

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2015

H.B. 29
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HOUSE PRINCIPAL CLERK

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HOUSE DRH30001-RQ-2 (02/05)

Short Title: Technical Changes to Courses of Study Statute.

(Public)

Sponsors: Representatives L. Johnson, Glazier, Holloway, and Horn (Primary Sponsors).

Referred to:

1 A BILL TO BE ENTITLED
2 AN ACT TO MAKE ORGANIZATIONAL AND TECHNICAL CHANGES TO THE
3 COURSES OF STUDY STATUTES.

4 The General Assembly of North Carolina enacts:

5 SECTION 1. G.S. 115C-81 is repealed.

6 SECTION 2. G.S. 115C-81.1 is repealed.

7 SECTION 3. G.S. 115C-81.3 is repealed.

8 SECTION 4. G.S. 115C-81.4 is repealed.

9 SECTION 5. Part 1 of Article 8 of Chapter 115C of the General Statutes is
10 amended by adding new sections to read:

11 "**§ 115C-81.5. Standard Course of Study.**

12 (a) The General Assembly believes that all children can learn. It is the intent of the
13 General Assembly that the mission of the public school community is to challenge with high
14 expectations each child to learn, to achieve, and to fulfill his or her potential. With that mission
15 as its guide, the State Board of Education shall adopt a standard course of study as provided in
16 G.S. 115C-12(9c) for the public schools of the State. It is further a goal of the General
17 Assembly to provide supplemental funds to low-wealth counties to allow those counties to
18 enhance the instructional program and student achievement. Instruction shall be offered in the
19 areas of English language, arts, communication skills, physical education and personal health
20 and safety, mathematics, media and computer skills, science, second languages, social studies,
21 and career and technical education. In addition, instruction shall be offered in all of the areas
22 provided in this Part.

23 (b) The standard course of study shall provide all of the following:

24 (1) A core curriculum for all students that takes into account the special needs of
25 children.

26 (2) A set of competencies, by grade level, for each curriculum area.

27 (3) A list of textbooks for use in providing the curriculum.

28 (4) Standards for student performance and promotion based on the mastery of
29 competencies, including standards for graduation, that take into account
30 children with disabilities and, in particular, include appropriate
31 modifications.

32 (5) A program of remedial education.

33 (6) Required support programs.

34 (7) A definition of the instructional day.

35 (8) Class size recommendations and requirements.

36 (9) Prescribed staffing allotment ratios.



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1 (10) Material and equipment allotment ratios.

2 (11) Facilities guidelines that reflect educational program appropriateness,
3 long-term cost efficiency, and safety considerations.

4 (12) Any other information the Board considers appropriate and necessary.

5 **"§ 115C-81.10. Career and Technical Education.**

6 (a) Instruction in career and technical education shall include the following:

7 (1) The integration of academic and career and technical education.

8 (2) A sequential course of study leading to career and college readiness.

9 (3) Increased student work skill attainment and job placement.

10 (4) Increased linkages, where geographically feasible, between public schools
11 and community colleges, so the public schools can emphasize academic
12 preparation and the community colleges can emphasize specific job training.

13 (5) Instruction and experience, to the extent practicable, in all aspects of the
14 industry the students are prepared to enter.

15 **"§ 115C-81.15. Conflict Resolution and Mediation Models.**

16 The State Board of Education shall develop a list of recommended conflict resolution and
17 mediation materials, models, and curricula that address responsible decision making, the causes
18 and effects of school violence and harassment, cultural diversity, and nonviolent methods for
19 resolving conflict, including peer mediation, and shall make the list available to local school
20 administrative units and school buildings. In developing this list, the Board shall emphasize
21 materials, models, and curricula that currently are being used in North Carolina and that the
22 Board determines to be effective. The Board shall include at least one model that includes
23 instruction and guidance for the voluntary implementation of peer mediation programs and one
24 model that provides instruction and guidance for teachers concerning the integration of conflict
25 resolution and mediation lessons into the existing classroom curriculum.

26 **"§ 115C-81.20. Alcohol and Drug Use Prevention Education.**

27 (a) Instruction shall be provided in alcohol and drug use prevention education at every
28 grade level from kindergarten through grade 12.

29 (b) The State Board of Education shall develop and maintain a recommended list of
30 alcohol and drug use prevention education materials that include components for teacher
31 training and ongoing assessment and evaluation to verify success and ensure the use of
32 up-to-date information and strategies.

