physical education and music teachers able to teach 200 students per week without additional contractual arrangements and compensation

Revised to clarify and reference definition of planning period and update terminology. Language added to specify that each elementary classroom teacher shall be provided at least an average of 30 minutes per day during the students’ school week as planning time

#### **Part VI: School Facilities and Safety**

Language revised to require a fire drill at least twice during the first 20 school days and two additional fire drills during the remainder of the school term. Language removed to require two simulated lock down drills and crisis emergency evacuation activities each school year in September and January and replaced with requirement to conduct a lock-down drill at least twice during the first 20 school days of school and at least two additional lock-down drills during the remainder of the school term

#### **Part VII: School and Community Communications**

Revisions made to reference the School Quality Profile and delete School “Performance Report Card”

Language added to specify categories of indicators and information required by the board to be included in the School Quality Profile

Change made from the September draft to delete language regarding notification to parents about sexually explicit instructional materials and parental options. This language has been moved to the *Regulations Governing Local School Boards and School Divisions*.

### Issues

*Please identify the issues associated with the proposed regulatory action, including: 1) the primary advantages and disadvantages to the public, such as individual private citizens or businesses, of implementing the new or amended provisions; 2) the primary advantages and disadvantages to the agency or the Commonwealth; and 3) other pertinent matters of interest to the regulated community, government officials, and the public. If there are no disadvantages to the public or the Commonwealth, please indicate.*

These regulations will impact the public, private citizens, school divisions, students, school staff, or other constituents in a positive way. The Board of Education’s vision is to create a quality statewide system of public education that prepares all students for success in the twenty-first century workplace, for realization of personal goals, and for responsible contributions to the quality of civic life in our state, nation, and the world. The Board is committed to advancing its vision and examining the conditions and

needs of public education, presenting them annually through a report to the General Assembly and the public. Through its adopted policies, the Board conveys high standards for student learning and achievement in preparation for graduation and life beyond high school. The Board’s ongoing work is the further development and refinement of a system of accountability to define school quality and to support schools and school divisions by promoting continuous improvement, providing assistance, and acknowledging progress. The system of accountability is reflected in the Standards of Learning, the School Quality Profile, and the *Regulations Establishing the Standards for Accrediting Public Schools in Virginia*, or more commonly referred to as the Standards of Accreditation (SOA). These regulations do not present any disadvantages to the public or the commonwealth.

### Requirements more restrictive than federal

*Please identify and describe any requirement of the proposal which is more restrictive than applicable federal requirements. Include a rationale for the need for the more restrictive requirements. If there are no applicable federal requirements or no requirements that exceed applicable federal requirements, include a statement to that effect.*

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There are no applicable federal requirements.

### Localities particularly affected

*Please identify any locality particularly affected by the proposed regulation. Locality particularly affected means any locality which bears any identified disproportionate material impact which would not be experienced by other localities.*

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All 132 school divisions would be affected. It is not expected that any school division would incur a disproportionate material impact.

### Public participation

*Please include a statement that in addition to any other comments on the proposal, the agency is seeking comments on the costs and benefits of the proposal and the impacts of the regulated community.*

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In addition to any other comments, the Board is seeking comments on the costs and benefits of the proposal and the potential impacts of this regulatory proposal. Also, the Board is seeking information on impacts on small businesses as defined in § 2.2-4007.1 of the Code of Virginia. Information may include 1) projected reporting, recordkeeping and other administrative costs, 2) probable effect of the regulation on affected small businesses, and 3) description of less intrusive or costly alternative methods of achieving the purpose of the regulation.

Anyone wishing to submit written comments for the public comment file may do so by mail, email or fax to [insert: staff contact person’s name, mailing address, phone number, fax number and email address]. Comments may also be submitted through the Public Forum feature of the Virginia Regulatory Town Hall web site at: <http://www.townhall.virginia.gov>. Written comments must include the name and address of the commenter. In order to be considered, comments must be received by 11:59 pm on the last day of the public comment period.

A public hearing will be held following the publication of this stage and notice of the hearing will be posted on the Virginia Regulatory Town Hall website (<http://www.townhall.virginia.gov>) and on the Commonwealth Calendar website (<https://www.virginia.gov/connect/commonwealth-calendar>). Both oral and written comments may be submitted at that time.

