

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

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HOUSE BILL 135
Senate Education/Higher Education Committee Substitute Adopted 6/14/17

Short Title: Technical Changes to Courses of Study Statute.

(Public)

Sponsors:

Referred to:

February 20, 2017

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 G.S. 115C-81 is repealed.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 G.S. 115C-81.1 is repealed.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 G.S. 115C-81.3 is repealed.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 G.S. 115C-81.4 is repealed.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) All children can learn. It is the intent of the General Assembly that the mission of
13 the public school community is to challenge with high expectations each child to learn, to
14 achieve, and to fulfill his or her potential. With that mission as its guide, the State Board of
15 Education shall adopt a plan of education and a standard course of study as provided in
16 G.S. 115C-12(9c) for the public schools of the State. It is the intent of the General Assembly
17 that the focus of State educational funding shall be to ensure that each student receives a sound
18 basic education. It is further a goal of the General Assembly to provide supplemental funds to
19 low-wealth counties to allow those counties to enhance the instructional program and student
20 achievement. Instruction shall be offered in the areas of arts, communication skills, physical
21 education and personal health and safety, mathematics, media and computer skills, science,
22 second languages, social studies, and career and technical education. In addition, instruction
23 shall be offered in all of the areas provided in this Part.

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

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

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

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

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

33 (5) A program of remedial education.

34 (6) Required support programs.

35 (7) A definition of the instructional day.

36 (8) Class size recommendations and requirements.



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- 1 (9) Prescribed staffing allotment ratios.
2 (10) Material and equipment allotment ratios.
3 (11) Facilities guidelines that reflect educational program appropriateness,
4 long-term cost efficiency, and safety considerations.
5 (12) Any other information the Board considers appropriate and necessary.

6 **"§ 115C-81.10. Career and technical education.**

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

- 8 (1) The integration of academic and career and technical education.
9 (2) A sequential course of study leading to career and college readiness.
10 (3) Increased student work skill attainment and job placement.
11 (4) Increased linkages, where geographically feasible, between public schools
12 and community colleges, so the public schools can emphasize academic
13 preparation and the community colleges can emphasize specific job training.
14 (5) Instruction and experience, to the extent practicable, in all aspects of the
15 industry the students are prepared to enter.

16 **"§ 115C-81.15. Conflict resolution and mediation models.**

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

27 **"§ 115C-81.20. Alcohol and drug use prevention education.**

28 (a) Instruction shall be provided in alcohol and drug use prevention education from
29 kindergarten through high school.

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

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

- 35 (1) Work to strengthen instructional offerings in the content and skill areas in
36 which alcohol and drug use prevention education is addressed.
37 (2) Develop curricular materials and resources that meet, extend, and
38 supplement drug and alcohol education as outlined in the standard course of
39 study and the teacher handbook for the competency-based curriculum.
40 (3) Recommend to the State Board of Education any drug use prevention
41 education support materials that should be removed from or added to the
42 recommended list of curricular resources developed and maintained by the
43 State Board of Education.

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

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

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

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

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

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

9 (1) Reaches all students in all grades.

10 (2) Presents a clear and consistent message that the use of alcohol and unlawful
11 drugs and the misuse of other drugs are unhealthy and harmful.

12 (3) Reflects current research and theory.

13 (4) Includes all abusable substances.

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

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

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

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

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

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

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

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

23 **§ 115C-81.25. Health education.**

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

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

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

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

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

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

42 (1) Mental and emotional health.

43 (2) Drug and alcohol abuse prevention.

44 (3) Nutrition.

45 (4) Dental health.

46 (5) Environmental health.

47 (6) Family living.

48 (7) Consumer health.

49 (8) Disease control.

50 (9) Growth and development.

1 (10) First aid and emergency care, including the teaching of cardiopulmonary
2 resuscitation (CPR) and the Heimlich maneuver by using hands-on training
3 with mannequins so that students pass a test approved by the American
4 Heart Association or American Red Cross. For the purposes of this
5 subdivision, schools shall do all of the following:

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

10 b. Maintain documentation in an electronic database that students have
11 successfully completed CPR instruction to meet healthful living
12 essential standards.

13 c. Require successful completion of instruction in CPR to be a
14 requirement for high school graduation by the 2014-2015 school
15 year.

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

19 (12) Reproductive health and safety education.

20 (13) Bicycle safety.

