| **Virginia Board of Education Agenda Item** | **Seal of the Commonwealth of Virginia** |
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# Agenda Item: A

## Date: May 7, 2020

### Title: Final Review of the Proposed Revisions to the *Regulations Governing Secondary School Transcripts* (*8VAC 20-160-10*, et. seq)

#### Presenter: Dr. Samantha Hollins, Assistant Superintendent, Office of Special Education and Student Services

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## Purpose of Presentation:

Action required by Board of Education regulation.

Executive Summary:   
Changes in professional practice at postsecondary institutions and business and industry necessitated revisions to the *Regulations Governing Secondary School Transcripts*   
(8VAC20-160-10, et. seq). The proposed revisions will best serve the students of the Commonwealth by aligning elements contained in the student transcript with the needs and demands of postsecondary partners. The last full revision to the *Regulations Governing Secondary School Transcripts* was approved by the Board of Education in 2007.

In May 2016, the Board of Education approved an amendment to the wording of   
*8VAC20-160-30*, Item #25, of the *Regulations Governing Secondary School Transcripts*, to add an opt-out policy to allow flexibility for certain students who did not want standardized test scores sent to postsecondary institutions. The amendment to add the opt-out policy was a result of numerous educator and constituent calls expressing concerns with the mandate to send standardized test scores as a part of the official transcript.

These revisions support the *Profile of a Virginia Graduate*, and *Priority 3* of the *Comprehensive Plan*, by providing accurate and meaningful transcript information to show students have gained the knowledge, skills, competencies, and experiences during their K-12 education to make them “life-ready” and be on a path to successful citizenship and participation in the evolving global economy.

## The proposed revisions to the *Regulations Governing Secondary School Transcripts* were accepted for first review by the Board of Education at the January 23, 2020, meeting. One revision was made as a result of Board feedback. The definition of “*Verified unit of credit*” or *“verified credit”* was changed to accurately reflect the definition provided in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA), *8VAC20-131-5*.

## Action Requested:

Final review: Action requested at this meeting.

## Superintendent’s Recommendation:

## The Superintendent of Public Instruction recommends that the Board approve for final review the proposed revisions to the *Regulations Governing Secondary School Transcripts.*

## Rationale for Action:

Secondary school transcripts are a complete record of a student’s coursework, grades, and credits and provide concrete evidence to postsecondary institutions and the workforce of a student’s preparation in matriculating, joining the military, or entering the workforce. It is imperative that the *Regulations Governing Secondary School Transcripts* are updated periodically to align with the needs of postsecondary and the workforce.

Changes in professional practice and postsecondary expectations warrant a revision to align with the needs of our students, parents, and postsecondary stakeholders. In addition, the revision was necessitated by educator and constituent calls expressing concern with outdated language and programs, as well as the need to clarify how specific transcript elements such as absences, previous schools attended, and course work are listed.

## Previous Review or Action:

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

Date: January 23, 2020

Action: First Review

Date: July 25, 2019

Action: Final Review of NOIRA

Background Information and Statutory Authority:   
The last comprehensive revision to the *Regulations Governing Secondary School Transcripts* was made by the Board of Education in 2007. Changes in professional practice and postsecondary expectations warrant a revision to align with the needs of our students, parents, and postsecondary stakeholders.

In May 2016, the Board of Education approved an amendment to the wording of   
8VAC20-160-30, Item #25, of the *Regulations Governing Secondary School Transcripts*, to add an opt-out policy to allow flexibility for certain students who did not want standardized test scores sent to postsecondary institutions.

[Superintendent Memorandum **#**133-18](http://www.doe.virginia.gov/administrators/superintendents_memos/2018/133-18.shtml) was released May 21, 2018, to address some of the urgent issues related to information contained on the transcript and stated that the revision process for the *Regulations Governing Secondary School Transcripts* would begin in 2019.

The Notice of Intent for Regulatory Action (NOIRA) was approved by the Board of Education at the July 25, 2019, meeting. The NOIRA was published for public comment on September 16, 2019, and closed on October 16, 2019. There were no public comments received through Town Hall or submitted through the Board of Education’s email address.

The Board of Education’s authority for promulgating regulations governing standards for accrediting public schools may be found in § 22.1-253.13:3 of the *Code of Virginia*.