## Economic impact

*Please identify the anticipated economic impact of the proposed new regulations or amendments to the existing regulation. When describing a particular economic impact, please specify which new requirement or change in requirement creates the anticipated economic impact.*

<b>Projected cost to the state to implement and enforce the proposed regulation, including:</b> a) fund source / fund detail; and b) a delineation of one-time versus on-going expenditures	Students in K-12 public schools, their families, and local school divisions in Virginia would be affected by this regulation. It is believed that any costs would be treated as within operating costs for school divisions.
<b>Projected cost of the new regulations or changes to existing regulations on localities.</b>	There are more than 1,284,000 students in K-12 public schools and 132 local school divisions in Virginia. The cost is expected to be minimal.
<b>Description of the individuals, businesses, or other entities likely to be affected by the new regulations or changes to existing regulations.</b>	Students in K-12 public schools, their families, and local school divisions in Virginia would be affected by this regulation. Businesses would not be impacted.
<b>Agency’s best estimate of the number of such entities that will be affected. Please include an estimate of the number of small businesses affected.</b> Small business means a business entity, including its affiliates, that: a) is independently owned and operated and; b) employs fewer than 500 full-time employees or has gross annual sales of less than \$6 million.	None anticipated.
<b>All projected costs of the new regulations or changes to existing regulations for affected individuals, businesses, or other entities. Please be specific and include all costs including:</b> a) the projected reporting, recordkeeping, and other administrative costs required for compliance by small businesses; and b) specify any costs related to the development of real estate for commercial or residential purposes that are a consequence of the proposed regulatory changes or new regulations.	None anticipated.
<b>Beneficial impact the regulation is designed to produce.</b>	No economic impact is anticipated.

## Alternatives

*Please describe any viable alternatives to the proposal considered and the rationale used by the agency to select the least burdensome or intrusive alternative that meets the essential purpose of the action.*

*Also, include discussion of less intrusive or less costly alternatives for small businesses, as defined in § 2.2-4007.1 of the Code of Virginia, of achieving the purpose of the regulation.*

In 2014 the Board committed to conducting a comprehensive review and revision of these regulations which govern student achievement and graduation requirements. Since that time, the Board has conducted public hearings, met with stakeholders, and received public comment to best determine how to revise these standards to create a quality statewide system of public education that prepares all students for success in the twenty-first century workplace, for realization of personal goals, and for responsible contributions to the quality of civic life in our state, nation, and the world.

### Regulatory flexibility analysis

*Pursuant to § 2.2-4007.1B of the Code of Virginia, please describe the agency’s analysis of alternative regulatory methods, consistent with health, safety, environmental, and economic welfare, that will accomplish the objectives of applicable law while minimizing the adverse impact on small business. Alternative regulatory methods include, at a minimum: 1) the establishment of less stringent compliance or reporting requirements; 2) the establishment of less stringent schedules or deadlines for compliance or reporting requirements; 3) the consolidation or simplification of compliance or reporting requirements; 4) the establishment of performance standards for small businesses to replace design or operational standards required in the proposed regulation; and 5) the exemption of small businesses from all or any part of the requirements contained in the proposed regulation.*

These regulations are not expected to affect small businesses.

### Periodic review and small business impact review report of findings

*If you are using this form to report the result of a periodic review/small business impact review that was announced during the NOIRA stage, please indicate whether the regulation meets the criteria set out in Executive Order 17 (2014), e.g., is necessary for the protection of public health, safety, and welfare, and is clearly written and easily understandable. In addition, as required by 2.2-4007.1 E and F, please include a discussion of the agency’s consideration of: (1) the continued need for the regulation; (2) the nature of complaints or comments received concerning the regulation from the public; (3) the complexity of the regulation; (4) the extent to which the regulation overlaps, duplicates, or conflicts with federal or state law or regulation; and (5) the length of time since the regulation has been evaluated or the degree to which technology, economic conditions, or other factors have changed in the area affected by the regulation.*

Not applicable.

### Public comment

*Please summarize all comments received during the public comment period following the publication of the NOIRA, and provide the agency response.*

Commenter	Comment	Agency response
General	Many are pleased with the direction	The <i>Profile of a Graduate</i> has been developed