33 (c) The Department of Public Instruction shall do the following:

34 (1) Work to strengthen instructional offerings in the content and skill areas in
35 which alcohol and drug use prevention education is addressed.

36 (2) Develop curricular materials and resources that meet, extend, and
37 supplement drug and alcohol education as outlined in the standard course of
38 study and the teacher handbook for the competency-based curriculum.

39 (3) Recommend to the State Board of Education any drug use prevention
40 education support materials that should be removed or added to the
41 recommended list of curricular resources developed and maintained by the
42 State Board of Education.

43 (d) Local boards of education may select supplemental alcohol and drug use prevention
44 education materials from the list maintained by the State Board of Education or develop their
45 own supplemental materials to be approved by the State Board of Education.

46 (e) Local boards of education shall do the following:

47 (1) Implement alcohol and drug use prevention education as a primary part of
48 their comprehensive health education program.

49 (2) Provide for ongoing evaluation of drug use prevention education resources,
50 to include participation in ongoing evaluations with the Department of
51 Public Instruction.

1 (f) The Department of Public Instruction, in conjunction with local school
2 administrative units, shall provide for professional development to train educators and support
3 personnel to implement a comprehensive alcohol and drug use prevention education program.

4 (g) Sequential, age-appropriate instruction shall be provided that includes all of the
5 following:

6 (1) Reaches all students in all grades.

7 (2) Presents a clear and consistent message that the use of alcohol and unlawful
8 drugs and the misuse of other drugs is unhealthy and harmful.

9 (3) Reflects current research and theory.

10 (4) Includes all abusable substances.

11 (5) Utilizes information that is current and accurate.

12 (6) Involves students in active "hands-on" learning experiences.

13 (7) Integrates substance abuse education with other health and social issues and
14 other subject and skill areas of the standard course of study.

15 (8) Promotes understanding and respect for the law and values of society.

16 (9) Encourages healthy, safe, and responsible attitudes and behaviors.

17 (10) Includes strategies to involve parents, family members, and the community.

18 (11) Includes information on intervention and treatment services.

19 (12) Is continually open to revision, expansion, and improvement.

20 **"§ 115C-81.25. Health Education.**

21 (a) Comprehensive health education instruction shall be developed and taught to
22 students from kindergarten through ninth grade.

23 (b) The State Board of Education shall do all of the following:

24 (1) Supervise the development and operation of the statewide comprehensive
25 school health education program, including curriculum development, teacher
26 professional development, promotion of training in teacher preparation
27 programs, learning material review, and assessment and evaluation of local
28 programs in the same manner as for other programs.

29 (2) Adopt objectives for the instruction of the subject areas listed in this section
30 that are appropriate for each grade level.

31 (3) Approve textbooks and other materials incorporating these objectives that
32 local school administrative units may purchase with State funds.

33 (c) The State Board of Education, through the Department of Public Instruction, shall,
34 on a regular basis, review materials related to these objectives and distribute these reviews to
35 local school administrative units for their information. This program includes age-appropriate
36 instruction in the following subject areas, regardless of whether this instruction is described as,
37 or incorporated into a description of, "family life education", "family health education", "health
38 education", "family living", "health", "healthful living curriculum", or "self-esteem":

39 (1) Mental and emotional health.

40 (2) Drug and alcohol abuse prevention.

41 (3) Nutrition.

42 (4) Dental health.

43 (5) Environmental health.

44 (6) Family living.

45 (7) Consumer health.

46 (8) Disease control.

47 (9) Growth and development.

48 (10) First aid and emergency care, including the teaching of cardiopulmonary
49 resuscitation (CPR) and the Heimlich maneuver by using hands-on training
50 with mannequins so that students pass a test approved by the American

1 Heart Association or American Red Cross. For the purposes of this
2 subdivision, schools shall do all of the following:

3 a. Use an instructional program developed by the American Heart
4 Association, the American Red Cross, or other nationally recognized
5 programs that is based on the most current national evidence-based
6 emergency cardiovascular care guidelines for CPR.

7 b. Maintain documentation in an electronic database that students have
8 successfully completed CPR instruction to meet Healthful Living
9 Essential Standards.

10 c. Require successful completion of instruction in CPR to be a
11 requirement for high school graduation by the 2014-2015 school
12 year.

13 (11) Preventing sexually transmitted diseases, including HIV/AIDS, and other
14 communicable diseases. As used in this section, "HIV/AIDS" means Human
15 Immunodeficiency Virus/Acquired Immune Deficiency Syndrome.

