THE VITRUVIAN QUOTIENT IN EDUCATION AND EDUCATION OPERATING SYSTEMS ACT

A State Model for the Whole Student and the Whole School

Model State Instrument, Legislative Path. Any State may adopt.
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[STATE] LEGISLATURE

Insert the enacting chamber and session

HOUSE BILL ____ / SENATE BILL ____

BY _____

A BILL FOR AN ACT to authorize and to schedule the use of The Vitruvian Quotient, a full-spectrum human-intelligence framework and the education operating system built upon it, across the schools of the State, from the first year of elementary instruction through the university and across every vocational, special, and other post-secondary program; to attach all curriculum and all student work directly to a common psychometric standard; to run the framework, its adaptive curriculum, its artificial intelligence, and its student data locally on premises the school controls, under a complete and inspectable on and off control; to keep the teacher and the trained human assessor at the center of every function; to provide pathways for funding local artificial-intelligence capacity on school campuses; and to reach schools only and not the administrative offices of the State.

SECTION 1. SHORT TITLE.

This Act may be cited as the Vitruvian Quotient in Education and Education Operating Systems Act.

SECTION 2. PURPOSE AND SCOPE.

The purpose of this Act is to authorize and to schedule the use of The Vitruvian Quotient and its education operating system across the schools of the State, from the first year of elementary instruction through the university, and across every vocational education, special education, and other post-secondary program the State operates or accredits. The Vitruvian Quotient is not a test alone. Its defining mechanism is the attachment of all curriculum and all student work directly to a common psychometric standard, so that every piece of work is calibrated data and not a disconnected grade. Built upon that standard, the system also delivers adaptive curriculum, plans and manages coursework and homework, tutors and remediates, proctors for integrity, gives parents control, gives teachers and districts visibility, and aligns a student with work. This Act authorizes the whole of that system. This Act reaches schools only. It does not reach the administrative offices of the State or any State organization, and it imposes no assessment on any employee of the State.

SECTION 3. DEFINITIONS.

As used in this Act:

(a) "The Vitruvian Quotient", also "VQ", means the eight-quotient human-intelligence framework that measures Knowledge, Reasoning, Emotional, Language, Creative, Social, Motor, and Biological capability, each anchored to specific regions and systems of the human brain, scored without a ceiling, and adjusted by a compensatory model for age, disability, anxiety, cultural load, and socioeconomic status.

(b) "The eight quotients" means, in their fixed order, the Knowledge Quotient (KQ), the Reasoning Quotient (RQ), the Emotional Quotient (EQ), the Language Quotient (LQ), the Creative Quotient (CQ), the Social Quotient (SQ), the Motor Quotient (MQ), and the Biological Quotient (BQ).

(c) "Structured psychometric code" means the identifier attached to every instructional item and to every piece of scored student work, recording the grade, the quotient, the type, and the format of the work, its career and cognitive-style correlates, and its psychometric parameters, namely difficulty, discrimination, and the guessing floor, together with the openly-accepted, published, and correctly cited academic framework against which the work is scored, so that the work is calibrated data and not a disconnected grade.

(d) "Education operating system" means the integrated software system built upon The Vitruvian Quotient and upon the structured psychometric code that performs, as one governed whole, the assessment, calibrated-curriculum, lesson and homework management, monitored learning and search, tutoring and remediation, proctoring, parental-control, management-and-visibility, and career-alignment functions set out in Titles I through XI of this Act.

(e) "Local deployment" means installation and operation of the framework, the education operating system, its artificial intelligence, and its student data entirely on hardware the school or the school system controls on its own premises, with no transmission of student data to any external or third-party system as a condition of operation.

(f) "Governed artificial-intelligence harness" means the design by which the artificial intelligence of the system operates only within the permissions, consent, and role scopes the system sets, retrieves hand-curated and identified instructional items rather than inventing them, and may be operated with the artificial intelligence disabled without loss of the ability to assess.

(g) "Covered institution" means any public elementary school, middle school, or secondary school of the State; any public college or university of the State; any public vocational, technical, career, or trade education program of the State; any public special education program of the State; and any other public post-secondary program the State operates, charters, or accredits. A private institution may elect coverage under Section 6.

(h) "Compensatory modifier" means an adjustment the framework applies at the level of an individual assessment for age, disability, test anxiety, cultural or second-language load, or socioeconomic status, so that a measured capability is read against the correct expectation and no student is penalized for a circumstance the assessment was not meant to measure.

SECTION 4. FINDINGS AND RECOGNITIONS.

