

# **WEST VIRGINIA LEGISLATURE**

**2022 REGULAR SESSION**

**Committee Substitute**

**for**

**House Bill 2092**

BY DELEGATES MARTIN, FAST, TULLY, HANNA, BOOTH,

MAZZOCCHI, AND G. WARD

[Committee on Education; February 21, 2022]



1 A BILL to amend and reenact §18-2-7c and §18-2-9 of the Code of West Virginia, 1931, as  
2 amended; and to further amend said code by adding thereto a new section, designated  
3 §18-2-8c, all relating to required instruction in public schools; requiring one credit required  
4 course of study with end-of-course exam in personal finance in high school beginning  
5 2023 - 2024; requiring state board to develop curriculum; requiring cursive to taught in  
6 certain grades; requiring state board to develop a program of instruction on the Holocaust  
7 and other genocides integrated into curriculum of appropriate course or courses in the  
8 middle and high school grades.

*Be it enacted by the Legislature of West Virginia:*

**ARTICLE 2. STATE BOARD OF EDUCATION.**

**§18-2-7c. Program in personal finance.**

1 (a) The Legislature finds and declares that persons with an understanding of personal  
2 finance are better prepared to manage their money and that providing a personal finance program  
3 in secondary schools in West Virginia will prepare students to handle their finances.

4 (b) To provide students a basic understanding of personal finance, the state board shall  
5 develop a program of instruction on personal finance which may be integrated into the curriculum  
6 of an appropriate existing course or courses for students in secondary schools.

7 (c) Notwithstanding subsections (a) and (b) of this section, beginning with the 2023 - 2024  
8 school year, each high school shall offer a one credit required course of study in personal finance.  
9 The coursework must include an end-of-course examination which will be counted in the student's  
10 final grade for the course. The State Board shall develop the curriculum for this coursework before  
11 July 1, 2023.

**§18-2-8c. Cursive writing to be a required course.**

1 (a) The State Board shall require all public schools to teach cursive writing in grades 3  
2 through 5, inclusive.

**§18-2-9. Required courses of instruction.**

1           (a) (1) In all public, private, parochial, and denominational schools located within this state  
2 there shall be given prior to the completion of the eighth grade at least one year of instruction in  
3 the history of the State of West Virginia. The schools shall require regular courses of instruction  
4 by the completion of the 12th grade in the history of the United States, in civics, in the Constitution  
5 of the United States, and in the government of the State of West Virginia for the purpose of  
6 teaching, fostering, and perpetuating the ideals, principles, and spirit of political and economic  
7 democracy in America, and increasing the knowledge of the organization and machinery of the  
8 government of the United States and of the State of West Virginia. The required courses shall  
9 include instruction on the institutions and structure of American government, such as the  
10 separation of powers, the Electoral College, and federalism. The required courses shall include  
11 instruction that provides students an understanding of American political philosophy and history,  
12 utilizing writings from prominent figures in Western civilization, such as Aristotle, Thomas Hobbes,  
13 John Locke, and Thomas Jefferson. The courses of instruction shall offer an objective and critical  
14 analysis of ideologies throughout history including, but not limited to, capitalism, republicanism,  
15 democracy, socialism, communism, and fascism. The required courses shall emphasize the use  
16 of primary sources and interactive learning techniques, such as mock scenarios, debates, and  
17 open and impartial discussions.

18           (2) The state board shall, with the advice of the state superintendent, and after  
19 consultation with other entities, prescribe the courses of study, including the basic course  
20 requirements for middle school and high school, and the academic standards listed in subdivision  
21 (1) of this subsection for these courses of study covering these subjects for the public schools,  
22 and publish an approved list of instructional resources pursuant to §18-2A-1 *et seq.* of this code.  
23 The curriculum used in the delivery of instruction shall cover the standards adopted for such  
24 courses. The other entities for consultation may include such organizations as the Florida Joint  
25 Center for Citizenship, the College Board, the Bill of Rights Institute, Hillsdale College, the Gilder

26 Lehrman Institute of American History, the Constitutional Sources Project, educators, school  
27 administrators, postsecondary education representatives, elected officials, business and industry  
28 leaders, parents, and the public. Officials or boards having authority over the respective private,  
29 parochial, and denominational schools shall prescribe courses of study for the schools under their  
30 control and supervision similar to those required for the public schools.

31 (3) The state board shall provide testing or assessment instruments for the history and  
32 civics courses of instruction required by this section. These testing instruments shall:

33 (A) Be aligned with the academic standards required by this section;

34 (B) Be mandatory for students enrolled in those courses of instruction;

35 (C) Be cumulative by including questions about knowledge learned in prior history and  
36 civics courses; and

37 (D) Measure students' factual and conceptual knowledge including how the facts  
38 interrelate and the reasons behind historical documents and events.

39 (4) To further this study, every high school student eligible by age for voter registration  
40 shall be afforded the opportunity to register to vote pursuant to §3-2-22 of this code.