16 (12) Reproductive health and safety education.

17 (13) Bicycle safety.

18 (d) Parental Review. – The State Board of Education shall make available to all local
19 school administrative units for review by the parents and legal guardians of students enrolled at
20 that unit any State-developed objectives for instruction, any approved textbooks, the list of
21 reviewed materials, and any other State-developed or approved materials that pertain to or are
22 intended to impart information or promote discussion or understanding in regard to the
23 prevention of sexually transmitted diseases, including HIV/AIDS, to the avoidance of
24 out-of-wedlock pregnancy, or to the reproductive health and safety education curriculum. The
25 review period shall extend for at least 60 days before use.

26 (e) Duty of Local School Administrative Units. – Each local school administrative unit
27 shall provide a comprehensive school health education program that meets all the requirements
28 of this section and all the objectives established by the State Board. Each local board of
29 education may expand on the subject areas to be included in the program and on the
30 instructional objectives to be met.

31 **§ 115C-81.30. Reproductive Health and Safety Education Provided by Local School**
32 **Administrative Units.**

33 (a) Each local school administrative unit shall provide a reproductive health and safety
34 education program commencing in the seventh grade. Materials used in this instruction shall be
35 age-appropriate for use with students. Information conveyed during the instruction shall be
36 objective and based upon scientific research that is peer reviewed and accepted by
37 professionals and credentialed experts in the field of sexual health education. Reproductive
38 health and safety instruction provided by the local school administrative units shall include the
39 following:

40 (1) Teach that abstinence from sexual activity outside of marriage is the
41 expected standard for all school-age children.

42 (2) Present techniques and strategies to deal with peer pressure and offering
43 positive reinforcement.

44 (3) Present reasons, skills, and strategies for remaining or becoming abstinent
45 from sexual activity.

46 (4) Teach that abstinence from sexual activity is the only certain means of
47 avoiding out-of-wedlock pregnancy, sexually transmitted diseases when
48 transmitted through sexual contact, including HIV/AIDS, and other
49 associated health and emotional problems. As used in this section,
50 "HIV/AIDS" means Human Immunodeficiency Virus/Acquired Immune
51 Deficiency Syndrome.

- 1 (5) Teach that a mutually faithful monogamous heterosexual relationship in the
2 context of marriage is the best lifelong means of avoiding sexually
3 transmitted diseases, including HIV/AIDS.
- 4 (6) Teach the positive benefits of abstinence until marriage and the risks of
5 premarital sexual activity.
- 6 (7) Provide opportunities that allow for interaction between the parent or legal
7 guardian and the student.
- 8 (8) Provide factually accurate biological or pathological information that is
9 related to the human reproductive system.
- 10 (9) Teach about the preventable risks for preterm birth in subsequent
11 pregnancies, including induced abortion, smoking, alcohol consumption, the
12 use of illicit drugs, and inadequate prenatal care.
- 13 (10) Teach about sexually transmitted diseases. Instruction shall include how
14 sexually transmitted diseases are and are not transmitted, the effectiveness
15 and safety of all federal Food and Drug Administration (FDA)-approved
16 methods of reducing the risk of contracting sexually transmitted diseases,
17 and information on local resources for testing and medical care for sexually
18 transmitted diseases. Instruction shall include the rates of infection among
19 pre-teen and teens of each known sexually transmitted disease and the
20 effects of contracting each sexually transmitted disease. In particular, the
21 instruction shall include information about the effects of contracting the
22 Human Papilloma Virus, including sterility and cervical cancer.
- 23 (11) Teach about the effectiveness and safety of all FDA-approved contraceptive
24 methods in preventing pregnancy.
- 25 (12) Teach awareness of sexual assault, sexual abuse, and risk reduction. The
26 instruction and materials shall:
- 27 a. Focus on healthy relationships.
- 28 b. Teach students what constitutes sexual assault and sexual abuse, the
29 causes of those behaviors, and risk reduction.
- 30 c. Inform students about resources and reporting procedures if they
31 experience sexual assault or sexual abuse.
- 32 d. Examine common misconceptions and stereotypes about sexual
33 assault and sexual abuse.
- 34 (b) Each local board of education shall adopt a policy and provide a mechanism to
35 allow a parent or a legal guardian to withdraw his or her child from instruction required under
36 subdivisions (10) through (12) of subsection (a) of this section.
- 37 (c) Parental Review and Consent. – Each school year, before students may participate
38 in any portion of (i) a program that pertains to or is intended to impart information or promote
39 discussion or understanding in regard to the prevention of sexually transmitted diseases,
40 including HIV/AIDS, or to the avoidance of out-of-wedlock pregnancy, or (ii) a reproductive
41 health and safety education program, whether developed by the State or by the local board of
42 education, the parents and legal guardians of those students shall be given an opportunity to
43 review the objectives and materials as provided in G.S. 115C-81.25(d). Local boards of
44 education shall adopt policies to provide opportunities either for parents and legal guardians to
45 consent or for parents and legal guardians to withhold their consent to the students'
46 participation in any or all of these programs.
- 47 (d) Information on Contraceptives and Abortion Referral Services. – Students may
48 receive information about where to obtain contraceptives and abortion referral services only in
49 accordance with a local board's policy regarding parental consent. Any instruction concerning
50 the use of contraceptives or prophylactics shall provide accurate statistical information on their
51 effectiveness and failure rates for preventing pregnancy and sexually transmitted diseases,

