

VIRGINIA ACTS OF ASSEMBLY — CHAPTER

An Act to amend and reenact §§ 22.1-253.13:1, 22.1-253.13:9, and 23-9.2:3.02 of the Code of Virginia, relating to public education; dual enrollment for high school students.

[H 1184]

Approved

Be it enacted by the General Assembly of Virginia:

1. That §§ 22.1-253.13:1, 22.1-253.13:9, and 23-9.2:3.02 of the Code of Virginia are amended and reenacted as follows:

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

A. The General Assembly and the Board of Education believe that the fundamental goal of the public schools of ~~this~~ *the* Commonwealth must be to enable each student to develop the skills that are necessary for success in school, preparation for life, and reaching their full potential. The General Assembly and the Board of Education find that the quality of education is dependent upon the provision of (i) the appropriate working environment, benefits, and salaries necessary to ensure the availability of high-quality instructional personnel; (ii) the appropriate learning environment designed to promote student achievement; (iii) quality instruction that enables each student to become a productive and educated citizen of Virginia and the United States of America; and (iv) the adequate commitment of other resources. In keeping with this goal, the General Assembly shall provide for the support of public education as set forth in Article VIII, Section 1 of the Constitution of Virginia.

B. The Board of Education shall establish educational objectives known as the Standards of Learning, which shall form the core of Virginia's educational program, and other educational objectives, which together are designed to ensure the development of the skills that are necessary for success in school and for preparation for life in the years beyond. At a minimum, the Board shall establish Standards of Learning for English, mathematics, science, and history and social science. The Standards of Learning shall not be construed to be regulations as defined in § 2.2-4001.

The Board shall seek to ensure that the Standards of Learning are consistent with a high-quality foundation educational program. The Standards of Learning shall include, but not be limited to, the basic skills of communication (listening, speaking, reading, and writing); computation and critical reasoning including problem solving and decision making; proficiency in the use of computers and related technology; and the skills to manage personal finances and to make sound financial decisions.

The English Standards of Learning for reading in kindergarten through grade three shall be based on components of effective reading instruction, to include, at a minimum, phonemic awareness, phonics, fluency, vocabulary development, and text comprehension.

The Standards of Learning in all subject areas shall be subject to regular review and revision to maintain rigor and to reflect a balance between content knowledge and the application of knowledge in preparation for eventual employment and lifelong learning. The Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may be necessary, of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this section shall be construed to prohibit the Board from conducting such review and revision on a more frequent basis.

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

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

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

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

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

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

67 C. Local school boards shall develop and implement a program of instruction for grades K through
68 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board of
69 Education. The program of instruction shall emphasize reading, writing, speaking, mathematical concepts
70 and computations, proficiency in the use of computers and related technology, and scientific concepts
71 and processes; essential skills and concepts of citizenship, including knowledge of Virginia history and
72 world and United States history, economics, government, foreign languages, international cultures, health
73 and physical education, environmental issues and geography necessary for responsible participation in
74 American society and in the international community; fine arts, which may include, but need not be
75 limited to, music and art, and practical arts; knowledge and skills needed to qualify for further
76 education, gainful employment, or training in a career or technical field; and development of the ability
77 to apply such skills and knowledge in preparation for eventual employment and lifelong learning and to
78 achieve economic self-sufficiency.

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

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

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

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

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

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

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

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

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

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

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

125 b. Career exploration opportunities in the middle school grades; and

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

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

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

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

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

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

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

148 10. *A written articulation agreement for postsecondary degree attainment with a community college
149 in the Commonwealth specifying the options for students to pursue an associate's degree or a one-year
150 Uniform Certificate of General Studies from a community college concurrent with a high school
151 diploma. Such agreement shall specify the credit available for dual enrollment courses and Advanced
152 Placement courses with qualifying exam scores of three or higher.*

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

160 ~~12.~~ 12. Identification of students with limited English proficiency and enrollment of such students in
161 appropriate instructional programs.