“The Board of Education shall promulgate regulations establishing standards for accreditation pursuant to the Administrative Process Act (§ [2.2-4000](http://law.lis.virginia.gov/vacode/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.”

The Board’s overall regulatory authority may be found in § 22.1-16 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.”

Timetable for Further Review/Action:   
Upon Board approval and any technical edits by Department staff, the proposed revisions to the *Regulations Governing Secondary School Transcripts* will be submitted for executive branch review pursuant to the *Administrative Process Act*.

## Impact on Fiscal and Human Resources:

No significant fiscal or human resource impact is expected for school divisions or the Department. The Virginia Department of Education staff members will provide technical assistance to school divisions through website documents and training events.

**Attachment A**

**Proposed Revisions to the *Regulations Governing Secondary School Transcripts***

# 8VAC20-160-10. Definitions.

The following words and terms when used in this chapter shall have the following meanings unless the context clearly indicates otherwise:

~~"Accelerated course" means a course that can be completed in less than the normal amount of time; the process of progressing through the school grades at a rate faster than that of the average student, either by skipping grades or by rapidly mastering the work of one course and moving on to the next higher course.~~

"Advanced-level courses/programs" means those academic, career/technical, fine and performing arts, or interdisciplinary high school courses/programs that enable students to acquire and master advanced knowledge. ~~Such courses may be suitable for weighted credit in order to encourage students to take these courses and to be rewarded for the extra endeavor and academic performance these courses/programs require.~~

"Advanced Placement (AP) course" means an advanced-level course with a syllabus ~~equivalent to the relevant Advanced Placement syllabus disseminated~~ *approved* by the College Board.

"Assessment component" means any of the means by which one obtains information on the progress of the learner and the effectiveness of instruction; quantitative data, objective measures, subjective impressions, tests, and observations may all serve as instruments for deciding whether instructional objectives have been attained.

"Certificate of Program Completion award date" means the date when a Certificate of Program Completion is awarded. A Certificate of Program Completion is not ~~to be included as~~ a diploma ~~option~~*, as provided in 8VAC20-131-50 and 51*.

~~"Commonwealth College Course Collaborative (CCCC)" means a set of approved courses taken in high school that fully transfer as core requirements and degree credits at Virginia colleges and universities.~~

~~"Commonwealth Scholar" means a student who completes all of the requirements for at least a Standard Diploma and additional prescribed rigorous coursework in foreign language, history, mathematics, science, and other approved discipline areas consistent with the United States Department of Education's State Scholars Initiative.~~

~~"Credit" means a standard or a verified credit as specified in Regulations Establishing Standards for Accrediting Public Schools in Virginia (8VAC20-131).~~

"Credit summary" means the number of courses successfully completed in each discipline ~~as required for graduation~~.

~~"Curriculum" means an official guide prepared for use by administrators, supervisors, and teachers of a particular school or school system as an aid to teaching in a given subject or area of study for a given grade; includes the goals and objectives of the course, the expected outcomes, assessment component, and the scope and nature of the materials to be studied.~~

*“Curricular program” means the overarching academic and/or special programs available at an individual school or within a school division. Examples include, but are not limited to, Advanced Placement, International Baccalaureate, Dual Enrollment, Career and Technical Education (CTE) academy or magnet programs, or early college.*

"Dual enrollment course" means a course*, which may be advanced-level,* that carries both high school and college credit.

"Early College Scholar" means a student who signs the Early College Scholars agreement and completes the requirements of the program, which includes a prescribed number of potentially transferable college credits, maintaining a "B" average or better, and earning an Advanced Studies diploma.

"Grade point average" means a measure of average scholastic success in all high school credit-bearing courses taken by a student during a certain term or semester, or accumulated for several terms or semesters; obtained by dividing grade points by number of courses taken.

"Graduation date" means the date when diploma requirements have been met and a diploma is awarded.

"Honors course" means ~~a~~ *an advanced-level* course *providing students an opportunity to deepen their knowledge and understanding in a specific content area through additional rigor and course extensions beyond minimum state standards.* ~~offered to academically advanced students to provide opportunities to study and learn with other advanced students and to accelerate their learning in a specific content area. These courses are designed to be more challenging by covering additional topics or some topics in greater depth.~~

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

"International Baccalaureate (IB) course" means an advanced-level course with a syllabus approved by the International Baccalaureate Organization (IBO) and meeting the criteria offered through the IBO program.