1 including HIV/AIDS, in actual use among adolescent populations and shall explain clearly the
2 difference between risk reduction and risk elimination through abstinence. The Department of
3 Health and Human Services shall provide the most current available information at the
4 beginning of each school year.

5 (e) Prohibition on Distribution of Contraceptives. – Contraceptives, including condoms
6 and other devices, shall not be made available or distributed on school property.

7 (f) School Health Coordinators. – School health coordinators may be employed to
8 assist in the instruction of any portion of the comprehensive school health education program.
9 Where feasible, a school health coordinator should serve more than one local school
10 administrative unit. Each person initially employed as a State-funded school health coordinator
11 after June 30, 1987, shall have a degree in health education.

12 (g) Duty of Local School Administrative Units. – Each local school administrative unit
13 shall provide a comprehensive school health education program that meets all the requirements
14 of this section and all the objectives established by the State Board. Each local board of
15 education may expand on the subject areas to be included in the program and on the
16 instructional objectives to be met.

17 **§ 115C-81.35. Honors–Level Courses in Healthful Living Education.**

18 The State Board of Education shall develop or identify academically rigorous honors-level
19 courses in healthful living education that can be offered at the high school level. These
20 honors-level courses shall be more rigorous than standard-level courses, include advanced
21 content, provide multiple opportunities for students to take greater responsibility for their
22 learning, and require higher quality work from the students than standard courses.

23 **§ 115C-81.40. North Carolina History and Geography.**

24 The standard course of study shall include the requirement that the public schools provide
25 to all students one yearlong course of instruction on North Carolina history and geography in
26 elementary school and one yearlong course of instruction in middle school on North Carolina
27 history with United States history integrated into this instruction. The course of instruction shall
28 include contributions to the history and geography of the State and the nation by the racial and
29 ethnic groups that have contributed to the development and diversity of the State and nation.
30 Each course of instruction may include up to two weeks of instruction relating to the local area
31 in which the students reside.

32 **§ 115C-81.45. Classes Conducted in English; Citizenship; and Civic Literacy.**

33 (a) Except when a board authorizes teaching in a foreign language in order to comply
34 with federal law, local boards of education shall require all teachers and principals to conduct
35 classes except foreign language classes in English. Any teacher or principal who refuses to do
36 so may be dismissed.

37 (b) Local boards of education shall provide for the efficient teaching at appropriate
38 grade levels of all materials set forth in the standard course of study, including integrated
39 instruction in the areas of citizenship in the United States of America, government of the State
40 of North Carolina, government of the United States, fire prevention, the free enterprise system,
41 and the dangers of harmful or illegal drugs, including alcohol.

42 (c) Democratic Process and Citizenship Education.

43 (1) The State Board of Education shall include instruction in civic and
44 citizenship education in the standard course of study for high school social
45 studies. The State Board of Education is strongly encouraged to include, at a
46 minimum, the following components in the high school civic and citizenship
47 education standard course of study:

48 a. That students write to a local, State, or federal elected official about
49 an issue that is important to them.

50 b. Instruction on the importance of voting and otherwise participating in
51 the democratic process, including instruction on voter registration.