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

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

34 **§ 115C-81.30. Reproductive health and safety education provided by local school**
35 **administrative units.**

36 (a) Each local school administrative unit shall provide a reproductive health and safety
37 education program commencing in the seventh grade. Materials used in this instruction shall be
38 age-appropriate for use with students. Law enforcement agencies, criminal justice agencies, and
39 nongovernmental organizations with experience in sex-trafficking prevention and awareness
40 may provide materials and information. Information conveyed during the instruction shall be
41 objective and based upon scientific research that is peer reviewed and accepted by
42 professionals and credentialed experts in any of the following fields: sexual health education,
43 adolescent psychology, behavioral counseling, medicine, human anatomy, biology, ethics, or
44 health education. Reproductive health and safety instruction provided by the local school
45 administrative units shall do the following:

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

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

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

- 1 (4) Teach that abstinence from sexual activity is the only certain means of
2 avoiding out-of-wedlock pregnancy, sexually transmitted diseases when
3 transmitted through sexual contact, including HIV/AIDS, and other
4 associated health and emotional problems. As used in this section,
5 "HIV/AIDS" means Human Immunodeficiency Virus/Acquired Immune
6 Deficiency Syndrome.
- 7 (5) Teach that a mutually faithful monogamous heterosexual relationship in the
8 context of marriage is the best lifelong means of avoiding sexually
9 transmitted diseases, including HIV/AIDS.
- 10 (6) Teach the positive benefits of abstinence until marriage and the risks of
11 premarital sexual activity.
- 12 (7) Provide opportunities that allow for interaction between the parent or legal
13 guardian and the student.
- 14 (8) Provide factually accurate biological or pathological information that is
15 related to the human reproductive system.
- 16 (9) Teach about the preventable risks for preterm birth in subsequent
17 pregnancies, including induced abortion, smoking, alcohol consumption, the
18 use of illegal drugs, and inadequate prenatal care.
- 19 (10) Teach about sexually transmitted diseases. Instruction shall include how
20 sexually transmitted diseases are and are not transmitted, the effectiveness
21 and safety of all federal Food and Drug Administration (FDA)-approved
22 methods of reducing the risk of contracting sexually transmitted diseases,
23 and information on local resources for testing and medical care for sexually
24 transmitted diseases. Instruction shall include the rates of infection among
25 pre-teen and teens of each known sexually transmitted disease and the
26 effects of contracting each sexually transmitted disease. In particular, the
27 instruction shall include information about the effects of contracting the
28 Human Papilloma Virus, including sterility and cervical cancer.
- 29 (11) Teach about the effectiveness and safety of all FDA-approved contraceptive
30 methods in preventing pregnancy.
- 31 (12) Teach awareness of sexual assault, sexual abuse, and risk reduction. The
32 instruction and materials shall:
- 33 a. Focus on healthy relationships.
- 34 b. Teach students what constitutes sexual assault and sexual abuse, the
35 causes of those behaviors, and risk reduction.
- 36 c. Inform students about resources and reporting procedures if they
37 experience sexual assault or sexual abuse.
- 38 d. Examine common misconceptions and stereotypes about sexual
39 assault and sexual abuse.
- 40 (13) Teach about sex trafficking prevention and awareness. Each local school
41 administrative unit shall:
- 42 a. Collaborate with a diverse group of outside consultants where
43 practical, including law enforcement with expertise in sex-trafficking
44 prevention education, to address the threats of sex trafficking.
- 45 b. Collaborate with a diverse group of outside consultants, including
46 law enforcement with expertise in sex trafficking, on a referral
47 protocol for high-risk pupils and minors.
- 48 (b) Each local board of education shall adopt a policy and provide a mechanism to
49 allow a parent or a legal guardian to withdraw his or her child from instruction required under
50 subdivisions (10) through (13) of subsection (a) of this section.

1 (c) Parental Review and Consent. – Each school year, before students may participate
2 in any portion of (i) a program that pertains to or is intended to impart information or promote
3 discussion or understanding in regard to the prevention of sexually transmitted diseases,
4 including HIV/AIDS, or to the avoidance of out-of-wedlock pregnancy or (ii) a reproductive
5 health and safety education program, whether developed by the State or by the local board of
6 education, the parents and legal guardians of those students shall be given an opportunity to
7 review the objectives and materials as provided in G.S. 115C-81.25(d). Local boards of
8 education shall adopt policies to provide opportunities either for parents and legal guardians to
9 consent or for parents and legal guardians to withhold their consent to the students'
10 participation in any or all of these programs.