<p>comments – SOA (96)</p>	<p>in which the Board is moving, that is, with the creation of <i>Profile of a Graduate</i> and preparing students to be college- and career- ready. The commenters encouraged the Board to build a strong foundation for students in mathematics, reading, writing, the sciences, and communication. In addition, commenters mentioned the need to prepare the students with soft-skills so that they are prepared for the workplace. Commenters were also pleased with the changes in how locally awarded credits may be awarded, the reduction in required SOL testing, the plans for internships and externships, and the focus on civic responsibility.</p> <p>There was some concern about the definition of “laboratory science” and concerns about how these proposed changes will impact local budgets and teacher professional development. Some wanted a greater focus on world languages. One person mentioned that the proposal is too CTE heavy.</p>	<p>by the Board of Education to describe the knowledge, skills, competencies, and experiences students should attain during their K-12 education to make them “life-ready.” The <i>Profile</i> presents and describes four overlapping areas for student learning and achievement considered essential to success beyond high school. These are knowledge of subject areas based on statewide standards and their application (content knowledge); demonstration of personal skills and behaviors required for productivity, effective relationships, and problem-solving within one’s workplace (workplace skills); understanding of the opportunities within civic organizations for service and decision-making and responsibility for respectful interaction with others (community engagement and civic responsibility); and individual participation in career exploration, planning, and preparation, based on understanding of personal interests, skills, and abilities and the needs of the economy (career exploration). The plan is to make all students college- and career- ready.</p> <p>The Board has been responsive to public comments received through round tables, public hearings, stakeholder groups, e-mails, and letters.</p>
<p>Economics and Personal Finance (361)</p>	<p>All commenters support retaining the Economics and Personal Finance graduation requirement.</p>	<p>Per § <a href="#">22.1-200.03</a> of the <i>Code of Virginia</i>, instruction in economics education and financial literacy is required in Virginia’s public schools. There is no plan to remove this requirement.</p>
<p>Planning Period (13)</p>	<p>Commenters expressed concerns about planning periods and how they are currently used. They asked that planning periods be protected as they are sometimes asked to use them for other responsibilities.</p>	<p>The definition of <i>planning period</i> has been revised to mean not less than 45 minutes or the equivalent of a class period. This requirement applies to middle and secondary schools.</p>
<p>Career and technical Education (CTE) (139)</p>	<p>The Board received many comments asking that CTE be retained as a middle school elective. Commenters also asked that the middle school career investigation course be retained.</p>	<p>Both the middle school CTE elective and the career investigation course are retained. The school division will determine at what grade level the career investigation course will be offered in middle school.</p>
<p>Dual enrollment (7)</p>	<p>Commenters asked that dual enrollment be added as an alternative to CTE, AP, or Honors courses.</p>	<p>Dual enrollment is available to high school junior and seniors who meet the criteria and to others who demonstrate readiness for college-level work. Participation is voluntary. These regulations encourage students to take college courses simultaneously for high school graduation and college degree credit when they meet certain criteria.</p>

## Family impact

*Please assess the impact of this regulatory action on the institution of the family and family stability including to what extent the regulatory action will: 1) strengthen or erode the authority and rights of parents in the education, nurturing, and supervision of their children; 2) encourage or discourage economic self-sufficiency, self-pride, and the assumption of responsibility for oneself, one's spouse, and one's children and/or elderly parents; 3) strengthen or erode the marital commitment; and 4) increase or decrease disposable family income.*

In 2014 the Board committed to conducting a comprehensive review and revision of these regulations which govern student achievement and graduation requirements. Since that time, the Board has conducted public hearings, met with stakeholders, and received public comment to best determine how to revise these standards to create a quality statewide system of public education that prepares all students for success in the twenty-first century workplace, for realization of personal goals, and for responsible contributions to the quality of civic life in our state, nation, and the world.

This regulatory action will impact the families in Virginia in a positive way by encouraging economic self-sufficiency and the assumption of self-responsibility. During the 2016 legislative session, the Governor and the General Assembly supported the development of a *Profile of a Virginia Graduate* (Profile) through the introduction and adoption of legislation which directed the Board to redefine the expectations of high school graduates in the Commonwealth. HB 895 (Greason) amended § 22.1-253.13:4.D of the *Code of Virginia* to require the Board to develop and implement, in consultation with stakeholders representing elementary and secondary education, higher education, business and industry, 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 (known as the 5 Cs). The *Profile* has been developed by the Board of Education to describe the knowledge, skills, competencies, and experiences students should attain during their K-12 education to make them college- and career-ready.

## Detail of changes

*Please list all changes that are being proposed and the consequences of the proposed changes; explain the new requirements and what they mean rather than merely quoting the proposed text of the regulation. If the proposed regulation is a new chapter, describe the intent of the language and the expected impact. Please describe the difference between existing regulation(s) and/or agency practice(s) and what is being proposed in this regulatory action. If the proposed regulation is intended to replace an emergency regulation, please follow the instructions in the text following the three chart templates below.*

For changes to existing regulation(s), please use the following chart:

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change, intent, rationale, and likely impact of proposed requirements
<p><u>8VAC20-131-5</u></p>	<p>NA</p>	<p>This section includes additional definitions for these regulations.</p>	<p>Definition of the term <i>Board of Education</i> or <i>board</i> added, as prescribed in the <i>Constitution of Virginia</i> and the <i>Code of Virginia</i>, and the term <i>board</i> replaced Board of Education, as appropriate, throughout the document</p> <p>Definition of “class period” revised for clarity</p> <p>Definition of the term <i>English Learner</i> has been added and the term <i>English Language Learner</i> has been replaced throughout the document with the term <i>English Learner</i> as now referenced in the Elementary and Secondary Education Act</p> <p>Reference to “limited English proficient” replaced with “English Learner” in definition of “eligible students” (and replaced throughout document)</p> <p>Definition of “instructional day” added</p> <p>Definition of “instructional hours” added</p> <p>Definition of “locally developed authentic performance assessment” added</p> <p>Definition of “planning period” revised to mean a segment of time in middle and secondary schools during the instructional day that is unencumbered of any teaching or supervisory duties, is <u>not less than 45 minutes or the equivalent of a class period, whichever is greater</u>, and which includes passing time for class changes</p> <p>Definition of the term <i>planning time</i> for elementary teachers has been added in accordance with <i>Code</i></p> <p>Definition of “standard school year” revised to replace “teaching” hours with “instructional”</p> <p>Definition of “standard unit of credit” revised to reflect flexibility in Board of Education guidelines for local school board alternatives to 140 clock hour requirement</p>