"Secondary course" means a high school-level course of study that awards high school credit~~s~~. ~~In addition to providing content and knowledge, secondary courses encourage students to develop higher level thinking skills such as problem solving, critical analyses and syntheses of ideas. Students are encouraged to understand, appreciate, and formulate ideas related to scientific, technical and social concepts.~~

"Secondary school profile data" means information given in a summary format of a particular secondary school~~, such as location; description; achievement data; definition of curriculum; grading scale, grade distribution; weighted grades; rank in class, if a ranking procedure is used; graduation requirements; and an explanation of advanced-level, accelerated, and honors courses, industry certifications, and other specialized programs~~.

"Secondary school transcript" means an official list of secondary courses taken by a student, except those purged from a middle school record in accordance with 8VAC20-131, Regulations Establishing Standards for Accrediting Public Schools in Virginia, showing the final grade received for each course, with definitions of the various grades given.

*“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.*

*"Verified unit of credit" or "verified credit" means credit awarded for a course in which a student earns a standard unit of credit and (i) achieves a passing score on a corresponding end-of-course SOL test; (ii) achieves a passing score on an additional test as defined in*[*8VAC20-131-5*](https://law.lis.virginia.gov/admincode/title8/agency20/chapter131/section5/)*as part of the Virginia Assessment Program; (iii) meets the criteria for the receipt of a locally awarded verified credit conferred in accordance with board criteria and guidelines as provided in*[*8VAC20-131-110*](https://law.lis.virginia.gov/admincode/title8/agency20/chapter131/section110/)*B 3 when the student has not passed a corresponding SOL test in English, mathematics, laboratory science, or history and social science; or (iv) meets the criteria for the receipt of a verified credit for English (writing) by demonstrating mastery of the content of the associated course on an authentic performance assessment, as provided in*[*8VAC20-131-110*](https://law.lis.virginia.gov/admincode/title8/agency20/chapter131/section110/)*B 4.*

"Weighted course," means an advanced-level course in which credit is increased as determined by local school board policies and defined on the school profile.

# 8VAC20-160-20. Effective date.

The *Secondary School Transcript Rregulations* shall become effective for students who take secondary courses for credit beginning in ~~2008-2009~~ *2020-2021*.

# 8VAC20-160-30. Format options.

Localities have options for the secondary school transcript format. They may use the Department of Education model or develop their own following board regulations. Localities ~~may also~~ *are encouraged to* use a digital data exchange format *(XML is preferred)* for electronic transcript transmission *whenever possible*. The accreditation status of a high school shall not be included on the student transcript provided to colleges, universities, or employers.

The required information is as follows:

1. Name of school division;

2. Student legal name;

3. State Testing Identifier (STI);

4. Birthdate;

~~5. Gender;~~

~~6~~*5*. ~~Home~~ *Primary* address;

~~7~~*6*. ~~Home telephone~~ *Primary phone* number;

~~8~~*7*. Graduation date;

~~9~~*8*. Type of diploma~~, to include~~ *from the following:* "Advanced Studies," "Standard," or "Other Diplomas Authorized by the Board of Education;"

~~10~~*9*. Type of industry certification credential and date of completion, if applicable;

1~~1~~*0*. Certificate *awarded, either the High School Equivalency (GED)* or Certificate of Program Completion and award date, if *no diploma has been awarded* ~~applicable~~;

*11. Completion of training in First Aid, Cardiopulmonary Resuscitation (CPR), and Automated External Defibrillator (AED);*

12. Notation of Early College Scholar Designation;

~~13. Notation of Commonwealth Scholar Designation;~~

1~~4~~*3*. Name~~, address, email address, and telephone number~~ of *each* school~~s~~ ~~student attended each year~~ *at the time at which high school credits were awarded, address of school, and telephone number*;

1~~5~~*4*. Number of days absent within *any* given school year *in which the student is taking courses for high school credit*;

1~~6~~*5*. *All high school credit bearing c*~~C~~ourse work listed by year with grades *to include all repeated courses except those purged from a middle school record in accordance with 8VAC20-131, Regulations Establishing Standards for Accrediting Public Schools in Virginia*;

1~~7~~*6*. Total credits earned by year;

1~~8~~*7*. A list of verified credits earned, including any credits earned by substitution;

~~19~~*8*. *Standard and verified c*~~C~~redits to date;