11 (d) Information on Contraceptives and Abortion Referral Services. – Students may
12 receive information about where to obtain contraceptives and abortion referral services only in
13 accordance with a local board's policy regarding parental consent. Any instruction concerning
14 the use of contraceptives or prophylactics shall provide accurate statistical information on their
15 effectiveness and failure rates for preventing pregnancy and sexually transmitted diseases,
16 including HIV/AIDS, in actual use among adolescent populations and shall explain clearly the
17 difference between risk reduction and risk elimination through abstinence. The Department of
18 Health and Human Services shall provide the most current available information at the
19 beginning of each school year.

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

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

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

32 **"§ 115C-81.35. Honors-level courses in healthful living education.**

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

38 **"§ 115C-81.40. North Carolina history and geography.**

39 The standard course of study shall include the requirement that the public schools provide
40 to all students one yearlong course of instruction on North Carolina history and geography in
41 elementary school and one yearlong course of instruction in middle school on North Carolina
42 history with United States history integrated into this instruction. The course of instruction shall
43 include contributions to the history and geography of the State and the nation by the racial and
44 ethnic groups that have contributed to the development and diversity of the State and nation.
45 Each course of instruction may include up to two weeks of instruction relating to the local area
46 in which the students reside.

47 **"§ 115C-81.45. Classes conducted in English; citizenship; and civic literacy.**

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

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

6 **(c)** Democratic Process and Citizenship Education. –

7 **(1)** The State Board of Education shall include instruction in civic and
8 citizenship education in the standard course of study for high school social
9 studies. The State Board of Education is strongly encouraged to include, at a
10 minimum, the following components in the high school civic and citizenship
11 education standard course of study:

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

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

16 c. Information about current events and governmental structure.

17 d. Information about the democratic process and how laws are made.

18 **(2)** The State Board of Education shall include instruction in civic and
19 citizenship education in the standard course of study for middle school social
20 studies. The State Board of Education is strongly encouraged to include, at a
21 minimum, the following components in the middle school civic and
22 citizenship education standard course of study:

23 a. A tour of representative local government facilities, such as the local
24 jail, the courthouse, or a town hall, to help students understand the
25 way their community is governed.

26 b. Allowing students to choose and analyze a community problem and
27 offer public policy recommendations on the problem to local
28 officials.

29 c. Information about getting involved in community groups.

30 **(d)** Civic Literacy. –

31 **(1)** The State Board of Education shall require during the high school years the
32 teaching of a semester course on the Founding Principles of the United
33 States of America and the State of North Carolina. A passing grade in the
34 course shall be required for graduation from high school, and the course
35 shall include at least the following subjects:

36 a. The Creator-endowed inalienable rights of the people.

37 b. Structure of government, separation of powers with checks and
38 balances.

39 c. Frequent and free elections in a representative government.

40 d. Rule of law.

41 e. Equal justice under the law.

42 f. Private property rights.

43 g. Federalism.

44 h. Due process.

45 i. Individual rights as set forth in the Bill of Rights.

46 j. Individual responsibility.

47 k. Constitutional limitations on government power to tax and spend,
48 and prompt payment of public debt.

49 l. Strong defense and supremacy of civil authority over military.

50 m. Peace, commerce, and honest friendship with all nations, entangling
51 alliances with none.

1 (2) The State Board of Education shall require that any high school level
2 curriculum-based tests for the course required in subdivision (1) of this
3 subsection developed and administered statewide beginning with the
4 2016-2017 academic year include questions related to the philosophical
5 foundations of our form of government and the principles underlying the
6 Declaration of Independence, the United States Constitution and its
7 amendments, and the most important of the Federalist Papers.

8 (3) The Department of Public Instruction and the local boards of education, as
9 appropriate, shall provide or cause to be provided curriculum content for the
10 semester course required in subdivision (1) of this subsection and
11 professional development to ensure that the intent and provisions of this
12 subsection are carried out. The curriculum content established shall include a
13 review of the contributions made by Americans of all races.

14 (4) The Department of Public Instruction shall submit a biennial report by
15 October 15 of each odd-numbered year to the Joint Legislative Education
16 Oversight Committee covering the implementation of this subsection.