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change, intent, rationale, and likely impact of proposed requirements
			<p>“Limited English Proficiency” replaced with “for whom English is a second language” in definition of “student”</p> <p>Definition of “student periods” deleted</p> <p>Definition of “verified units of credit” revised to include locally awarded verified credits awarded according to Board of Education guidelines</p> <p>Definition of “Virginia assessment program” edited to replace “Standards of Learning” with “SOL” (and replaced throughout document)</p>
<p><u>8VAC20-131-10</u></p>	<p>NA</p>	<p>This regulation currently describes the purpose.</p>	<p>Language was revised to clarify the purpose of these regulations:</p> <ul style="list-style-type: none"> <li>• Language added which shows that in addition to educating students so that they attain essential knowledge and skills related to citizenship, the mission of the public education system is to educate students so that they will be equipped for an informed and successful private life</li> <li>• Language struck which referenced high quality education and now indicates that the SOA will now provide the foundation for the provision of a quality public education</li> <li>• Expanded to add objectives of continual improvement within accountability system; promotion and recognition of school quality and achievement in multiple areas; mastery of learning by graduating students in multiple areas to include academics, workplace skills, career planning, and civic and community responsibility; inclusion of multiple areas affecting the determination of effectiveness of schools</li> </ul>



Current section number	Proposed new section number, if applicable	Current requirement	Proposed change, intent, rationale, and likely impact of proposed requirements
			<ul style="list-style-type: none"> <li>Reference added regarding citation in the Standards of Quality (Standard 3)</li> </ul> <p>These changes clarify the language and will have a positive impact for that reason.</p>
<p><u>8VAC20-131-20</u></p>	<p>NA</p>	<p>This section includes the philosophy, goals, and objectives for these regulations.</p>	<p>Language added regarding factors affecting school quality and continual improvement. Language added addressing overall goals and objectives for student learning, achievement, and preparation</p> <p>Reference to <i>personnel</i> development replaced with professional staff development</p> <p>Language added regarding preparation of graduates who have explored and understand what opportunities exist for them after high school and who have the knowledge and abilities necessary for the next phase of their lives as adults</p> <p>Language added to show that the philosophy, goals, and objectives of individual schools should reflect and encompass the means by which both the Standards of Learning and Standards of Accreditation are to be achieved</p> <p>Language added to clarify the Board's objective in promulgating these revised regulations: to provide an education foundation that ensures students are ready to be successful in a global economy, which includes a changing and growing technology and social transformation. Language added to show that the Board is redesigning the public school experience so that students will be adequately prepared for future challenges</p> <p>Language added which clarifies that the college-and career-ready student will be expected to achieve and apply appropriate academic and technical knowledge; attain and demonstrate age-appropriate productive workplace skills, qualities, and behavior; align knowledge,</p>

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change, intent, rationale, and likely impact of proposed requirements
			skills, and personal interests with career opportunities; and build connections for interactions with diverse communities
<u>8VAC20-131-30</u>	NA	This section describes student academic and assessment requirements.	<p>Edits provided to replace “Board of Education” with “board,” “Standards of Learning” with “SOL,” and “Reading” with “reading”</p> <p>Revision made to clarify that students who are accelerated shall only take the test aligned with the highest grade level, following instruction on the content</p> <p>Language added that expedited retakes of tests are an exemption to the prohibition of students taking more than one test in any content area in each year</p> <p>Language referencing “with such funds as may be appropriated by the General Assembly” deleted in referencing to criteria for eligibility for an expedited retake of any SOL test</p> <p>Language added to specify Standards of Quality (SOQ) requirement that any student failing all SOL assessments for the relevant grade level in grades three through eight or failing an end-of-course test required for verified credit shall be required to receive remediation</p> <p>Language added to require a division superintendent to certify that division policy prevents changes in students’ course schedules to avoid end-of-course SOL assessments</p> <p>Language added to state that students shall not be required to take an end-of-course SOL tests in a subject after they have earned the number of verified credits required for that academic content area for graduation, unless the test is necessary in order for the school to meet federal accountability requirements</p> <p>Clarifying language added to assessments taken for credit by foreign exchange students</p>
<u>8VAC20-131-50</u>	This section is effective	This section describes the current requirements for high	This section is included in the document for clarity, since the new requirements