~~20~~*19*. Grade point average;

2~~1~~*0*. *Overall standard c*~~C~~redit summary for entire school experience;

2~~2~~*1*. Key to symbols and abbreviations used to denote ~~accelerated courses~~, advanced-level courses, ~~Commonwealth College Course Collaborative courses, honors courses, and~~ summer school courses, or credits earned by substitution;

2~~3~~*2*. Notification of whether school/program ranks students; if so, the rank in class with given number of semesters used for computation;

2~~4~~*3*. Final driver education grade;

2~~5~~*4*. ~~Test record, to include at least the highest score earned, if applicable, on college performance-related standardized tests such as SAT and ACT, excluding Standards of Learning (SOL) test scores, except that each~~ l *A* local school board ~~shall~~ *may* adopt a policy setting forth ~~the~~ *a* procedure by which parents, guardians, or others having legal control or charge can elect in writing to have their child's *standardized* test ~~record~~ *scores, such as SAT and ACT, included* ~~excluded from~~ on the student transcript (opt *in* ~~out~~);

2~~6~~*5*. Signature and title of school official *or transmission through a secure and verified electronic method*;

2~~7~~*6*. Date of school official signature *or transmission through a secure and verified electronic method*;

2~~8~~*7*. School name;

2~~9~~*8*. School address;

~~30~~*29*. Telephone number of school;

3~~1~~*0*. Fax number of school;

3~~2~~*1*. The school's Department of Education *College Entrance Examination Board (CEEB)* 7-digit code number.

# 8VAC20-160-40. Profile data sheet.

A secondary school profile data sheet, for each school reflected on the transcript, if applicable, shall be attached to each student transcript sent to colleges, universities, and prospective employers. Schools may furnish additional information. The accreditation status of a high school shall not be included on the school profile data sheet. No standard format is required. The profile data sheet must contain the following information:

1. Name of school counseling director or school counselor;

2. Name, address, and telephone number of school;

3. Description - school/community;

4. Achievement data to include SAT and/or ACT scores using the most recent data available in comparison with Virginia and the nation;

5. Description of ~~curriculum~~ *curricular program*;

6. Grading scale;

~~7. Grade distribution;~~

~~8~~*7*. Explanation of advanced-level~~, accelerated, and honors~~ courses;

~~9~~*8*. Weighted grades, explanation of weighting courses and the computation*, if applicable*;

~~10~~*9*. Explanation of rank in class, if applicable:

a. List courses excluded from computation;

b. Explanation of computation of pass/fail courses;

c. Student groups included/excluded from ranking in class;

1~~1~~*0*. Graduation requirements.

# 8VAC20-160-50. Weight of advanced-level courses.

Advanced*-level* ~~Placement (AP) and International Baccalaureate (IB)~~ courses ~~shall~~ *may* be weighted. Local school boards shall determine which other courses/programs are to receive weighted credits, the amount of weight such courses shall receive, and how those weighted credits will be used in the determination of grade point averages in the school or school division. *Local school boards shall consider equitable access to advanced-level courses when determining weighting.*

# 8VAC20-160-60. Elements for weighting.

If the course is to be weighted, it must have the following elements:

1. Specified curriculum approved by local board or outside agency meeting criteria of program and/or organization;

2. Standards that exceed normal course requirements; and

3. Defined assessment component.

**Attachment B**

townhall.virginia.gov

Proposed Regulation

Agency Background Document

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| --- | --- |
| **Agency name** | Department of Education |
| **Virginia Administrative Code (VAC) citation(s)** | 8VAC20-160-10 et.seq. |
| **Regulation title(s)** | Regulations Governing Secondary School Transcripts |
| **Action title** | Comprehensive Revisions of the Regulations Governing Secondary School Transcripts |
| **Date this document prepared** | February 14, 2020 |

This information is required for executive branch review and the Virginia Registrar of Regulations, pursuant to the Virginia *Administrative Process Act* (APA), Executive Order 14 (as amended, July 16, 2018), the Regulations for Filing and Publishing Agency Regulations (1 VAC7-10), and the *Virginia Register Form, Style, and Procedure Manual for Publication of Virginia Regulations.*

Brief Summary

*Please provide a brief summary (preferably no more than 2 or 3 paragraphs) of this regulatory change (i.e., new regulation, amendments to an existing regulation, or repeal of an existing regulation). Alert the reader to all substantive matters. If applicable, generally describe the existing regulation.*

Changes in professional practice at postsecondary institutions and business and industry necessitated revisions to the *Regulations Governing Secondary School Transcripts* (*8VAC20-160-10*, et. seq). The Board of Education is proposing revisions that best serve the students of the Commonwealth by aligning elements contained in the student transcript to the needs and demands of postsecondary partners.