- 1 c. Information about current events and governmental structure.
2 d. Information about the democratic process and how laws are made.
3 (2) The State Board of Education shall include instruction in civic and
4 citizenship education in the standard course of study for middle school social
5 studies. The State Board of Education is strongly encouraged to include, at a
6 minimum, the following components in the middle school civic and
7 citizenship education standard course of study:
8 a. A tour of representative local government facilities, such as the local
9 jail, the courthouse, or a town hall, to help students understand the
10 way their community is governed.
11 b. Allowing students to choose and analyze a community problem and
12 offer public policy recommendations on the problem to local
13 officials.
14 c. Information about getting involved in community groups.
15 (d) Civic Literacy.
16 (1) Local boards of education shall require during the high school years the
17 teaching of a semester course "American History I – The Founding
18 Principles." A passing grade in the course shall be required for graduation
19 from high school and the course shall include at least the following:
20 a. The Creator-endowed inalienable rights of the people.
21 b. Structure of government, separation of powers with checks and
22 balances.
23 c. Frequent and free elections in a representative government.
24 d. Rule of law.
25 e. Equal justice under the law.
26 f. Private property rights.
27 g. Federalism.
28 h. Due process.
29 i. Individual rights as set forth in the Bill of Rights.
30 j. Individual responsibility.
31 (2) The State Board of Education shall require that any high school level
32 curriculum-based tests developed and administered statewide beginning with
33 the 2014-2015 academic year include questions related to the philosophical
34 foundations of our form of government and the principles underlying the
35 Declaration of Independence, the United States Constitution and its
36 amendments, and the most important of the Federalist Papers.
37 (3) The Department of Public Instruction and the local boards of education, as
38 appropriate, shall provide or cause to be provided curriculum content for the
39 semester course required in subdivision (1) of this subsection and
40 professional development to ensure that the intent and provisions of this
41 subsection are carried out. The curriculum content established shall include a
42 review of the contributions made by Americans of all races.
43 (4) The Department of Public Instruction shall submit a biennial report by
44 October 15 of each odd-numbered year to the Joint Legislative Education
45 Oversight Committee covering the implementation of this subsection.

46 **§ 115C-81.50. Student Councils.**

47 All high schools and middle schools shall be encouraged to have elected student councils
48 through which students have input into policies and decisions that affect them. All other
49 schools are encouraged to have student councils.

1 The purpose of these student councils is to build civic skills and attitudes such as
2 participation in elections, discussion and debate of issues, and collaborative decision making.
3 Schools shall encourage active, broad-based participation in these student councils.

4 **"§ 115C-81.55. Current Events.**

5 Schools should encourage discussions of current events in a wide range of classes,
6 especially social studies and language arts classes. All high schools and middle schools are
7 encouraged to have at least two classes per grade level to offer interactive current events
8 discussions at least every four weeks.

9 **"§ 115C-81.60. Character Education.**

10 (a) Each local board of education shall develop and implement character education
11 instruction with input from the local community. The instruction shall be incorporated into the
12 standard curriculum and should address the following traits:

- 13 (1) Courage. – Having the determination to do the right thing even when others
14 don't and the strength to follow your conscience rather than the crowd; and
15 attempting difficult things that are worthwhile.
- 16 (2) Good judgment. – Choosing worthy goals and setting proper priorities;
17 thinking through the consequences of your actions; and basing decisions on
18 practical wisdom and good sense.
- 19 (3) Integrity. – Having the inner strength to be truthful, trustworthy, and honest
20 in all things; acting justly and honorably.
- 21 (4) Kindness. – Being considerate, courteous, helpful, and understanding of
22 others; showing care, compassion, friendship, and generosity; and treating
23 others as you would like to be treated.
- 24 (5) Perseverance. – Being persistent in the pursuit of worthy objectives in spite
25 of difficulty, opposition, or discouragement; and exhibiting patience and
26 having the fortitude to try again when confronted with delays, mistakes, or
27 failures.
- 28 (6) Respect. – Showing high regard for authority, for other people, for self, for
29 property, and for country; and understanding that all people have value as
30 human beings.
- 31 (7) Responsibility. – Being dependable in carrying out obligations and duties;
32 showing reliability and consistency in words and conduct; being accountable
33 for your own actions; and being committed to active involvement in your
34 community.
- 35 (8) Self-discipline. – Demonstrating hard work and commitment to purpose;
36 regulating yourself for improvement and restraining from inappropriate
37 behaviors; being in proper control of your words, actions, impulses, and
38 desires; choosing abstinence from premarital sex, drugs, alcohol, and other
39 harmful substances and behaviors; and doing your best in all situations.