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change, intent, rationale, and likely impact of proposed requirements
	until the 2018-2019 school year.	school graduation.	<p>(8VAC20-131-51) will be effective with the ninth grade students who enter in the 2018-2019 school year.</p> <p>Language has been added which clarifies, per the Standards of Quality (§ 22.1-253.13:4), a computer science course credit earned by students may be considered a science, mathematics, or career and technical education course credit for a Standard or Advanced Studies Diploma.</p>
<u>NA</u>	8VAC20-131-51. This section includes the requirements for high school graduation and is effective with the students who enter the ninth grade in the 2018-2019 school year.	This section replaces 8VAC20-131-50 which is effective until 2018-2019.	<p>Revised language to show that this section is effective with the students who enter the ninth grade in the 2018-2019 school year</p> <p>Revised and expanded language referencing meaningful and rigorous opportunities--<i>must be tied to instruction</i> to achieve workplace skills through internships, externships, credentialing, and <i>blended learning</i> in accordance with department work-based learning guidelines</p> <p>Language added to specify provisions in Standard and Advanced Studies Diplomas for multiple paths toward college and career readiness; opportunities for internships, externships, and credentialing, which may be offered for high school credit</p> <p>Deleted the language referencing “successful contributors to the economy of the Commonwealth” and added language “to be successful in the evolving global economy whether immediately entering the world of work or pursuing a post-secondary education”</p> <p>Reference made to ninth grade class of 2018-2019 for requirements for Standard Diploma</p> <p>Provides language which shows, per the Standards of Quality (§ 22.1-253.13:4) , a computer science course credit earned by students may be considered a science, mathematics, or career and technical</p>

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change, intent, rationale, and likely impact of proposed requirements
			<p>education course credit for a Standard or Advanced Studies Diploma</p> <p>Under “requirements for a standard diploma,” added in information about the <i>standard unit of credit</i> and the <i>verified unit of credit</i></p> <p>Under “requirements for a standard diploma,” added in language regarding local board option to develop alternatives to the requirement for 140 clock hours of instruction as provided in 8VAC20-131-110 and in accordance with Board guidelines</p> <p>Verified credits required for Standard Diploma reduced from 6 to 4, with elimination of the Student Selected test, and reduction of verified credits in English from 2 to 1</p> <p>Edit to replace “Foreign” with “World” in reference to language</p> <p>Formatting changes made to delete footnotes and replace them with a chart</p> <p>Deleted repetitive language under Discipline Area/Specifications and summarized in one paragraph</p> <p>Under specifications for discipline areas for the revised specifications for laboratory science to include interdisciplinary courses which incorporate SOL content from multiple academic areas</p> <p>For Standard Diploma and the Advanced Studies Diploma, added the following:</p> <ul style="list-style-type: none"> <li>• Students who do not pass SOL tests in English, mathematics, laboratory science, or history and social science may receive locally awarded verified credits from the local school board in accordance with criteria established in guidelines adopted by the Board</li> </ul>

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change, intent, rationale, and likely impact of proposed requirements
			<ul style="list-style-type: none"> <li>• Students may receive locally awarded verified credit in history and social science by demonstrating mastery of the content on locally developed authentic performance assessments. Such students shall not also be required to take the SOL tests in history and social science</li> </ul> <p>Language added to reference requirements for Profile of a Virginia Graduate, including the 5 Cs of creative thinking, collaboration, critical thinking, communication, and citizenship</p> <p>Course requirement changes include: Elimination of requirement for Standard Diploma that selection of two difference mathematics courses must include those above level of Algebra II and replacement with mathematics courses approved by the Board</p> <p>Reference made to ninth grade class of 2018-2019 for requirements for Advanced Studies Diploma</p> <p>Language added to make specific references to SOQ requirements for student completion of advanced placement, honors, or International Baccalaureate course or for the earning of a career and technical education credential</p> <p>Language added to make specific reference to the acquisition and demonstration of 5 Cs as part of Standard Diploma requirements</p> <p>Verified credits required for Advanced Studies Diploma reduced from 9 to 4, with elimination of the Student Selected test, and reduction of verified credits in English, mathematics, laboratory science, and history and social science from 2 to 1 each</p> <p>Edit to replace "Foreign" with "World" in reference to language</p>

