

**GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2013**

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HOUSE BILL 694

Short Title: Clarify Input on Repro/Character Ed. (Public)

Sponsors: Representatives Whitmire, Jones, Stam, and Avila (Primary Sponsors).
For a complete list of Sponsors, refer to the North Carolina General Assembly Web Site.

Referred to: Education.

April 11, 2013

A BILL TO BE ENTITLED
AN ACT TO REQUIRE THAT PARENTS PROVIDE WRITTEN PERMISSION TO
SCHOOLS BEFORE THEIR CHILDREN RECEIVE CERTAIN INSTRUCTION IN
REPRODUCTIVE HEALTH AND SAFETY AND TO ENSURE THE
INCORPORATION OF CHARACTER EDUCATION THROUGHOUT THE
CURRICULUM.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-81 reads as rewritten:

"§ 115C-81. Basic Education Program.

...
(e1) School Health Education Program to Be Developed and Administered.

...
(4) Each local school administrative unit shall provide a reproductive health and safety education program commencing in the seventh grade that includes the following instruction:

- a. Teaches that abstinence from sexual activity outside of marriage is the expected standard for all school-age children.
- b. Presents techniques and strategies to deal with peer pressure and offering positive reinforcement.
- c. Presents reasons, skills, and strategies for remaining or becoming abstinent from sexual activity.
- d. Teaches that abstinence from sexual activity is the only certain means of avoiding out-of-wedlock pregnancy, sexually transmitted diseases when transmitted through sexual contact, including HIV/AIDS, and other associated health and emotional problems.
- e. Teaches that a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases, including HIV/AIDS.
- f. Teaches the positive benefits of abstinence until marriage and the risks of premarital sexual activity.
- g. Provides opportunities that allow for interaction between the parent or legal guardian and the student.
- h. Provides factually accurate biological or pathological information that is related to the human reproductive system.



1 Materials used in this instruction shall be age appropriate for use with
2 students. Information conveyed during the instruction shall be objective and
3 based upon scientific research that is peer reviewed and accepted by
4 professionals and credentialed ~~experts in the field of sexual health~~
5 ~~education experts.~~

6 (4a) Each local school administrative unit shall also include as part of the
7 instruction required under subdivision (4) of this subsection the following
8 instruction:

- 9 a. Teaches about sexually transmitted diseases. Instruction shall include
10 how sexually transmitted diseases are and are not transmitted, the
11 effectiveness and safety of all federal Food and Drug Administration
12 (FDA)-approved methods of reducing the risk of contracting sexually
13 transmitted diseases, and information on local resources for testing
14 and medical care for sexually transmitted diseases. Instruction shall
15 include the rates of infection among pre-teen and teens of each
16 known sexually transmitted disease and the effects of contracting
17 each sexually transmitted disease. In particular, the instruction shall
18 include information about the effects of contracting the Human
19 Papilloma Virus, including sterility and cervical cancer.
- 20 b. Teaches about the effectiveness and safety of all FDA-approved
21 contraceptive methods in preventing pregnancy.
- 22 c. Teaches awareness of sexual assault, sexual abuse, and risk
23 reduction. The instruction and materials shall:
- 24 1. Focus on healthy relationships.
 - 25 2. Teach students what constitutes sexual assault and sexual
26 abuse, the causes of those behaviors, and risk reduction.
 - 27 3. Inform students about resources and reporting procedures if
28 they experience sexual assault or sexual abuse.
 - 29 4. Examine common misconceptions and stereotypes about
30 sexual assault and sexual abuse.

31 Materials used in this instruction shall be age appropriate for use with
32 students. Information conveyed during the instruction shall be objective and
33 based upon scientific research that is peer reviewed and accepted by
34 professionals and credentialed ~~experts in the field of sexual health~~
35 ~~education experts.~~ Each local board of education shall adopt a policy ~~and~~
36 ~~provide a mechanism to allow~~ to require that a student's parent or a guardian
37 to withdraw his or her child from ~~provide the student's school with written~~
38 permission before the student receives the instruction required under this
39 subdivision.