41 (b) The state board shall cause to be taught in all public schools of this state the subject  
42 of health education, including instruction in any of the grades six through 12 as considered  
43 appropriate by the county board, on: (1) The prevention, transmission, and spread of acquired  
44 immune deficiency syndrome and other sexually transmitted diseases; (2) substance abuse,  
45 including the nature of alcoholic drinks and narcotics, tobacco products, and other potentially  
46 harmful drugs, with special instruction as to their effect upon the human system and upon society  
47 in general; (3) the importance of healthy eating and physical activity in maintaining healthy weight;  
48 and (4) education concerning cardiopulmonary resuscitation and first aid, including instruction in  
49 the care for conscious choking, and recognition of symptoms of drug or alcohol overdose. The  
50 course curriculum requirements and materials for the instruction shall be adopted by the state  
51 board by rule in consultation with the Department of Health and Human Resources. The state

52 board shall prescribe a standardized health education assessment to be administered within  
53 health education classes to measure student health knowledge and program effectiveness.

54 (c) An opportunity shall be afforded to the parent or guardian of a child subject to  
55 instruction in the prevention, transmission, and spread of acquired immune deficiency syndrome  
56 and other sexually transmitted diseases to examine the course curriculum requirements and  
57 materials to be used in the instruction. The parent or guardian may exempt the child from  
58 participation in the instruction by giving notice to that effect in writing to the school principal.

59 (d) After July 1, 2015, the required instruction in cardiopulmonary resuscitation in  
60 subsection (b) of this section shall include at least 30 minutes of instruction for each student prior  
61 to graduation on the proper administration of cardiopulmonary resuscitation (CPR) and the  
62 psychomotor skills necessary to perform cardiopulmonary resuscitation. The term “psychomotor  
63 skills” means the use of hands-on practicing to support cognitive learning. Cognitive-only training  
64 does not qualify as “psychomotor skills”. The CPR instruction shall be based on an instructional  
65 program established by the American Heart Association or the American Red Cross, or another  
66 program which is nationally recognized and uses the most current national evidence-based  
67 emergency cardiovascular care guidelines and incorporates psychomotor skills development into  
68 the instruction. A licensed teacher is not required to be a certified trainer of cardiopulmonary  
69 resuscitation to facilitate, provide, or oversee such instruction. The instruction may be given by  
70 community members, such as emergency medical technicians, paramedics, police officers,  
71 firefighters, licensed nurses, and representatives of the American Heart Association or the  
72 American Red Cross. These community members are encouraged to provide necessary training  
73 and instructional resources such as cardiopulmonary resuscitation kits and other material at no  
74 cost to the schools. The requirements of this subsection are minimum requirements. A local  
75 school district may offer CPR instruction for longer periods of time and may enhance the  
76 curriculum and training components, including, but not limited to, incorporating into the instruction

77 the use of an automated external defibrillator (AED): *Provided*, That any instruction that results in  
78 a certification being earned shall be taught by an authorized CPR/AED instructor.

79 (e) A full week of classes during the week selected by the county board of education shall  
80 be recognized as Celebrate Freedom Week. The purpose of Celebrate Freedom Week is to  
81 educate students about the sacrifices made for freedom in the founding of this country and the  
82 values on which this country was founded.

83 Celebrate Freedom Week shall include appropriate instruction in each social studies class  
84 which:

85 (1) Includes an in-depth study of the intent, meaning, and importance of the Declaration  
86 of Independence, the Emancipation Proclamation, and the Constitution of the United States with  
87 an emphasis on the amendments that are crucial to the survival of democracy and freedom, such  
88 as the Bill of Rights and the thirteenth, fourteenth, fifteenth, and nineteenth amendments;

89 (2) Uses the historical, political, and social environments surrounding each document at  
90 the time of its initial passage or ratification; and

91 (3) Includes the study of historical documents to firmly establish the historical background  
92 leading to the establishment of the provisions of the constitution and Bill of Rights by the founding  
93 fathers for the purposes of safeguarding our constitutional republic.

94 The requirements of this subsection are applicable to all public, private, parochial, and  
95 denominational schools located within this state. Nothing in this subsection creates a standard or  
96 requirement subject to state accountability measures.

97 (f) Beginning the 2018-2019 school year, students in public schools shall be administered  
98 a test the same as or substantially similar to the civics portion of the naturalization test used by  
99 the United States Citizenship and Immigration Services between their ninth and 12th grade years  
100 as an indicator of student achievement in the area of civics education. The test results may be  
101 reported in the aggregate to the county board for evaluation by the board's curriculum director

102 and reported to the board members. Nothing in this subsection creates a standard or requirement  
103 subject to state accountability measures.

104 (g) To provide students with knowledge of the history, context, and explanation of the  
105 Holocaust and other genocides, the State Board shall develop a program of instruction on the  
106 Holocaust and other genocides which shall be integrated into the curriculum of an appropriate  
107 course or courses in the middle and high school grades.

Strike-throughs indicate language that would be stricken from a heading or the present law  
and underscoring indicates new language that would be added.