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change, intent, rationale, and likely impact of proposed requirements
			<p>Formatting changes made to delete footnotes and replace them with a chart</p> <p>Deleted repetitive language under Discipline Area/Specifications and summarized in one paragraph</p> <p>For Standard Diploma and the Advanced Studies Diploma, added the following:</p> <ul style="list-style-type: none"> <li>• Students who do not pass SOL tests in English, mathematics, laboratory science or history and social science may receive locally awarded verified credits from the local school board in accordance with criteria established in guidelines adopted by the Board</li> <li>• Students may receive locally awarded verified credit in history and social science by demonstrating mastery of the content on locally developed authentic performance assessments. Such students shall not also be required to take the SOL tests in history and social science</li> </ul> <p>Language added to make specific references to SOQ requirements for student completion of advanced placement, honors, or International Baccalaureate course or for the earning of a career and technical education credential</p> <p>Specific reference to acquisition and demonstration of 5 Cs added to Advanced Studies Diploma requirements</p> <p>Headings have been added referencing the Applied Studies Diploma and Certificate of Program Completion. A new section F. referencing the incorporation of General Achievement Diploma regulations in to the Adult High School Programs regulations has been added. Re-ordering the lettering of the sections follows</p>

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change, intent, rationale, and likely impact of proposed requirements
			<p>Under the requirements for an Applied Studies Diploma, revised the language to show that these diplomas must be awarded in accordance with state and federal special education laws and regulations</p> <p>Deleted the language regarding the <i>Regulations Governing the General Achievement Diploma</i> (F) and incorporated it into another paragraph with information about <i>Regulations Governing Adult High School Programs</i> which indicates that students who do not qualify for diplomas may earn a high school equivalency credential</p> <p>Under requirements for awards for exemplary student performance, revised the sentence regarding the Governor’s Seal and the Board of Education Seal so that they are written in parallel with the other sentences in that subsection (H)</p> <p>Language added to establish and provide criteria for the Board of Education’s Seal for Excellence in Science and the Environment</p>
<p><u>8VAC20-131-60</u></p>	<p>NA</p>	<p>This section provides the graduation requirements for students who transfer into Virginia high school.</p>	<p>Added clarifying language which indicates that students transferring into a Virginia public school prior to the 2018-2019 school year shall be required to meet the requirements prescribed in 8VAC20-131-50 to receive a Standard Diploma or an Advanced Studies Diploma, except as provided by subsection G of this section. Those transferring as of the 2018-2019 school year must meet the requirements of 8VAC20-131-51.</p> <p>Clarified what language is applicable to those students entering prior to the 2018-2019 school year and those entering as of that school year</p> <p>Language added to reference verified credits listed in section required for transferred students to earn and to specify the tests to be accepted by school divisions from a sending state, country, private school or Department of Defense</p>

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change, intent, rationale, and likely impact of proposed requirements
			<p>Educational Activity school for the award of verified credit in courses previously completed at another school or program of study, according to specified criteria</p> <p>Language added to provide that any substitute test approved by the Board for verified credit shall be accepted in lieu of the applicable SOL if the applicable standard credit has been earned by the student</p> <p>Unnecessary language deleted with addition of changes in F</p> <p>Language amended to state that for the Standard and Advanced Studies Diplomas, students entering a Virginia high school for the first time during the ninth, tenth, and the beginning of the eleventh grades shall earn verified credits according to 8VAC20-131-51</p> <p>For a Standard Diploma, language amended to state that transfer students entering a Virginia high school for the first time during the eleventh grade or at the beginning of the twelfth grade must earn two verified credits instead of four: one each in English, one of the student’s own choosing, or one earned through required participation in mathematics testing as determined by federal law</p>
<p><u>8VAC20-131-70</u></p>	<p>NA</p>	<p>This regulation describes the requirements for the school divisions’ program of instruction and learning objectives.</p>	<p>Edits provided to replace “Board of Education” with “board;” “foreign” with “world” when used with language; “sciences” with “science” after “History and Social Sciences”</p> <p>New section is added to provide for the instruction and educational objectives in the Standards of Quality, Standard 1</p> <p>New section is added to provide for the instructional program and learning objectives provided through the Profile of a Virginia Graduate. Added language to:</p> <ul style="list-style-type: none"> <li>• Clarify that consistent with the Profile of a Virginia Graduate, the instructional program and learning objectives shall ensure, as age</li> </ul>



Current section number	Proposed new section number, if applicable	Current requirement	Proposed change, intent, rationale, and likely impact of proposed requirements
			<p>appropriate, during the kindergarten through grade 12 experience, students achieve and apply appropriate career development and technical knowledge. Amended proposal to reference global economy</p> <ul style="list-style-type: none"> <li>• Clarify that students in elementary and middle school will explore personal interests, be exposed to different types of careers, and plan for career development</li> <li>• Clarify that in the later school years students are to attain and demonstrate productive workplace skills, qualities and behaviors; align knowledge, skills, and personal interests with career opportunities; and understand and demonstrate civic responsibility and community engagement</li> </ul>
8VAC20-131-80 Instructional program in elementary schools	NA	This section provides the requirements for the instructional programs in the elementary schools.	<p>Language added to reference the requirement for elementary schools to provide instruction and information concerning career exploration according to 8 VAC20-131-140 (College and career readiness; career exposure, exploration, and planning)</p> <p>Language added to reference the requirements in the Standards of Quality that local school boards provide for early identification of reading and mathematics problems of students and provide instructional strategies for assistance and developments of reading and mathematics skills</p> <p>Language added to reference the requirements in the Standards of Quality that reading intervention services should be provided by school divisions to students in kindergarten through grade three who demonstrate deficiencies in reading</p>