The *Regulations Governing Secondary School Transcripts* are composed of the following sections: Definitions, Effective date, Format options, Profile data sheet, Advanced-level courses, and Elements for weighting.

The last full revision to the *Regulations Governing Secondary School Transcripts* was approved by the Board of Education in 2007.

In May 2016, the Board of Education approved an amendment to the wording of *8 VAC 20-160-30,* Item #25, of the *Regulations Governing Secondary School Transcripts*, to add an opt-out policy to allow flexibility to certain students who did not want standardized test scores sent to postsecondary institutions. The amendment to add the opt-out policy was a result of numerous educator and constituent calls expressing concern with the mandate to send standardized test scores as a part of the official transcript.

The Notice of Intent for Regulatory Action (NOIRA) was approved by the Board of Education at the July 25, 2019, meeting. The NOIRA was published for public comment on September 16, 2019, and closed on October 16, 2019. There were no public comments received through Town Hall or submitted through the Board of Education’s email address.

The *Regulations Governing Secondary School Transcripts* were accepted for first review by the Board of Education at the January 23, 2020, meeting. One revision was made as a result of BOE feedback. The definition of *“Verified unit of credit”* or *“verified credit”* was changed to accurately reflect the definition provided in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA), *8VAC20-131-5*.

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.*

N/A

Mandate and Impetus

*Please identify the mandate for this regulatory change, and any other impetus that specifically prompted its initiation (e.g., new or modified mandate, petition for rulemaking, periodic review, board decision, etc.). For purposes of executive branch review, “mandate” has the same meaning as defined in Executive Order 14 (as amended, July 16, 2018), “a directive from the General Assembly, the federal government, or a court that requires that a regulation be promulgated, amended, or repealed in whole or part.”*

The last comprehensive revision to the *Regulations Governing Secondary School Transcripts* was made by the Board of Education in 2007. Changes in professional practice and postsecondary expectations warrant a revision to align with the needs of our students, parents, and postsecondary stakeholders.

In addition, the need for revisions was necessitated by educator and constituent calls expressing concern with outdated language and programs, as well as the need to clarify how specific transcript elements such as absences, previous schools attended, and course work are listed.

[Superintendent’s Memorandum **#**133-18](http://www.doe.virginia.gov/administrators/superintendents_memos/2018/133-18.shtml) was released May 21, 2018, to address some of the urgent issues related to information contained on the transcript and stated that the revision process for the *Regulations Governing Secondary School Transcripts* would begin in 2019.

Legal Basis

*Please identify (1) the agency or other promulgating entity, and (2) the state and/or federal legal authority for the regulatory change, including the most relevant citations to the Code of Virginia or Acts of Assembly chapter number(s), if applicable. Your citation must include a specific provision, if any, authorizing the promulgating entity to regulate this specific subject or program, as well as a reference to the agency or promulgating entity’s overall regulatory authority.*

The Board of Education’s authority for promulgating regulations governing standards for accrediting public schools may be found in § 22.1-253.13:3 of the *Code of Virginia*:

“The Board of Education shall promulgate regulations establishing standards for accreditation pursuant to the *Administrative Process Act* (§ [2.2-4000](http://law.lis.virginia.gov/vacode/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.”

The Board’s overall regulatory authority may be found in § 22.1-16 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.”

Purpose

*Please explain the need for the regulatory change, including a description of: (1) the rationale or justification, (2) the specific reasons the regulatory change is essential to protect the health, safety or welfare of citizens, and (3) the goals of the regulatory change and the problems it’s intended to solve.*

Secondary school transcripts are a complete record of a student’s coursework, grades, and credits and provide concrete evidence to postsecondary institutions and the workforce of a student’s preparation in matriculating, joining the military, or entering the workforce. It is imperative that the Regulations Governing Secondary School Transcripts be updated periodically to align with the needs of postsecondary education and the workforce.

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.