17 **"§ 115C-81.50. Student councils.**

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

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

24 **"§ 115C-81.55. Current events.**

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

29 **"§ 115C-81.60. Character education.**

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

33 (1) Courage. – Having the determination to do the right thing even when others
34 don't and the strength to follow your conscience rather than the crowd; and
35 attempting difficult things that are worthwhile.

36 (2) Good judgment. – Choosing worthy goals and setting proper priorities;
37 thinking through the consequences of your actions; and basing decisions on
38 practical wisdom and good sense.

39 (3) Integrity. – Having the inner strength to be truthful, trustworthy, and honest
40 in all things; acting justly and honorably.

41 (4) Kindness. – Being considerate, courteous, helpful, and understanding of
42 others; showing care, compassion, friendship, and generosity; and treating
43 others as you would like to be treated.

44 (5) Perseverance. – Being persistent in the pursuit of worthy objectives in spite
45 of difficulty, opposition, or discouragement; and exhibiting patience and
46 having the fortitude to try again when confronted with delays, mistakes, or
47 failures.

48 (6) Respect. – Showing high regard for authority, for other people, for self, for
49 property, and for country; and understanding that all people have value as
50 human beings.

- 1 (7) Responsibility. – Being dependable in carrying out obligations and duties; showing reliability and consistency in words and conduct; being accountable for your own actions; and being committed to active involvement in your community.
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- 5 (8) Self-discipline. – Demonstrating hard work and commitment to purpose; regulating yourself for improvement and restraining from inappropriate behaviors; being in proper control of your words, actions, impulses, and desires; choosing abstinence from premarital sex, drugs, alcohol, and other harmful substances and behaviors; and doing your best in all situations.
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- 10 (b) In addition to the instruction under subsection (a) of this section, local boards of education are encouraged to include instruction on the following responsibilities:
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- 12 (1) Respect for school personnel. – In the school environment, respect includes holding teachers, school administrators, and all school personnel in high esteem and demonstrating in words and deeds that all school personnel deserve to be treated with courtesy and proper deference.
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- 16 (2) Responsibility for school safety. – Helping to create a harmonious school atmosphere that is free from threats, weapons, and violent or disruptive behavior; cultivating an orderly learning environment in which students and school personnel feel safe and secure; and encouraging the resolution of conflicts and disagreements through peaceful means, including peer mediation. Instruction in this responsibility should include a consistent and age-appropriate antiviolence message and a conflict resolution component for students in kindergarten through grade 12. These messages should include media-awareness education to help children recognize stereotypes and messages portraying violence.
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- 26 (3) Service to others. – Engaging in meaningful service to their schools and their communities. Schools may teach service-learning by (i) incorporating it into their standard curriculum or (ii) involving a classroom of students or some other group of students in one or more hands-on community service projects. All schools are encouraged to provide opportunities for student involvement in community service or service-learning projects.
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- 32 (4) Good citizenship. – Obeying the laws of the nation and this State; abiding by school rules; and understanding the rights and responsibilities of a member of a republic.
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35 **§ 115C-81.65. Financial literacy.**

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

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

- 42 (1) The true cost of credit.
- 43 (2) Choosing and managing a credit card.
- 44 (3) Borrowing money for an automobile or other large purchase.
- 45 (4) Home mortgages.
- 46 (5) Credit scoring and credit reports.
- 47 (6) Other relevant financial literacy issues.

48 **§ 115C-81.70. Disability history and awareness.**

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

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1 (b) This instruction shall be incorporated through measures that include any of the
2 following:

- 3 (1) Supplementing existing lesson plans.
- 4 (2) Holding school assemblies.
- 5 (3) Hosting disability-focused film festivals.
- 6 (4) Organizing other school activities.

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

10 **"§ 115C-81.75. Cursive writing.**

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

14 **"§ 115C-81.80. Multiplication tables.**

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

18 **"§ 115C-81.85. Instruction in American Sign Language.**

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

21 (b) The State Board of Education shall adopt and implement standards for the
22 certification of teachers of American Sign Language and shall set standards for teacher
23 preparation programs that prepare students for certification as American Sign Language
24 teachers."