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change, intent, rationale, and likely impact of proposed requirements
<u>8VAC20-131-90</u>	NA	This section provides the requirements for the instructional programs in the middle schools.	<p>It revised language to show that each middle school shall provide instruction in career investigation in accordance with 8VAC20-131-140 and “for seventh grade students” (only) deleted.</p> <p>Reference to provision of 140 clock hours in each of the four academic disciplines is replaced with “a total of 560 instructional” hours per year in the four academic disciplines. Language regarding an alternative schedule of instruction for sixth-grade students is deleted</p> <p>It replaced language which showed that middle schools shall provide three elective courses, including one in career and technical exploration, to retain the original language for four electives in eighth grade.</p> <p>Section F. is added to require each school to ensure that students who need targeted mathematics remediation and intervention receive additional instruction. Added language that schools are required to provide students in grades six through eight who are at risk of failing the Algebra I end-of-course test with algebra readiness intervention services.</p>
<u>8VAC20-131-100</u>	NA	This section provides the requirements for the instructional programs in the secondary schools.	<p>Language is added to require the provision of program of instruction which encompasses the requirements of the Profile of Virginia Graduate, including student knowledge, skills, and competencies; the acquisition and demonstration of the 5Cs; and the offering of opportunities for internships, externships, and work-based experiences, and credentialing</p> <p>Language is added to reference student success in the “evolving global economy, whether immediately entering the world of work or pursuing a post-secondary education... in accordance with 8VAC20-131-70 and the Profile of a Virginia Graduate.”</p> <p>It deleted language referencing core skill sets as follows: “The secondary school</p>

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change, intent, rationale, and likely impact of proposed requirements
			<p>shall provide each student a program of instruction in the four core academic areas of English, mathematics, science, and history and social science <del>that emphasizes the development of core skill sets.....</del></p> <p>It added language as follows: “The secondary school shall provide each student a program of instruction in the <u>four core</u> academic areas of English, mathematics, science, and history <u>and</u> social science <u>that identify the knowledge and skills that students should attain, giving due consideration to critical thinking, creative thinking, collaboration, communication, and citizenship,...</u>”</p> <p>Clarifying language is added to define class period in equivalent minutes</p> <p>It added language to require that students in grade nine who are at-risk of failing the Algebra I end-of-course test (based on any diagnostic test approved by the department) shall be provided algebra readiness intervention services in accordance with the Standards of Quality.</p>
<p><u>8VAC20-131-110</u></p>	<p>NA</p>	<p>The section describes the standard and verified credits, the 140-clock-hour requirements, and the tests used for the purpose of awarding verified credit.</p>	<p>It revised language regarding the 140-clock-hour requirement to show more flexibility.</p> <p>It revised language to provide that a school division may waive the 140-clock-hour requirement for instruction to earn a standard credit as prescribed in the <i>Code of Virginia</i> and board guidelines, effective with students enrolled in the 2015-2016 school year.</p> <p>Language is added that students who do not pass SOL tests in English and mathematics and who meet Board criteria may receive locally awarded verified credits according to Board guidelines.</p> <p>Language is added to specify that students may receive locally awarded verified credit in history and social science by demonstrating mastery of content on locally developed authentic</p>

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change, intent, rationale, and likely impact of proposed requirements
			<p>performance assessments.</p> <p>Revised language to show the criteria for additional tests approved by the board must be “administered on a <u>statewide</u> multistate or international basis, or administered as part of another state’s accountability assessment program.”</p>
<u>8VAC20-131-140</u>	NA	This section describes the opportunities for college and career readiness, career exposure and planning, as well as opportunities for post-secondary credit.	<p>It added language to require each middle and secondary school to provide for early identification and enrollment of students in a college preparation program with a range of educational and academic experiences in and outside the classroom.</p> <p>It re-ordered the section to include current language effective for Academic and Career Plan (ACP) until 2018-2019.</p> <p>It added language which clarified that, beginning in the 2018-2019 academic year, support to students shall include provision of information concerning exploration of career cluster areas in elementary schools, and course information and planning for college preparation programs, opportunities for educational and academic experiences in and outside the classroom, including internships and work-based learning, and the multiple pathways to college and career readiness in middle and high school.</p> <p>It added the term <i>values such as dependability and responsibility</i> as part of the development of an Academic and Career Plan Portfolio in elementary grades.</p>
<u>8VAC20-131-150</u>		<u>Standard school year and school day</u>	Language has been added to include 990 instructional hours in the standard school year and to specify that the standard school day includes passing time for class changes
<u>8VAC20-131-180</u>	NA	This section provides the requirements for off-site instruction.	In this section, language regarding homebound instruction has been re-ordered and is now the introductory paragraph in this section.