162 ~~13.~~ 13. Early identification, diagnosis, and assistance for students with reading and mathematics
163 problems and provision of instructional strategies and reading and mathematics practices that benefit the
164 development of reading and mathematics skills for all students.

165 ~~14.~~ 14. Incorporation of art, music, and physical education as a part of the instructional program at
166 the elementary school level.

167 ~~15.~~ 15. A program of physical fitness available to all students with a goal of at least 150 minutes per
168 week on average during the regular school year. Such program may include any combination of (i)
169 physical education classes, (ii) extracurricular athletics, or (iii) other programs and physical activities
170 deemed appropriate by the local school board. Each local school board shall incorporate into its local
171 wellness policy a goal for the implementation of such program during the regular school year.

172 ~~16.~~ 16. A program of student services for grades kindergarten through 12 that shall be designed to
173 aid students in their educational, social, and career development.

174 ~~17.~~ 17. The collection and analysis of data and the use of the results to evaluate and make decisions
175 about the instructional program.

176 E. From such funds as may be appropriated or otherwise received for such purpose, there shall be
177 established within the Department of Education a unit to (i) conduct evaluative studies; (ii) provide the
178 resources and technical assistance to increase the capacity for school divisions to deliver quality

179 instruction; and (iii) assist school divisions in implementing those programs and practices that will
180 enhance pupil academic performance and improve family and community involvement in the public
181 schools. Such unit shall identify and analyze effective instructional programs and practices and
182 professional development initiatives; evaluate the success of programs encouraging parental and family
183 involvement; assess changes in student outcomes prompted by family involvement; and collect and
184 disseminate among school divisions information regarding effective instructional programs and practices,
185 initiatives promoting family and community involvement, and potential funding and support sources.
186 Such unit may also provide resources supporting professional development for administrators and
187 teachers. In providing such information, resources, and other services to school divisions, the unit shall
188 give priority to those divisions demonstrating a less than 70 percent passing rate on the Standards of
189 Learning assessments.

190 § 22.1-253.13:9. Virginia Index of Performance incentive program.

191 A. Schools and local school divisions shall be recognized by the Board of Education in accordance
192 with guidelines it shall establish for the Virginia Index of Performance (VIP) incentive program. The
193 VIP incentive program shall be designed to recognize and reward fully accredited schools and school
194 divisions that make significant progress toward achieving advanced proficiency levels in reading,
195 mathematics, science, and history and social science, and on other indicators of school and student
196 performance that are aligned with the Commonwealth's goals for public education. Such recognition may
197 include:

- 198 1. Public announcements recognizing individual schools and divisions;
- 199 2. Tangible rewards;
- 200 3. Waivers of certain board regulations;
- 201 4. Exemptions from certain reporting requirements; or
- 202 5. Other commendations deemed appropriate to recognize high achievement.

203 In addition to Board recognition, local school boards shall adopt policies to recognize individual
204 schools through public announcements or media releases as well as other appropriate recognition.

205 In order to encourage school divisions to promote student achievement in science, technology,
206 engineering, and mathematics, the Board of Education shall take into account in its guidelines a school
207 division's increase in enrollments and elective course offerings in these areas.

208 B. A school that maintains a passing rate on Virginia assessment program tests or additional tests
209 approved by the Board of 95 percent or above in each of the four core academic areas for two
210 consecutive years may, upon application to the Department of Education, receive a waiver from annual
211 accreditation. A school receiving such a waiver shall be fully accredited for a three-year period.
212 However, such school shall continue to annually submit documentation in compliance with the
213 pre-accreditation eligibility requirements.

214 C. Schools may be eligible to receive the Governor's Award for Outstanding Achievement. This
215 award will be given to schools rated fully accredited that significantly increase the achievement of
216 students within student subgroups in accordance with guidelines prescribed by the Board of Education.