40 (b) In addition to the instruction under subsection (a) of this section, local boards of
41 education are encouraged to include instruction on the following responsibilities:

- 42 (1) Respect for school personnel. – In the school environment, respect includes
43 holding teachers, school administrators, and all school personnel in high
44 esteem and demonstrating in words and deeds that all school personnel
45 deserve to be treated with courtesy and proper deference.
- 46 (2) Responsibility for school safety. – Helping to create a harmonious school
47 atmosphere that is free from threats, weapons, and violent or disruptive
48 behavior; cultivating an orderly learning environment in which students and
49 school personnel feel safe and secure; and encouraging the resolution of
50 conflicts and disagreements through peaceful means including peer
51 mediation. Instruction in this responsibility should include a consistent and

1 age-appropriate antiviolence message and a conflict resolution component
2 for students in kindergarten through grade 12. These messages should
3 include media-awareness education to help children recognize stereotypes
4 and messages portraying violence.

5 (3) Service to others. – Engaging in meaningful service to their schools and their
6 communities. Schools may teach service-learning by (i) incorporating it into
7 their standard curriculum or (ii) involving a classroom of students or some
8 other group of students in one or more hands-on community service projects.
9 All schools are encouraged to provide opportunities for student involvement
10 in community service or service-learning projects.

11 (4) Good citizenship. – Obeying the laws of the nation and this State; abiding by
12 school rules; and understanding the rights and responsibilities of a member
13 of a republic.

14 **"§ 115C-81.65. Financial Literacy.**

15 (a) Instruction shall be provided in personal financial literacy for all students. In
16 addition to the requirements in subsection (b) of this section, the State Board of Education shall
17 determine the other components of personal financial literacy that will be covered in the
18 curriculum. The State Board shall also review the high school standard course of study to
19 determine into which courses and grade levels personal financial literacy shall be integrated.

20 (b) Each student shall receive personal financial literacy instruction that shall include:

21 (1) The true cost of credit.

22 (2) Choosing and managing a credit card.

23 (3) Borrowing money for an automobile or other large purchase.

24 (4) Home mortgages.

25 (5) Credit scoring and credit reports.

26 (6) Other relevant financial literacy issues.

27 **"§ 115C-81.70. Disability History and Awareness.**

28 (a) Each local board of education shall provide instruction on disability, people with
29 disabilities, and the disability rights movement in conjunction with Disability History and
30 Awareness Month, established pursuant to G.S. 103-11.

31 (b) This instruction shall be incorporated through measures that include:

32 (1) Supplementing existing lesson plans.

33 (2) Holding school assemblies.

34 (3) Hosting disability-focused film festivals.

35 (4) Organizing other school activities.

36 Local boards of education are encouraged to incorporate individuals with disabilities or
37 knowledgeable guest speakers from the disability community into the delivery of this
38 instruction.

39 **"§ 115C-81.75. Cursive Writing.**

40 The standard course of study shall include the requirement that the public schools provide
41 instruction in cursive writing so that students create readable documents through legible cursive
42 handwriting by the end of fifth grade.

43 **"§ 115C-81.80. Multiplication Tables.**

44 The standard course of study shall include the requirement that students enrolled in public
45 schools memorize multiplication tables to demonstrate competency in efficiently multiplying
46 numbers.

47 **"§ 115C-81.85. Instruction in American Sign Language.**

48 (a) The State Board of Education shall encourage schools to offer American Sign
49 Language classes in high schools as a modern foreign language.

50 (b) The State Board of Education shall adopt and implement standards for the
51 certification of teachers of American Sign Language and shall set standards for teacher

1 preparation programs that prepare students for certification as American Sign Language
2 teachers."

3 **SECTION 6.** G.S. 115C-47 is amended by adding a new subdivision to read:

4 "(1a) To Establish and Maintain Kindergartens. –

5 a. Local boards of education shall provide for their respective local
6 school administrative unit kindergartens as a part of the public school
7 system for all children living in the local school administrative unit
8 who are eligible for admission pursuant to sub-subdivision c. of this
9 subdivision provided that funds are available from State, local,
10 federal, or other sources to operate a kindergarten program as
11 provided in this subdivision.

12 b. All kindergarten programs so established shall be subject to the
13 supervision of the Department of Public Instruction and shall be
14 operated in accordance with the standards adopted by the State Board
15 of Education, upon recommendation of the Superintendent of Public
16 Instruction. Among the standards to be adopted by the State Board of
17 Education shall be a provision that the Board will allocate funds for
18 the purpose of operating and administering kindergartens to each
19 school administrative unit in the State based on the average daily
20 membership for the best continuous three out of the first four school
21 months of pupils in the kindergarten program during the last school
22 year in that respective school administrative unit. Such allocations
23 are to be made from funds appropriated to the State Board of
24 Education for the kindergarten program.