40 ...
41 (7) Each school year, before students may participate in any portion of (i) a
42 program that pertains to or is intended to impart information or promote
43 discussion or understanding in regard to the prevention of sexually
44 transmitted diseases, including HIV/AIDS, or to the avoidance of
45 out-of-wedlock pregnancy, or (ii) a reproductive health and safety education
46 program, whether developed by the State or by the local board of education,
47 the parents and legal guardians of those students shall be given an
48 opportunity to review the objectives and materials. ~~Local~~ Except as otherwise
49 provided in subdivision (4a) of this subsection, local boards of education
50 shall adopt policies to provide opportunities either for parents and legal

1 guardians to consent or for parents and legal guardians to withhold their
2 consent to the students' participation in any or all of these programs.

3 ...

4 (h) Character Education. – Each local board of education shall develop and implement
5 character education instruction with input from the local ~~community~~community, parents, and
6 school personnel. The instruction shall be incorporated into the standard curriculum and should
7 address the following traits:

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

35 (h1) In addition to the instruction under subsection (h) of this section, local boards of
36 education are encouraged to include instruction on the following responsibilities:

- 37 (1) Respect for school personnel. – In the school environment, respect includes
38 holding teachers, school administrators, and all school personnel in high
39 esteem and demonstrating in words and deeds that all school personnel
40 deserve to be treated with courtesy and proper deference.
- 41 (2) Responsibility for school safety. Helping to create a harmonious school
42 atmosphere that is free from threats, weapons, and violent or disruptive
43 behavior; cultivate an orderly learning environment in which students and
44 school personnel feel safe and secure; and encourage the resolution of
45 conflicts and disagreements through peaceful means including peer
46 mediation. Instruction in this responsibility should include a consistent and
47 age-appropriate antiviolence message and a conflict resolution component
48 for students in kindergarten through twelfth grade. These messages should
49 include media-awareness education to help children recognize stereotypes
50 and messages portraying violence.

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

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

10 (h2) The Basic Education Program curriculum and standard course of study, all
11 classroom assignments, assigned summer readings, and instructional materials shall comply
12 with, support, and consistently reflect the character education requirements under subsection
13 (h) of this section. The local board of education shall ensure that curriculum, classroom
14 assignments, summer readings, and instructional materials are evaluated annually for
15 compliance with this requirement. This subsection shall apply to all written materials, verbal
16 instruction, and visual depictions used to teach students.

17"

18 **SECTION 2.** G.S. 115C-98 reads as rewritten:

19 "**§ 115C-98. Local boards of education to provide for local operation of the textbook**
20 **program, the evaluation of instructional materials and input from the**
21 **community, the selection and procurement of other instructional materials,**
22 **and the use of nonadopted textbooks.**

23 ...

24 (b1) A local board of education shall ensure that instructional materials are thoroughly
25 evaluated each school year to confirm that the materials reflect the requirement to incorporate
26 character education throughout the curriculum as provided in G.S. 115C-81. As part of the
27 development and evaluation of character education instruction, a local board shall provide for a
28 process for school personnel to submit proposed instructional materials for preliminary
29 approval by the local board.

30 A local board of education may establish a community media advisory committee to
31 investigate and evaluate challenges from parents, teachers, and members of the public to
32 textbooks and supplementary instructional materials on the grounds that they are educationally
33 unsuitable, pervasively vulgar, or inappropriate to the age, maturity, or grade level of the
34 students.

35 Each local board of education shall annually report to the State Board of Education on the
36 evaluation of instructional materials under this subsection. The State Board of Education shall
37 review its rules and policies concerning ~~these~~ challenges from parents, teachers, or members of
38 the public and the incorporation of character education in the curriculum and shall establish
39 evaluation guidelines to be followed by local boards, school personnel, and community media
40 advisory committees.

41 The local board, at all times, has sole authority and discretion to determine whether a
42 challenge has merit and whether challenged material should be retained or removed.

43"

44 **SECTION 3.** This act is effective when it becomes law and applies beginning with
45 the 2013-2014 school year.