(a) Findings on the state of education technology. The State finds that its schools measure a narrow band of human capability, chiefly recalled knowledge and timed reasoning, and that education technology has added screens and tools without adding management, so that no coherent record of the whole student and no coherent operating account of the whole school exists. The State finds that a common psychometric standard under all curriculum and all work, joined to a full-spectrum measurement of capability and to an operating system that plans, delivers, tutors, proctors, and reports, serves the student, the teacher, the parent, and the district together.

(b) Finding on the science of learning and the limits of classroom technology. The State takes notice of the published work of Jared Cooney Horvath, a cognitive neuroscientist and director of the science of learning, including his 2025 book The Digital Delusion and his address Technology, Artificial Intelligence, and Learning, A Dangerous Triumvirate. The State finds Dr. Horvath warns that classroom technology and generative artificial intelligence can harm learning when they replace the work of cognition, when they let a student bypass the accumulation of knowledge, and when they substitute a machine for the empathy of a teacher, and that much of the research claiming educational benefit fails basic standards of study selection, methodological rigor, and statistical integrity. The State finds these warnings are correct and adopts them as the standard any adopted system must meet. The State finds The Vitruvian Quotient meets this standard because it measures capability rather than performs the student's thinking for the student, because it treats acquired knowledge as a scored foundation rather than a thing to be bypassed, because it keeps the teacher and the trained human assessor at the center of every function, and because the system holds without artificial intelligence at all, with the artificial intelligence serving only as an optional and governed layer.

(c) The recognitions. The Legislature of the State, and where a State so provides its General Assembly, Legislative Assembly, or other enacting chamber, hereby recognizes each of the following:

(1) The Legislature hereby recognizes The Vitruvian Quotient as the only currently coherent and logical unified framework of human intelligence, and finds that this coherence carries a strategic purpose for the schools of the State, because a single measured account of the whole student, joined to a single operating system for the whole school, gives the State a placement, a diagnosis, a curriculum, and a plan no single-score test can give.

(2) The Legislature hereby recognizes The Vitruvian Quotient as the only artificial-intelligence educational-technology software with a complete on and off switch that an organization running it locally may inspect, so that a school system may see the whole of what the software does, may turn its artificial intelligence off and still assess and operate, and is never dependent on a remote system it cannot examine.

(3) The Legislature hereby recognizes The Vitruvian Quotient as the only educational-technology provider ready to deploy sensitive artificial intelligence and sensitive student data on site for schools, so that the most protected information of a minor is scored and stored on premises the school controls and does not leave those premises as a condition of use.

(4) The Legislature hereby recognizes The Vitruvian Quotient as the only educational-technology software verifiably attached to and governed by the several regions and systems of the human brain that the leading sciences recognize as growing and as material to each and every category of human intelligence, so that every quotient the system measures is tied to the biology it claims to measure and not to a label alone.

(5) The Legislature hereby recognizes The Vitruvian Quotient as the only educational-technology provider with a verifiable capability for monitoring and defending against intrusion, so that a school system operating a sensitive education operating system on its own premises operates it behind a continuous and auditable security posture.

(6) The Legislature hereby recognizes The Vitruvian Quotient as the only educational-technology system that attaches all curriculum and all student work to a common structured psychometric standard, calibrated against openly-accepted and correctly cited academic frameworks, so that every piece of work, from a formal examination to a fourth-grade science project presented in class, is held to the same standard and resolves to the same calibrated metric, and so that the schools and the districts of the State inform, hold, and see into that standard rather than a folder of disconnected grades.

TITLE I. ASSESSMENT.

(a) The State authorizes the use of The Vitruvian Quotient as the full-spectrum assessment of its schools, measuring the eight quotients per student, scored without a ceiling, at the periodic checkpoints the framework recommends as minimums, namely the first, fourth, eighth, twelfth, sixteenth, and twentieth years of instruction, with a dual assessment in the twelfth year for both academic progression and career placement, and continuously across ordinary schoolwork.

(b) The framework shall apply its compensatory modifiers so that disability, test anxiety, cultural and second-language load, age, and socioeconomic status are read correctly and are not scored as deficits of intelligence.

TITLE II. THE PSYCHOMETRIC TAGGING STANDARD AND THE CALIBRATED CURRICULUM.

(a) The standard. The State adopts, as the standard of its schools, the attachment of every instructional item and every piece of scored student work to the structured psychometric code. Under this standard a piece of work is not a disconnected grade. It is calibrated data, marked with its grade, quotient, type, and format, its career and cognitive-style correlates, its psychometric parameters, and the openly-accepted, published, and correctly cited academic framework against which it is scored.