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

26 **"(1a) To Establish and Maintain Kindergartens. –**

- 27 a. Local boards of education shall provide for their respective local
28 school administrative unit kindergartens as a part of the public school
29 system for all children living in the local school administrative unit
30 who are eligible for admission pursuant to sub-subdivision c. of this
31 subdivision provided that funds are available from State, local,
32 federal, or other sources to operate a kindergarten program as
33 provided in this subdivision.
- 34 b. All kindergarten programs so established shall be subject to the
35 supervision of the Department of Public Instruction and shall be
36 operated in accordance with the standards adopted by the State Board
37 of Education, upon recommendation of the Superintendent of Public
38 Instruction. Among the standards to be adopted by the State Board of
39 Education shall be a provision that the Board will allocate funds for
40 the purpose of operating and administering kindergartens to each
41 school administrative unit in the State based on the average daily
42 membership for the best continuous three out of the first four school
43 months of pupils in the kindergarten program during the last school
44 year in that respective school administrative unit. Such allocations
45 are to be made from funds appropriated to the State Board of
46 Education for the kindergarten program.
- 47 c. Any child who meets the requirements of G.S. 115C-364 shall be
48 eligible for enrollment in kindergarten. Any child who is enrolled in
49 kindergarten and not withdrawn by the child's parent or legal
50 guardian shall attend kindergarten.

1 d. Notwithstanding any other provision of law to the contrary, subject
2 to the approval of the State Board of Education, any local board of
3 education may elect not to establish and maintain a kindergarten
4 program. Any funds allocated to a local board of education which
5 does not operate a kindergarten program may be reallocated by the
6 State Board of Education, within the discretion of the Board, to a
7 county or city board of education which will operate such a
8 program."

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

10 "(29c) To Allow and Encourage the Reading and Posting of Documents on the
11 History of the United States and With Historical Significance for the United
12 States. –

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

18 1. The preamble to the North Carolina Constitution.

19 2. The Declaration of Independence.

20 3. The United States Constitution.

21 4. The Mayflower Compact.

22 5. The national motto.

23 6. The National Anthem.

24 7. The Pledge of Allegiance.

25 8. The writings, speeches, documents, and proclamations of the
26 founding fathers and Presidents of the United States.

27 9. Decisions of the Supreme Court of the United States.

28 10. Acts of the Congress of the United States, including the
29 published text of the Congressional Record.

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

37 c. A local school administrative unit may display on real property
38 controlled by that local school administrative unit documents and
39 objects of historical significance that have formed and influenced the
40 United States legal or governmental system and that exemplify the
41 development of the rule of law, such as the Magna Carta, the
42 Mecklenburg Declaration, the Ten Commandments, the Justinian
43 Code, and documents set out in sub-subdivision a. of this
44 subdivision. Such displays are subject to the following requirements:

45 1. The display may include, but shall not be limited to,
46 documents that contain words associated with a religion;
47 provided, however, no display shall seek to establish or
48 promote religion or to persuade any person to embrace a
49 particular religion, denomination of a religion, or other
50 philosophy.

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

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

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

- a. Each local board of education shall certify annually to the State Board of Education that its high school and middle school science laboratories are equipped with appropriate personal protective equipment for students and teachers.
- b. Each local board of education shall ensure that its high schools and middle schools comply with all State Board of Education policies related to science laboratory safety."

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

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

- a. The Board shall develop a comprehensive plan to revise content standards and the standard course of study in the core academic areas of reading, writing, mathematics, science, history, geography, and civics. The Board shall involve and survey a representative sample of parents, teachers, and the public to help determine academic content standard priorities and usefulness of the content standards. A full review of available and relevant academic content standards that are rigorous, specific, sequenced, clear, focused, and measurable, whenever possible, shall be a part of the process of the development of content standards. The revised content standards developed in the core academic areas shall (i) reflect high expectations for students and an in-depth mastery of the content; (ii) be clearly grounded in the content of each academic area; (iii) be defined grade-by-grade and course-by-course; (iv) be understandable to parents and teachers; (v) be developed in full recognition of the time available to teach the core academic areas at each grade level; and (vi) be measurable, whenever possible, in a reliable, valid, and efficient manner for accountability purposes.
- b. High school course content standards shall include the knowledge and skills necessary to pursue further postsecondary education or to attain employment in the 21st century economy. The high school course content standards also shall be aligned with the minimum undergraduate course requirements for admission to the constituent institutions of The University of North Carolina. ~~The Board may develop exit standards that will be required for high school graduation.~~

- 1 c. The Board also shall develop and implement an ongoing process to
2 align State programs and support materials with the revised academic
3 content standards for each core academic area on a regular basis.
4 Alignment shall include revising textbook criteria, support materials,
5 State tests, teacher and school administrator preparation, and ongoing
6 professional development programs to be compatible with content
7 standards. The Board shall develop and make available to teachers
8 and parents support materials, including teacher and parent guides,
9 for academic content standards. The State Board of Education shall
10 work in collaboration with the Board of Governors of The University
11 of North Carolina to ensure that teacher and school administrator
12 degree programs, ongoing professional development, and other
13 university activity in the State's public schools align with the State
14 Board's priorities."