217 *D. In its guidelines for calculating an award under the Virginia Index of Performance incentive*
218 *program pursuant to this section, the Department of Education shall take into account the number of*
219 *high school students who earn the one-year Uniform Certificate of General Studies or an associate's*
220 *degree from a community college in the Commonwealth concurrent with a high school diploma.*

221 § 23-9.2:3.02. Articulation, transfer, and dual enrollment and admissions agreements; admission of
222 certain community college graduates.

223 A. The governing board of each four-year public institution of higher education shall develop,
224 consistent with the State Council of Higher Education Guidelines and the institution's six-year plan as
225 set forth in § 23-38.87:17, articulation, transfer, and dual enrollment and admissions agreements with
226 uniform application to all institutions within the Virginia Community College System and any two-year
227 public institution of higher education that (i) meet appropriate general education and program
228 requirements at the four-year institutions; (ii) provide additional opportunities for associate degree
229 graduates to be admitted and enrolled; and (iii) establish dual admissions programs for qualified students
230 to be simultaneously accepted by a community college and, contingent upon the successful completion
231 of an acceptable associate degree program from the community college, by the four-year public
232 institution of higher education.

233 B. A Uniform Certificate of General Studies shall be developed by the State Council of Higher
234 Education, the Virginia Community College System, and the public institutions of higher education as
235 set forth in subdivision 20 of § 23-9.6:1. All credits earned by students attending a two-year college who
236 complete an approved one-year certificate of general studies program shall be transferrable to a four-year
237 public institution of higher education in accordance with Council guidelines. Credits earned by high
238 school students who earn a transfer associate degree from a Virginia community college while
239 completing high school shall be transferrable to the four-year public institution of higher education to

240 which they have been admitted.

241 C. The State Council of Higher Education for Virginia shall submit an annual report to the Senate
242 Committee on Education and Health and the House Committee on Education specifying the total number
243 of transfer students each institution of higher education admitted, enrolled, and graduated from
244 institutions within the Virginia Community College System.

245 D. Students enrolling at an institution within the Virginia Community College System or a two-year
246 public institution of higher education may declare an intention in writing to transfer to a four-year public
247 institution of higher education in Virginia having an articulation agreement with the relevant community
248 college or two-year public institution. If a student (i) completes an associate degree within four years of
249 submitting a written declaration of intent to transfer to a four-year public institution of higher education
250 in Virginia and (ii) enrolls in such an institution within 18 months of completing an associate degree,
251 the articulation agreement in force at the time of the student's declaration shall determine those credits
252 that will be transferred from the community college or two-year public institution to the four-year public
253 institution upon successful completion of an associate degree.

254 E. Nothing in this section shall be construed to require the admission of students of the Virginia
255 Community College System by a four-year public institution of higher education.

256 F. The State Council of Higher Education, consistent with its responsibility to facilitate the
257 development of articulation, transfer, and dual enrollment and admissions agreements set forth in
258 §§ 23-9.6:1 and 23-9.14:2, shall develop guidelines for such agreements, including the conditions
259 required to establish dual admissions programs for qualified students to be simultaneously accepted by a
260 community college and a four-year public institution of higher education and, upon successful
261 completion of an acceptable associate degree program from the community college, to be automatically
262 enrolled in the four-year institution of higher education. Dual admissions agreements shall set forth (i)
263 the obligations of the students accepted in such programs, including grade point average requirements,
264 acceptable associate degree majors, and completion timetables; and (ii) the student's access to the
265 privileges of enrollment in both institutions during the time enrolled in either institution.

266 *G. Each institution within the Virginia Community College System shall develop written articulation*
267 *agreements for postsecondary degree attainment with the public high schools in the school divisions that*
268 *they serve, specifying the options for students to complete an associate's degree or a one-year Uniform*
269 *Certificate of General Studies concurrent with a high school diploma. Such agreements shall specify the*
270 *credit available for dual enrollment courses and Advanced Placement courses with qualifying exam*
271 *scores of three or higher. Agreements shall be submitted by the institutions to the Chancellor of the*
272 *Virginia Community College System and the Superintendent of Public Instruction by April 15, 2013.*