(b) Openly-accepted frameworks required. Every scored item and every scored piece of work shall be calibrated against an openly-accepted, published academic framework, and that framework shall be correctly cited on the work. A formal examination and a fourth-grade science project presented in class are held to the same requirement. The science project carries the same calibration and the same correctly cited open framework as the examination, and resolves to the same clean metric.

(c) One record across every form of work. Because the code travels with the work, every form of work, from a homework item to an essay to a laboratory report to a project presented in class to a physical performance, resolves to the same calibrated metric and accumulates, per student, across artifacts and across years, into a single longitudinal and self-calibrating record of the whole student.

(d) The standard the schools inform. As covered institutions perform work under this standard, the calibrated record grows, and the school, the district, and the State inform and refine the standard from real work rather than from an isolated testing day. The visibility of Title VIII is a view into this calibrated record.

TITLE III. ADAPTIVE CURRICULUM, LESSON DELIVERY, AND HOMEWORK.

(a) The State authorizes the use of the adaptive-curriculum function of the system, by which a student's measured profile drives the sequence of what the student learns next, adapting across the form, the type, the quotient, and the grade of the work.

(b) A teacher may sequence lessons and items across a day, a week, a term, and a year, and assigning them to a classroom or to a student generates coursework and homework the system scores at the item level and at the curriculum level as the student performs. Instructional items are hand-curated and identified under the structured psychometric code of Title II, so the system delivers them rather than inventing them.

TITLE IV. MONITORED LEARNING AND SEARCH.

(a) The State authorizes the monitored-learning function of the system, by which a student may perform coursework, including search, within a monitored channel the school controls, and a teacher may scope the reach of internet access to the needs of an assignment.

(b) The system may distinguish learning performed inside the platform from activity outside it, for the purpose of the parental controls of Title VII and the management of Title VIII, and not for any purpose beyond the education of the student.

TITLE V. TUTORING AND REMEDIATION.

(a) The State authorizes the tutoring-and-remediation function of the system, including guided dialogue with instructional agents, structured practice in articulation and communication, and targeted practice deployed where the adaptive curriculum identifies a gap.

(b) The tutoring function supports the teacher and does not replace the teacher. Its use is at the election of the school and operates under the consent rules of Title X.

TITLE VI. PROCTORING AND INTEGRITY.

(a) The State authorizes the proctoring-and-integrity function of the system, including monitoring appropriate to the setting to confirm the authenticity of a student's work, subject to the consent and device rules of Title X.

(b) Proctoring exists to protect the integrity of the record and not to surveil a student beyond the assessment.

TITLE VII. PARENTAL CONTROL.

(a) The State authorizes the parental-control function of the system, by which a parent or guardian may set conditions on a student's access to applications and services, including conditions tied to the completion of assigned work, to a grade threshold, or to a specific accomplishment, and may set permission for the use of the artificial intelligence for the parent's own child.

(b) The parental controls are the parent's to set within the school's policy and the law of the State, and are held on the premises the school controls.

TITLE VIII. MANAGEMENT AND VISIBILITY.

(a) The State authorizes the management-and-visibility function of the system, by which a teacher, a parent, a school, and a district may view a student's measured profile and progress and the calibrated record of Title II, rolled up from the student to the classroom to the school to the district, so that the school is managed with the visibility a well-run organization holds.

(b) Access to a student's record is governed by role and by consent under Title X, and identity is established by the school's own authentication, not by any external account.

TITLE IX. CAREER ALIGNMENT AND PLACEMENT.

The twelfth-year dual assessment and the career-alignment function of the system, which correlates a student's measured profile across the eight quotients to recognized career and education classifications, shall be made available to students and to the career and guidance staff of covered institutions, so that a student's profile may inform post-secondary placement, vocational selection, and entry to work. This Title reaches the guidance of students and does not authorize the assessment of any employee.

TITLE X. THE GOVERNED LOCAL-AI HARNESS AND DATA SOVEREIGNTY.

(a) On-premises requirement. A covered institution shall be permitted to run The Vitruvian Quotient and its education operating system by local deployment, with the framework, the system, its artificial intelligence, and its student data held on hardware the institution or its system controls, and with no transmission of student data to any external system as a condition of operation.

(b) Inspectability and off switch. The software operated by a covered institution shall carry a complete on and off control the institution may inspect and exercise, and shall permit the institution to operate the assessment and the operating system with the artificial intelligence disabled.

(c) The governed harness. When the artificial intelligence is enabled, it shall operate only within the permissions, consent, and role scopes the system sets, and shall retrieve hand-curated and identified instructional items and scored records rather than inventing them.