In *8VAC20-160-10. Definitions*, words and terms that are outdated are revised or deleted and new words or terms are added that align with secondary and postsecondary expectations. For example, the following definition will be deleted because the program no longer exists:

*"Commonwealth College Course Collaborative (CCCC) means a set of approved courses taken in high school that fully transfer as core requirements and degree credits at Virginia colleges and universities.”*

One revision was made to this section and is included as a result of BOE feedback from the January 23, 2020, meeting. The definition of *“Verified unit of credit”* or *“verified credit”* was changed to accurately reflect the definition provided in the Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA), *8VAC20-131-5*.

In*8VAC20-160-20. Effective date*, the date that the *Secondary School Transcript Regulations* shall become effective for students who take secondary courses for credit is changed to 2020-2021.

In *8VAC20-160-30. Format options*, certain required elements for secondary school transcripts are revised or deleted and new elements added to align with secondary and postsecondary expectations. For example, the element below is deleted because the program no longer exists.

*“13. Notation of Commonwealth Scholar Designation;”*

In *8VAC20-160-40. Profile data sheet*, *8VAC20-160-50. Weight of advanced-level courses*, and   
*8VAC20-160-60. Elements for weighting,* outdated information is deleted, and information added, to meet postsecondary demands.

Other elements include updated language and the deletion of items that are obsolete or no longer needed by postsecondary institutions or agencies.

Issues

Please identify the issues associated with the regulatory change, 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, include a specific statement to that effect.

The advantage to the revisions to the *Regulations Governing Secondary School Transcripts* is that updated information and language will align with the needs of postsecondary institutions and business and industry to better position students in the Commonwealth to successfully transition to life after high school.

There are no disadvantages to this regulatory action.

Requirements More Restrictive than Federal

Please identify and describe any requirement of the regulatory change which is more restrictive than applicable federal requirements. Include a specific citation for each applicable federal requirement, and 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 specific statement to that effect.

There are no applicable federal requirements.

Agencies, Localities, and Other Entities Particularly Affected

Please identify any other state agencies, localities, or other entities particularly affected by the regulatory change. “Particularly affected” are those that are likely to bear any identified disproportionate material impact which would not be experienced by other agencies, localities, or entities. “Locality” can refer to either local governments or the locations in the Commonwealth where the activities relevant to the regulation or regulatory change are most likely to occur. If no agency, locality, or entity is particularly affected, include a specific statement to that effect.

Other State Agencies Particularly Affected

There are no other state agencies that are “particularly affected” by this regulatory action.

Localities Particularly Affected

Local education agencies will be affected insofar as changes to transcript elements will require changes to local systems that produce transcripts. This will be a one-time change and not substantial financially.

Other Entities Particularly Affected

There are no other entities that are “particularly affected” by this regulatory action.

Economic Impact

*Pursuant to § 2.2-4007.04 of the Code of Virginia, please identify all specific economic impacts (costs and/or benefits), anticipated to result from the regulatory change. When describing a particular economic impact, specify which new requirement or change in requirement creates the anticipated economic impact. Please keep in mind that this is change versus the status quo.*

**Impact on State Agencies**

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| *For your agency*: projected costs, savings, fees or revenues resulting from the regulatory change, including:  a) fund source / fund detail;  b) delineation of one-time versus on-going expenditures; and  c) whether any costs or revenue loss can be absorbed within existing resources | No economic impact expected for my state agency. |
| *For other state agencies*: projected costs, savings, fees or revenues resulting from the regulatory change, including a delineation of one-time versus on-going expenditures. | No economic impact expected for other state agencies. |
| *For all agencies:* Benefits the regulatory change is designed to produce. | The benefits of the revision of the *Regulations Governing Secondary School Transcripts* will be the elimination of content that is no longer applicable, as well as an update to current language to better meet the needs of postsecondary institutions and business and industry. |

**Impact on Localities**

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| --- | --- |
| Projected costs, savings, fees or revenues resulting from the regulatory change. | No significant economic impact expected for localities. |
| Benefits the regulatory change is designed to produce. | The benefits of the revision of the *Regulations Governing Secondary School Transcripts* will be the elimination of content that is no longer applicable, as well as an update to current language to better meet the needs of postsecondary institutions and business and industry. |