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

16 "(9d) Power to Develop Exit Standards and Graduation Requirements. –

- 17 a. The Board may develop exit standards that shall be required for high
18 school graduation. The Board shall require the following for high
19 school graduation:
20 1. Successful completion of instruction in cardiopulmonary
21 resuscitation as provided in G.S. 115C-81.25(c)(10).
22 2. A passing grade in the semester course on the Founding
23 Principles of the United States of America and the State of
24 North Carolina described in G.S. 115C-81.45(d)(1).
25 b. The following restrictions apply to the Board regarding Algebra I and
26 high school graduation projects:
27 1. The Board shall not adopt or enforce any rule that requires
28 Algebra I as a graduation standard or as a requirement for a
29 high school diploma for any student whose individualized
30 education program (i) identifies the student as learning
31 disabled in the area of mathematics and (ii) states that this
32 learning disability will prevent the student from mastering
33 Algebra I.
34 2. The Board shall not require any student to prepare a high
35 school graduation project as a condition of graduation from
36 high school; local boards of education may, however, require
37 their students to complete a high school graduation project."

38 **SECTION 11.** G.S. 115C-12(9)c. is repealed.

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

40 **SECTION 13.** G.S. 115C-105.32 reads as rewritten:

41 **"§ 115C-105.32. Parent involvement programs and conflict resolution programs as part**
42 **of school improvement plans.**

43 A school is encouraged to include a comprehensive parent involvement program as part of
44 its school improvement plan under G.S. 115C-105.27. The State Board of Education shall
45 develop a list of recommended strategies that it determines to be effective, which building level
46 committees may use to establish parent involvement programs designed to meet the specific
47 needs of their schools. The Board shall make the list available to local school administrative
48 units and school buildings by the beginning of the 1994-95 school year.

49 A school is encouraged to review its need for a comprehensive conflict resolution program
50 as part of the development of its school improvement plan under G.S. 115C-105.27. If a school
51 determines that this program is needed, it may select from the list developed by the State Board

1 of Education under ~~G.S. 115C-81(a4)~~G.S. 115C-81.15 or may develop its own materials and
2 curricula to be approved by the local board of education."

3 **SECTION 14.** G.S. 115C-174.11(a) reads as rewritten:

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

14 **SECTION 15.** G.S. 115C-174.11(c)(4) reads as rewritten:

15 "(4) To the extent funds are made available, the State Board of Education shall
16 plan for and require the administration of the ACT test for all students in the
17 eleventh grade unless the student has already taken a comparable test and
18 scored at or above a level set by the State Board. The State Board of
19 Education shall require the administration of an alternate to the ACT or an
20 alternate to the PLAN precursor test to the ACT to a student who (i) exhibits
21 severe and pervasive delays in all areas of conceptual, linguistic, and
22 academic development and in adaptive behaviors, including communication,
23 daily living skills, and self-care, (ii) is following the extended content
24 standards of the Standard Course of Study as provided in
25 ~~G.S. 115C-81~~,G.S. 115C-81.5, or is following a course of study that, upon
26 completing high school, may not lead to admission into a college-level
27 course of study resulting in a college degree, and (iii) has a written parental
28 request for an alternate assessment.

29 The State Board of Education shall ensure that parents of students
30 enrolled in all public schools, including charter and regional schools, have
31 the necessary information to make informed decisions regarding
32 participation in the ACT and the PLAN precursor test to the ACT.

33 Alternate assessment and ACT assessment results of students with
34 disabilities shall be included in school accountability reports, including
35 charter and regional schools, provided by the State Board of Education."

36 **SECTION 16.** G.S. 120-70.81(a)(2) is repealed.

37 **SECTION 17.** This act is effective when it becomes law.