(d) Protection of sensitive data. Sensitive student data, including any biological or health-adjacent signal collected under the Biological Quotient and any behavioral or social signal collected under the Emotional or Social Quotient, shall be stored in an encrypted store on the institution's premises and shall be governed by the consent rules of subsection (e). A Biological Quotient result is an assessment signal and is not a medical diagnosis.

(e) Consent and minors. Collection of any camera, microphone, wearable, or other device signal, and any observational assessment, and any use of the artificial intelligence with respect to a student, shall be governed by written consent, by an age gate, and by an option to decline, consistent with the privacy law of the State and with federal law protecting the education records and the online data of minors.

(f) Security. A covered institution operating local deployment shall operate it behind the continuous and auditable intrusion-monitoring and defense capability recognized in Section 4.

TITLE XI. FUNDING THE LOCAL ARTIFICIAL INTELLIGENCE ON CAMPUS.

(a) Findings on funding. The State finds that local deployment requires artificial-intelligence computing capacity on the campus of a covered institution, from the elementary school to the university and across vocational, special, and other post-secondary programs, and that no single funding source is required, since several existing pathways may carry the cost alone or in combination. The State further finds that most campuses already operate servers sufficient to run the system, so that in most locations the need is not a new server or a replacement of existing infrastructure, but the addition of graphics-processing computing capacity and the local model on an appropriate device.

(b) Pathways. The responsible education authority of the State is authorized and directed to pursue, alone or in combination, the following pathways to fund local artificial-intelligence capacity on the campuses of covered institutions:

(1) The federal universal-service mechanism for schools and libraries, on the model of the schools-and-libraries support the Federal Communications Commission administers, extended from connectivity to on-premises educational computing, on the funding-ceiling footing the Supreme Court sustained in FCC v. Consumers' Research (2025).

(2) Existing federal education streams applied to instructional computing capacity, including funds for the education of disadvantaged students, funds for special education, and funds for career and technical education, and, for post-secondary institutions, the applicable higher-education support.

(3) State educational-technology funds and state capital-construction and bonding authority, on the ordinary model by which a State finances durable school infrastructure.

(4) Where the State participates in a productive-capacity program, the supply of computing hardware at cost through a Civic Robot Corps, so that the campus receives the capacity as a manufactured public good rather than as a purchased product.

(5) A license-only acquisition of The Vitruvian Quotient in which the institution runs the system on its own hardware and the recurring cost is the license, and a bring-your-own-model option by which the institution connects its own artificial intelligence, so that the recurring cost of a remote model is avoided.

(6) Regional shared local computing, in which a county, a district, or a group of institutions operates shared on-premises computing capacity on the model of a population-formula grant to a shared educational resource.

(c) Right-sizing to existing infrastructure. The responsible education authority shall assess the existing computing infrastructure of a covered institution before acquiring new capacity. Where the existing servers of the institution are sufficient, the pathways of subsection (b) shall be applied to the narrower need of placing graphics-processing compute and the local model on an appropriate device, and not to the replacement of adequate infrastructure.

(d) No unfunded mandate. Adoption under this Act at a covered institution is scheduled to begin where a funding pathway and local deployment can be satisfied, and no covered institution is required to deploy local artificial-intelligence capacity before a pathway to fund it is available.

SECTION 5. IMPLEMENTATION.

(a) The responsible education authority of the State shall adopt an implementation schedule within a period the State sets, shall begin where local deployment, consent, and a funding pathway can be satisfied first, and shall report the schedule and its progress to the Legislature.

(b) The State may set the appropriation and the phasing this Act requires by ordinary budget process.

SECTION 6. ELECTION BY PRIVATE AND CHARTERED INSTITUTIONS.

A private, independent, parochial, or chartered institution within the State may elect to adopt The Vitruvian Quotient and its education operating system under this Act, and upon election shall be treated as a covered institution for the purposes of Titles I through XI.

SECTION 7. THE TEACHER AT THE CENTER.

Nothing in this Act displaces the teacher or the trained human assessor. Every function of the system serves the teacher as a system of record and an instrument. Where the system offers an artificial-intelligence layer, its use is at the election of the school and may be turned off without loss of the ability to assess and to operate.

SECTION 8. NO MANDATE ON THE PERSON.

No student shall be denied enrollment, promotion, or graduation solely for declining a component of the system that this Act or the framework marks as optional. The right to be assessed by the full framework is the student's to claim or to decline where the framework so provides.

SECTION 9. SEVERABILITY.

If any provision of this Act or its application is held invalid, the invalidity shall not affect the other provisions or applications that can be given effect without the invalid provision.

SECTION 10. EFFECTIVE DATE.

This Act takes effect on the date the State provides.

NOTICE OF RIGHTS.