25 c. Any child who meets the requirements of G.S. 115C-364 shall be
26 eligible for enrollment in kindergarten. Any child who is enrolled in
27 kindergarten and not withdrawn by the child's parent or legal
28 guardian shall attend kindergarten.

29 d. Notwithstanding any other provision of law to the contrary, subject
30 to the approval of the State Board of Education, any local board of
31 education may elect not to establish and maintain a kindergarten
32 program. Any funds allocated to a local board of education which
33 does not operate a kindergarten program may be reallocated by the
34 State Board of Education, within the discretion of the Board, to a
35 county or city board of education which will operate such a
36 program."

37 **SECTION 7.** G.S. 115C-47 is amended by adding a new subdivision to read:

38 "(29c) To Allow and Encourage the Reading and Posting of Documents on the
39 History of the United States and with Historical Significance for the United
40 States. –

41 a. Local boards of education shall allow and may encourage any public
42 school teacher or administrator to read or post in a public school
43 building, classroom, or event excerpts or portions of writings,
44 documents, and records that reflect the history of the United States,
45 including, but not limited to:

46 1. The preamble to the North Carolina Constitution.

47 2. The Declaration of Independence.

48 3. The United States Constitution.

49 4. The Mayflower Compact.

50 5. The national motto.

51 6. The National Anthem.

- 1 7. The Pledge of Allegiance.
 2 8. The writings, speeches, documents, and proclamations of the
 3 founding fathers and Presidents of the United States.
 4 9. Decisions of the Supreme Court of the United States.
 5 10. Acts of the Congress of the United States, including the
 6 published text of the Congressional Record.

7 b. Local boards, superintendents, principals, and supervisors shall not
 8 allow content-based censorship of American history in the public
 9 schools of this State, including religious references in these writings,
 10 documents, and records. Local boards and professional school
 11 personnel may develop curricula and use materials that are limited to
 12 specified topics, provided the curricula and materials are aligned with
 13 the standard course of study or are grade level appropriate.

14 c. A local school administrative unit may display on real property
 15 controlled by that local school administrative unit documents and
 16 objects of historical significance that have formed and influenced the
 17 United States legal or governmental system and that exemplify the
 18 development of the rule of law, such as the Magna Carta, the
 19 Mecklenburg Declaration, the Ten Commandments, the Justinian
 20 Code, and documents set out in sub-subdivision a. of this
 21 subdivision. Such displays are subject to the following requirements:

22 1. The display may include, but shall not be limited to,
 23 documents that contain words associated with a religion;
 24 provided, however, no display shall seek to establish or
 25 promote religion or to persuade any person to embrace a
 26 particular religion, denomination of a religion, or other
 27 philosophy.

28 2. The display of a document containing words associated with
 29 a religion shall be in the same manner and appearance
 30 generally as other documents and objects displayed and shall
 31 not be presented or displayed in any fashion that results in
 32 calling attention to it apart from the other displayed
 33 documents and objects. The display also shall be
 34 accompanied by a prominent sign quoting the First
 35 Amendment of the United States Constitution as follows:
 36 "Congress shall make no law respecting an establishment of
 37 religion, or prohibiting the free exercise thereof; or abridging
 38 the freedom of speech, or of the press; or the right of the
 39 people peaceably to assemble, and to petition the government
 40 for a redress of grievances.""

41 **SECTION 8.** G.S. 115C-47 is amended by adding a new subdivision to read:

42 "(49a) To Address Science Safety Requirements. –

43 a. Each local board of education shall certify annually to the State
 44 Board of Education that its high school and middle school science
 45 laboratories are equipped with appropriate personal protective
 46 equipment for students and teachers.

47 b. Each local board of education shall ensure that its high schools and
 48 middle schools comply with all State Board of Education policies
 49 related to science laboratory safety."