**Impact on Other Entities**

|  |  |
| --- | --- |
| Description of the individuals, businesses, or other entities likely to be affected by the regulatory change. If no otherentities will be affected, include a specific statement to that effect. | No other entities will be affected by this regulatory action. |
| 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. 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. | No other entities will be affected by this regulatory action. |
| All projected costs for affected individuals, businesses, or other entities resulting from the regulatory change. Please be specific and include all costs including, but not limited to:  a) projected reporting, recordkeeping, and other administrative costs required for compliance by small businesses;  b) specify any costs related to the development of real estate for commercial or residential purposes that are a consequence of the regulatory change;  c) fees;  d) purchases of equipment or services; and  e) time required to comply with the requirements. | No projected costs for affected individuals, businesses, or other entities expected. |
| Benefits the regulatory change is designed to produce. | The benefits of the revision of the *Regulations Governing Secondary School Transcripts* will be the elimination of content that is no longer applicable, as well as an update to current language to better meet the needs of postsecondary institutions and business and industry. |

Alternatives

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

The least burdensome and intrusive method was used for the regulatory change. No viable alternatives or less costly or intrusive alternatives were considered.

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) establishing less stringent compliance or reporting requirements; 2) establishing less stringent schedules or deadlines for compliance or reporting requirements; 3) consolidation or simplification of compliance or reporting requirements; 4) establishing 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 regulatory change.*

Not applicable.

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 is being conducted as part of this regulatory action, and was announced during the NOIRA stage, please indicate whether the regulatory change meets the criteria set out in Executive Order 14 (as amended, July 16, 2018), e.g., is necessary for the protection of public health, safety, and welfare; minimizes the economic impact on small businesses consistent with the stated objectives of applicable law; and is clearly written and easily understandable.

In addition, as required by § 2.2-4007.1 E and F of the Code of Virginia, 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 the 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.

Changes in professional practice at postsecondary institutions and business and industry necessitated revisions to the *Regulations Governing Secondary School Transcripts* (8VAC20-160-10, et. seq).

The need for revisions is necessitated by educator and constituent calls expressing concern with outdated language and programs, as well as the need to clarify how specific transcript elements such as absences, previous schools attended, and course work are listed.

The last full revision to the *Regulations Governing Secondary School Transcripts* was approved by the Board of Education in 2007.

Public Comment

*Please summarize all comments received during the public comment period following the publication of the previous stage, and provide the agency response. Ensure to include all comments submitted: including those received on Town Hall, in a public hearing, or submitted directly to the agency or board. If no comment was received, enter a specific statement to that effect.*

|  |  |  |
| --- | --- | --- |
| **Commenter** | **Comment** | **Agency response** |
|  | During the NOIRA stage, no public comment was received through Town Hall or submitted directly to the agency or board.  Upon Board approval, and any technical edits by Department staff, the proposed revisions to the *Regulations Governing Secondary School Transcripts* will submitted for executive branch review pursuant to the *Administrative Process Act*. |  |
|  |  |  |

Public Participation

Please include a statement that in addition to any other comments on the regulatory change, the agency is seeking comments on the costs and benefits of the regulatory change and the impacts of the regulated community. Also, indicate whether a public hearing will be held to receive comments.

In addition to any other comments, the Board of Education is seeking comments on the costs and benefits of the proposal and the potential impacts of this regulatory proposal. Also, the agency/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 through the Public Comment Forums feature of the Virginia Regulatory Town Hall at the [townhall.virginia.gov](https://townhall.virginia.gov/) website. Written comments must include the name and address of the commenter. Comments may also be submitted by mail, email, or fax to Joseph Wharff, 101 N. 14th Street, 20th Floor, Richmond, Virginia 23218, by telephone at (804) 225-3370 or by email at [Joseph.Wharff@doe.virginia.gov.](mailto:Joseph.Wharff@doe.virginia.gov.%20) or by fax at (804) 530-4560. In order to be considered, comments must be received by 11:59 p.m. on the last day of the public comment period.

A public hearing will not be held following the publication of this stage of this regulatory action.

Detail of Changes

Please list all regulatory changes and the consequences of the changes. Explain the new requirements and what they mean rather than merely quoting the text of the regulation.

If the regulatory change will be 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 change. Delete inapplicable tables.

If the regulatory change is intended to replace an emergency regulation, please follow the instructions in the text following the three chart templates below. Please include citations to the specific section(s) of the regulation that are changing.

