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## SENATE BILL NO. 262

## AMENDMENT IN THE NATURE OF A SUBSTITUTE

(Proposed by the Senate Committee on Finance)

(Patron Prior to Substitute—Senator Deeds)

Senate Amendments in [ ] — February 7, 2014

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.

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 which may include funding for full-time and part-time salaried positions with the local Internet Crimes Against Children Task Force 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, fluency, vocabulary development, and text comprehension.

The Standards of Learning in all subject areas shall be subject to regular review and revision to

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

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

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

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

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

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

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

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

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

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

119 Any student who fails to achieve a passing score on all of the Standards of Learning assessments for  
120 the relevant grade level in grades three through eight or who fails an end-of-course test required for the  
121 award of a verified unit of credit shall be required to attend a remediation program or to participate in

122 another form of remediation. Division superintendents shall require such students to take special  
123 programs of prevention, intervention, or remediation, which may include attendance in public summer  
124 school programs, in accordance with clause (ii) of subsection A of § 22.1-254 and § 22.1-254.01.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

180 10. An agreement for postsecondary degree attainment with a community college in the  
181 Commonwealth specifying the options for students to complete an associate's degree or a one-year  
182 Uniform Certificate of General Studies from a community college concurrent with a high school

183 diploma. Such agreement shall specify the credit available for dual enrollment courses and Advanced  
184 Placement courses with qualifying exam scores of three or higher.

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

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

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

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

211 Local school divisions shall provide algebra readiness intervention services to students in grades six  
212 through nine who are at risk of failing the Algebra I end-of-course test, as demonstrated by their  
213 individual performance on any diagnostic test that has been approved by the Department of Education.  
214 Local school divisions shall report the results of the diagnostic tests to the Department of Education on  
215 an annual basis, at a time to be determined by the Superintendent of Public Instruction. Each student  
216 who receives algebra readiness intervention services will be assessed again at the end of that school  
217 year. Funds appropriated for prevention, intervention, and remediation; summer school remediation;  
218 at-risk; or algebra readiness intervention services may be used to meet the requirements of this  
219 subdivision.

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

222 15. A program of physical fitness available to all students with a goal of at least 150 minutes per  
223 week on average during the regular school year. Such program may include any combination of (i)  
224 physical education classes, (ii) extracurricular athletics; ~~or~~ (iii) *the Governor's Child Safety Test, a*  
225 *program of instruction that shall consist of at least eight hours of instruction per year on how to*  
226 *recognize, avoid, resist, escape, and report physical, sexual, and online threats, for which each child*  
227 *shall receive a certificate signed by the Governor upon successful completion of the program, or (iv)*  
228 other programs and physical activities deemed appropriate by the local school board. Each local school  
229 board shall incorporate into its local wellness policy a goal for the implementation of such program  
230 during the regular school year. [ *Parents and guardians have the right to review the Governor's Child*  
231 *Safety Test program offered by the school division in which their child is a student, including written*  
232 *and audiovisual materials used in the program, and have the right to excuse their child from*  
233 *participation in all or part of such program. ]*

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

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

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

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

252 **2. That the Secretary of Education and the Secretary of Public Safety shall work collaboratively to**  
253 **develop a curriculum for the Governor's Child Safety Test, a program of instruction to be**  
254 **implemented by local school boards. The curriculum shall include at least eight hours of**  
255 **instruction per academic year teaching students how to recognize, avoid, resist, escape, and report**  
256 **physical, sexual, and online threats, for which each child shall receive a certificate signed by the**  
257 **Governor upon successful completion of the program.**

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