50 **SECTION 9.** G.S. 115C-12(9c) reads as rewritten:

51 "(9c) Power to Develop Content Standards and Exit Standards. –

- 1 a. The Board shall develop a comprehensive plan to revise content
2 standards and the standard course of study in the core academic areas
3 of reading, writing, mathematics, science, history, geography, and
4 civics. The Board shall involve and survey a representative sample of
5 parents, teachers, and the public to help determine academic content
6 standard priorities and usefulness of the content standards. A full
7 review of available and relevant academic content standards that are
8 rigorous, specific, sequenced, clear, focused, and measurable,
9 whenever possible, shall be a part of the process of the development
10 of content standards. The revised content standards developed in the
11 core academic areas shall (i) reflect high expectations for students
12 and an in-depth mastery of the content; (ii) be clearly grounded in the
13 content of each academic area; (iii) be defined grade-by-grade and
14 course-by-course; (iv) be understandable to parents and teachers; (v)
15 be developed in full recognition of the time available to teach the
16 core academic areas at each grade level; and (vi) be measurable,
17 whenever possible, in a reliable, valid, and efficient manner for
18 accountability purposes.
- 19 b. High school course content standards shall include the knowledge
20 and skills necessary to pursue further postsecondary education or to
21 attain employment in the 21st century economy. The high school
22 course content standards also shall be aligned with the minimum
23 undergraduate course requirements for admission to the constituent
24 institutions of The University of North Carolina. ~~The Board may
25 develop exit standards that will be required for high school
26 graduation.~~
- 27 c. The Board also shall develop and implement an ongoing process to
28 align State programs and support materials with the revised academic
29 content standards for each core academic area on a regular basis.
30 Alignment shall include revising textbook criteria, support materials,
31 State tests, teacher and school administrator preparation, and ongoing
32 professional development programs to be compatible with content
33 standards. The Board shall develop and make available to teachers
34 and parents support materials, including teacher and parent guides,
35 for academic content standards. The State Board of Education shall
36 work in collaboration with the Board of Governors of The University
37 of North Carolina to ensure that teacher and school administrator
38 degree programs, ongoing professional development, and other
39 university activity in the State's public schools align with the State
40 Board's priorities."

41 **SECTION 10.** G.S. 115C-12 is amended by adding a new subdivision to read:

42 "(9d) Power to Develop Exit Standards and Graduation Requirements. –

- 43 a. The Board may develop exit standards that shall be required for high
44 school graduation. The Board shall require the following for high
45 school graduation:
- 46 1. Successful completion of instruction in cardiopulmonary
47 resuscitation as provided in G.S. 115C-81.25(c)(10).
 - 48 2. A passing grade in "American History I – The Founding
49 Principles" as provided in G.S. 115C-81.45(d)(1).
- 50 b. The following restrictions apply to the Board regarding Algebra I and
51 high school graduation projects:

1 1. The Board shall not adopt or enforce any rule that requires
2 Algebra I as a graduation standard or as a requirement for a
3 high school diploma for any student whose individualized
4 education program (i) identifies the student as learning
5 disabled in the area of mathematics and (ii) states that this
6 learning disability will prevent the student from mastering
7 Algebra I.

8 2. The Board shall not require any student to prepare a high
9 school graduation project as a condition of graduation from
10 high school; local boards of education may, however, require
11 their students to complete a high school graduation project.

12 **SECTION 10.** G.S. 115C-12(9)c. is repealed.

13 **SECTION 11.** G.S. 115C-47(12) is repealed.

14 **SECTION 12.** G.S. 115C-105.26(b)(2) reads as rewritten:

15 "(2) State rules and policies, except those pertaining to public school State salary
16 schedules and employee benefits for school employees, the instructional
17 program that must be offered under the ~~Basic Education Program, standard~~
18 course of study, the system of employment for public school teachers and
19 administrators set out in G.S. 115C-287.1 and in Part 3 of Article 22 of this
20 Chapter, health and safety codes, compulsory attendance, the minimum
21 lengths of the school day and year, and the Uniform Education Reporting
22 System."

23 **SECTION 13.** G.S. 115C-174.11(a) reads as rewritten:

24 "(a) Assessment Instruments for Kindergarten, First, Second, and Third Grades. – The
25 State Board of Education shall develop, adopt, and provide to the local school administrative
26 units developmentally appropriate individualized assessment instruments ~~consistent with the~~
27 ~~Basic Education Program aligned with the standard course of study~~ and Part 1A of Article 8 of
28 this Chapter for the kindergarten, first, second, and third grades. Local school administrative
29 units shall use these assessment instruments provided to them by the State Board for
30 kindergarten, first, second, and third grade students to assess progress, diagnose difficulties,
31 and inform instruction and remediation needs. Local school administrative units shall not use
32 standardized tests for summative assessment of kindergarten, first, and second grade students
33 except as required as a condition of receiving federal grants."

34 **SECTION 14.** G.S. 120-70.81(a)(2) is repealed.

35 **SECTION 15.** This act is effective when it becomes law.