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change, intent, rationale, and likely impact of proposed requirements
			<p>In addition, the language in A and B has been integrated and the language regarding alternative means of instruction and virtual courses has been combined into one section. Clarifying language regarding standard and verified credits has also been added. Language regarding <i>correspondence courses</i> has been deleted and replaced with <i>virtual courses</i>.</p> <p>Clarifying language has been added to this section on homebound instruction to specify a Virginia “teaching” license is to be held by the supervising teacher and that verified units of credit may be earned when the student passes the SOL test associated with the completed course</p>
8VAC20-131-190		Library, media, materials and equipment	The word “resources” has been added to the list of supports for the instructional program
8VAC20-131-200	NA	The regulation provides the requirements for extracurricular and other school activities, including recess.	Language has now been added regarding legislative requirements for a current physical fitness program which shall be available to all students with a goal of at least 150 minutes per week on average during the regular school year. A program of physical activity is required, effective with the 2018-2019 school year. At that time local school boards must provide a program of physical activity for all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and available to all students in grades six through twelve with a goal of at least 150 minutes per week on average during the regular school year.
8VAC20-131-210	NA	This section describes the role of the school principal.	<p>Repetitive introductory paragraph regarding the principal has been deleted.</p> <p>Language has been added to clarify the role of the principal.</p>
8VAC20-131-220		Role of professional teaching staff	Language added to replace the words “language and spelling” with “the use of Standard English”

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change, intent, rationale, and likely impact of proposed requirements
			<p>Closure of the achievement gap among groups of students added as area of aspiration and strengthening of student skills</p>
<p>8VAC20-131-240</p>		<p>Administrative and support staff; staffing requirements</p>	<p>Language added to replace “guidance” with “school” in reference to counseling. Language added to require staffing of school counselors as prescribed in the Standards of Quality</p> <p>Sections revised to redefine a middle school classroom teacher’s standard load and a secondary classroom teacher’s standard load, including no more than the instructional day minus one planning period per day or the equivalent; to delete references to student periods; and to require appropriate contractual arrangements and compensation for more than 150 students or 25 class periods per week</p> <p>Revised to eliminate references to student periods and specify that middle or secondary school teachers shall teach no more than 150 students per week, with physical education and music teachers able to teach 200 students per week without additional contractual arrangements and compensation</p> <p>Revised to clarify and reference definition of planning period and update terminology. Language added to specify that each elementary classroom teacher shall be provided at least an average of 30 minutes per day during the students’ school week as planning time</p>
<p>8VAC20-131-260</p>		<p>School facilities safety</p>	<p>Language revised to require a fire drill at least twice during the first 20 school days and two additional fire drills during the remainder of the school term. Language removed to require two simulated lock down drills and crisis emergency evacuation activities each school year in</p>

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change, intent, rationale, and likely impact of proposed requirements
			September and January and replaced with requirement to conduct a lock-down drill at least twice during the first 20 school days of school and at least two additional lock-down drills during the remainder of the school term
8VAC20-131-270	NA	The section provides the requirements for school and community communications.	This revision changes the name of the School Performance Report Card to School Quality Profile and requires the board to include but not be limited to accountability, assessments, enrollment and demographics, college and career readiness, finance, learning environment, and teacher quality.

If an existing regulation or regulations (or parts thereof) are being repealed and replaced by one or more new regulations, please use the following chart:

Current chapter-section number	Proposed new chapter-section number, if applicable	Current requirement	Proposed change, intent, rationale, and likely impact of proposed requirements

If a new regulation is being promulgated, that is not replacing an existing regulation, please use this chart:

Section number	Proposed requirements	Other regulations and law that apply	Intent and likely impact of proposed requirements
N/A			

If the proposed regulation is intended to replace an emergency regulation, and the proposed regulation is identical to the emergency regulation, please choose and fill out the appropriate chart template from the choices above. In this case “current section number” or “current chapter-section number” would refer to the **pre-emergency** regulation.

If the proposed regulation is intended to replace an emergency regulation, and the proposed regulation includes changes since the emergency regulation, please create two charts: 1) a chart describing changes from the **pre-emergency** regulation to the proposed regulation as described in the paragraph above, and 2) a chart describing changes from the **emergency** regulation to the proposed regulation. For the second chart please use the following title: “Changes from the Emergency Regulation.” In this case “current section number” or “current chapter-section number” would refer to the **emergency** regulation.