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## SENATE BILL NO. 262

Offered January 8, 2014

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A BILL to amend and reenact §§ 17.1-275.12 and 22.1-253.13:1 of the Code of Virginia, relating to additional fee for Internet Crimes Against Children Fund; Child Safety Test.

Patron—Deeds

Referred to Committee for Courts of Justice

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

**1. That §§ 17.1-275.12 and 22.1-253.13:1 of the Code of Virginia are amended and reenacted as follows:**

**§ 17.1-275.12. Additional fee for Internet Crimes Against Children Fund.**

In addition to the fees provided for by §§ 16.1-69.48:1, 16.1-69.48:1.01, 17.1-275.1, 17.1-275.2, 17.1-275.3, 17.1-275.4, 17.1-275.5, 17.1-275.7, 17.1-275.8, 17.1-275.9, 17.1-275.10, and 17.1-275.11, a fee of \$10 \$15 upon each felony or misdemeanor conviction shall be assessed as court costs. All fees collected pursuant to this section shall be deposited into the state treasury and credited to the Internet Crimes Against Children Fund.

There is hereby established in the state treasury the Internet Crimes Against Children Fund. Such fund Fund shall consist of all fees collected under this section, moneys appropriated directly to the Fund, and any other grants or gifts made to the Fund. Moneys in the Fund shall be disbursed in the following manner: *first, to the Virginia State Police, \$250,000 to fund the maintenance of the Child Pornography Images Registry pursuant to § 19.2-390.3; then of the remaining annual deposits:* to the Virginia State Police, 33.3333 percent ~~of the total annual deposits~~ to support the Northern Virginia Internet Crimes Against Children program; to the Department of Criminal Justice Services, 33.3333 percent ~~of the total annual deposits~~ to support the Southern Virginia Internet Crimes Against Children program; to the Department of Criminal Justice Services, ~~27.7777~~ 25 percent ~~of the total annual deposits~~ to support grants *for full-time and part-time salaried positions with the local Internet Crimes Against Children Fund affiliate agencies* and training and equipment for local law-enforcement agencies' use in investigating and prosecuting Internet crimes against children; *to the Department of Education, 4.7777 percent to implement a curriculum for the Governor's Child Safety Test established under § 22.1-253.13:1;* and to the Department of Social Services, ~~5.5555~~ 3.5555 percent ~~of the total annual deposits~~ to support the Virginia Child Protection Accountability System established under § 63.2-1530.

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

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

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

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

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SB262

59 fluency, vocabulary development, and text comprehension.

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

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

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

80 School boards shall implement the Standards of Learning or objectives specifically designed for their  
81 school divisions that are equivalent to or exceed the Board's requirements. Students shall be expected to  
82 achieve the educational objectives established by the school division at appropriate age or grade levels.  
83 The curriculum adopted by the local school division shall be aligned to the Standards of Learning.

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

87 The Board of Education shall include in the Standards of Learning for health instruction in  
88 emergency first aid, cardiopulmonary resuscitation, and the use of an automated external defibrillator,  
89 including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Such  
90 instruction shall be based on the current national evidence-based emergency cardiovascular care  
91 guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a  
92 program developed by the American Heart Association or the American Red Cross. No teacher who is  
93 in compliance with subdivision D 4 of § 22.1-298.1 shall be required to be certified as a trainer of  
94 cardiopulmonary resuscitation to provide instruction for non-certification.

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

100 C. Local school boards shall develop and implement a program of instruction for grades K through  
101 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board of  
102 Education. The program of instruction shall emphasize reading, writing, speaking, mathematical concepts  
103 and computations, proficiency in the use of computers and related technology, and scientific concepts  
104 and processes; essential skills and concepts of citizenship, including knowledge of Virginia history and  
105 world and United States history, economics, government, foreign languages, international cultures, health  
106 and physical education, environmental issues, and geography necessary for responsible participation in  
107 American society and in the international community; fine arts, which may include, but need not be  
108 limited to, music and art, and practical arts; knowledge and skills needed to qualify for further  
109 education, gainful employment, or training in a career or technical field; and development of the ability  
110 to apply such skills and knowledge in preparation for eventual employment and lifelong learning and to  
111 achieve economic self-sufficiency.

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

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

120 Any student who fails to achieve a passing score on all of the Standards of Learning assessments for

the relevant grade level in grades three through eight or 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. Division superintendents shall require such students to take special programs of prevention, intervention, or remediation, which may include attendance in public summer school programs, in accordance with clause (ii) of subsection A of § 22.1-254 and § 22.1-254.01.

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

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

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

D. Local school boards shall also implement the following:

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

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

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

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

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

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

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

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

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

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

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

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

10. An agreement for postsecondary degree attainment with a community college in the

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

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

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

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

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

Local school divisions shall provide algebra readiness intervention services to students in grades six through 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 of Education. Local school divisions shall report the results of the diagnostic tests to the Department of Education on an annual basis, at a time to be determined by the Superintendent of Public Instruction. Each student who receives algebra readiness intervention services will be assessed again at the end of that school year. Funds appropriated for prevention, intervention, and remediation; summer school remediation; at-risk; or algebra readiness intervention services may be used to meet the requirements of this subdivision.

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

15. A program of physical fitness available to all students with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of (i) physical education classes; (ii) extracurricular athletics; or (iii) *the Governor's Child Safety Test, a program of instruction that shall consist of at least eight hours of instruction per year on how to recognize, avoid, resist, and escape physical, sexual, and online threats, for which each child shall receive a certificate signed by the Governor upon successful completion of the program; or* (iv) other programs and physical activities deemed appropriate by the local school board. Each local school board shall incorporate into its local wellness policy a goal for the implementation of such program during the regular school year.

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

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

E. From such funds as may be appropriated or otherwise received for such purpose, there shall be established within the Department of Education a unit to (i) conduct evaluative studies; (ii) provide the resources and technical assistance to increase the capacity for school divisions to deliver quality instruction; and (iii) assist school divisions in implementing those programs and practices that will enhance pupil academic performance and improve family and community involvement in the public schools. Such unit shall identify and analyze effective instructional programs and practices and professional development initiatives; evaluate the success of programs encouraging parental and family involvement; assess changes in student outcomes prompted by family involvement; and collect and

244 disseminate among school divisions information regarding effective instructional programs and practices,  
245 initiatives promoting family and community involvement, and potential funding and support sources.  
246 Such unit may also provide resources supporting professional development for administrators and  
247 teachers. In providing such information, resources, and other services to school divisions, the unit shall  
248 give priority to those divisions demonstrating a less than 70 percent passing rate on the Standards of  
249 Learning assessments.