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Current section number** | **New section number, if applicable** | **Current requirement** | **Change, intent, rationale, and likely impact of new requirements** |
| 8VAC20-160-10 |  | This section includes definitions for these regulations. | Definition of “Accelerated course” has been deleted.  Definition of “Advanced-level courses/programs” has been revised to remove language not needed.  Definition of “Advanced Placement (AP) course” has been revised for clarity.  Definition of “Certificate of Program Completion award date” has been revised to add clarity and a reference to the applicable regulatory section of the SOA.  Definition of “Commonwealth College Course Collaborative” has been deleted as it is no longer available.  Definition of “Commonwealth Scholar” has been deleted, as it is no longer available.  Definition of “Credit” has been deleted in favor of adding definitions for both a “Standard Credit” and “Verified unit of credit.”  Definition of “Credit summary” has been revised.  Definition of “Curriculum” has been deleted and replaced with the definition of “Curricular Program.”  Definition of “Dual enrollment course” has been revised for clarity.  Definition of “Honors course” has been revised to update language.  Definition of “Secondary course” has been revised by removing language not needed.  Definition of “Secondary school profile data” has been revised to remove language not needed.  Added definition of “Standard credit” or “standard credit” with language from the revised SOA.  Added definition of “Verified unit of credit” or “verified credit” with language from the revised SOA.  Definition of “Weighted course” has been revised to update the language. |
| 8VAC20-160-20 |  | This section includes the effective date for the change to the regulations for students who take secondary courses. | Effective date changed to 2020-2021. |
| 8VAC20-160-30 |  | This section describes the format options for secondary school transcripts. | Revision was made to the language in the opening paragraph to encourage the use by divisions of using XML as the digital data exchange method for electronic transcript transmission.  Requirement for “Gender” was deleted. Secondary and postsecondary partners stated that this information is gathered in other ways and not needed on the official transcript.  Revision was made to change “Home address” to “Primary address.”  Revision was made to change “Home telephone number” to “Primary phone number.”  Revision to the language of “Type of diploma” for clarity.  Language added to include “High School Equivalency” to the information included on the transcript if no diploma has been awarded.  Language added to include completion of First Aid, Cardiopulmonary Resuscitation (CPR), and Automated External Defibrillator (AED) to transcripts to align with requirements in [*8VAC20-131-51*](https://law.lis.virginia.gov/admincode/title8/agency20/chapter131/section51/).  Requirement for “Notation of Commonwealth Scholar Designation” deleted as it is no longer available.  Language added to clarify that information provided on the transcript for contact information for schools where high school credits were earned be the name of the school “at the time” the credits were earned. This revision is directly related to constituent feedback.  Language added to clarify that days absent on the transcript reflect only those for years in which the student was taking courses for high school credit. This revision is directly related to constituent feedback.  Language added to clarify that all courses, to include repeated courses, are to be on the transcript, except those purged from the middle school record in accordance with [*8VAC20-131-90*](https://law.lis.virginia.gov/admincode/title8/agency20/chapter131/section90/)*.*  Language added to “credits to date” to specify both standard and verified credits.  Language added to specify “overall standard credit summary” needed on the transcript.  Revision made to change the language for the transcript to include the standardized testing record from an “Opt-Out” to an “Opt-In.” The transcript will now NOT include scores such as SAT/ACT unless the student or parent elect to have it added, per the division policy (Opt-In). This revision is a result of stakeholder feedback.  Language added to allow for signature and title of school official to be transmitted through a secure and verified electronic method.  Language added to allow for the date of the official signature to be transmitted through a secure and verified electronic method.  Language added to include “College Entrance Examination Board” to clarify the acronym “CEEB.” |
| 8VAC20-160-40 |  | This section describes information that must be contained on the school profile data sheet sent with transcripts. | Language revised to “curricular program” to align with revision in 8VAC20-160-10.  Required information “Grade distribution” was deleted. Secondary and postsecondary partners agreed that this is not needed.  Language “if applicable” added for schools sending an explanation and computation for weighting grades. |
| 8VAC20-160-50 |  | This section describes courses that shall be weighted by school divisions. | Language was revised to change Advanced Placement and International Baccalaureate to “Advanced-level” and to change “shall” to “may.” A statement was also added for divisions to consider the impact of weighting courses on equitable access to advanced-level courses. |