

Guilford County Board of Education
LEGISLATIVE COMMITTEE MEETING

March 28, 2019, 4:00 p.m.

Swann Room, GCS Administrative Offices



Committee Members: Linda Welborn, Chairperson
Darlene Garrett
Khem Irby
Pat Tillman

Nora Carr, Staff Liaison

| AGENDA | |
|---|---|
| Welcome and Introductions | <i>Discussion Leader: Linda Welborn</i> |
| Review of Minutes (February 20, 2019) | <i>Discussion Leader: Linda Welborn</i> |
| Debrief February 25 Legislative Delegation Breakfast | <i>Discussion Leader: Linda Welborn</i> |
| Discuss Committee's March 2019 Visits with Legislators in Washington, D.C. and in Raleigh | <i>Discussion Leader: Linda Welborn</i> |
| Other Business <ul style="list-style-type: none">• Advocacy for State Legislative Items• Fund 8 Legislation• HB 315 Instructional Materials Selection and other NCSBA Legislative Updates• SB 134 Economics and Financial Literacy• H.R.865 - Rebuild America's Schools Act of 2019 | <i>Discussion Leader: Linda Welborn</i> |
| Next Meeting: April 24, 2019 | |
| Adjournment | |

Guilford County Board of Education
LEGISLATIVE COMMITTEE MEETING

February 20, 2019, 2:30 p.m.

Swann Room, GCS Administrative Offices



Members Present: Linda Welborn, Darlene Garrett, Khem Irby

Staff Present: Sharon L. Contreras, PhD, Nora K. Carr, Ed.D., Kim Hipp

The Committee approved the February 11, 2018 meeting minutes.

Board of Education Meeting/Breakfast with Elected Officials/Advocacy Plans

- Nora Carr will incorporate the Committee's feedback and provide them with draft remarks by end-of-day on February 20.

Other Business

- Superintendent Contreras suggested that we review school calendar bill submitted on behalf of Charlotte-Mecklenburg Schools, and if it meets our needs, then contact our local delegation about joining that bill or creating something similar for us.
- Superintendent Contreras would like staff to ask NCDPI to conduct an analysis on the impacts to student testing due to missed days due to inclement weather.
- The Committee discussed creating a consortium, comprised of 5-12 large NC school districts, to lobby NC legislators regarding education issues. Superintendent Contreras will reach out to her colleagues for feedback on this idea. The Committee will revisit this at their March 20 meeting.
- Identify potential dates for trip to Raleigh to visit legislators
 - At the February 25 Breakfast, Committee members will ask delegation members for the best day for Committee members to travel to Raleigh so that they can visit them and their colleagues, and then will identify calendar dates.

Next Meeting

Rescheduled date: March 28, 2019

Submitted by:

Nora K. Carr, Ed.D.

Chief of Staff, Guilford County Schools

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2019

FILED SENATE
Mar 25, 2019
S.B. 350
PRINCIPAL CLERK

S

D

SENATE BILL DRS45164-MT-95B

Short Title: Equal Funding for All Students/Hackney.

(Public)

Sponsors: Senator Tillman (Primary Sponsor).

Referred to:

A BILL TO BE ENTITLED
AN ACT TO REPEAL THE HACKNEY AMENDMENT TO CHARTER SCHOOL
FUNDING.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-426(c) reads as rewritten:

"(c) The uniform budget format shall require the following funds:

- (1) The State Public School Fund.
- (2) The local current expense fund.
- (3) The capital outlay fund.

In addition, other funds may be used to account for ~~reimbursements, including indirect costs, fees for actual costs, tuition, sales tax revenues distributed using the ad valorem method pursuant to G.S. 105-472(b)(2), sales tax refunds, gifts and grants restricted as to use, trust funds, federal appropriations made directly to local school administrative units, municipal appropriations made directly to local school administrative units under G.S. 160A-700, and funds received for prekindergarten programs. In addition, the appropriation or use of fund balance or interest income by a local school administrative unit shall not be construed as a local current expense appropriation included as a part of the local current expense fund.~~ trust funds, federal grants restricted as to use, and special programs.

Each local school administrative unit shall maintain those funds shown in the uniform budget format that are applicable to its operations."

SECTION 2. This act is effective when it becomes law.



From: [Carr, Nora](#)
To: [Hipp, Kimberly A](#)
Subject: FW: Bill to Curtail Fund 8 Filed
Date: Wednesday, March 27, 2019 1:28:18 PM

From: NCSBA Governmental Relations Team [<mailto:NCSBA@embrams-mail.com>]

Yesterday Senator Jerry Tillman, R- Randolph, filed [Senate Bill 350](#): Equal Funding for All Students/Hackney, which eliminates most of the authorization of funds that may be placed into Fund 8. Without this statutory authorization, these funds will have to be placed into Fund 2 and shared with the charter schools. The bill would still allow trust funds and special programs and also adds a new category of federal grants restricted as to use. If this bill were to pass, it would undoubtedly lead to litigation to interpret the remaining and new terminology.

It is important that you work with your finance officer to have a clear understanding of how this will affect your school district and communicate that to your Senators.

NCSBA will let you know if we see any movement on this bill. We will also be watching closely to see that it does not appear as a special provision in the budget bill.

The categories that are eliminated include the following:

1. Reimbursements, including indirect costs: Reimbursements are when school districts expend funds and are then reimbursed for the actual costs in whole or in part. If these funds were shared, the actual cost would not be fully covered, resulting in a net loss. Reimbursements include programs like the federal child nutrition program. Indirect costs are charges allowed under federal programs like the child nutrition program or the career technical education program (formerly "vocational education") to cover utilities (lights, refrigeration, gas, or electricity for cooking) and other expenditures that cannot be separated out from the cost or the employee's other duties. The federal government sets guidelines on how these indirect costs can be charged, therefore, traditional public schools are not "padding" such costs to avoid sharing. Not sharing these funds is 100% equitable because charter schools are free to participate in many of these same programs, like the federal child nutrition program, and receive the same reimbursements that LEAs receive.
2. Fees for actual costs: Fees for actual costs are very similar to reimbursements but are an upfront fee as opposed to a reimbursement for the actual expenditure. These are collected for such things as facility rentals to community or local sports activities so that utilities, janitorial services, and insurance are paid for. Another example is activity or charter bus fees for field trips. Not sharing these funds is equitable because they are related to the cost of the school opening its doors to the community, and charter schools are authorized to charge the same fees as the LEA in which they are located.
3. Tuition: Tuition is charged in primarily two circumstances. The first is for

programs offered by the school system outside of the normal school day. This would include before and after care and some summer school programs. The amount that school districts charge covers the cost of the program that is not funded by another entity. If these funds had to be shared, school districts would be in the red and would have to consider eliminating the programs since there would be no way to cover the costs associated with [them. Here](#) again, charter schools are free to collect tuition if they choose to offer day care or after-school-care to the community.

The second instance is when an out-of-district child is admitted to the LEA. The LEA is only allowed to charge tuition up to an equivalent per pupil amount that the county appropriates for students. Parents, not the county commissioners, pay tuition to cover the extra cost of adding an out-of-district student. LEAs have already shared with charter schools the per pupil amount from the county commissioners, and the LEA does NOT get extra funds from the County when it admits an out-of-county student.

4. Sales tax revenues distributed using the ad valorem method pursuant to G.S. 105-472(b)(2): These funds only exist in a subset of the 15 LEAs that have supplemental property taxes. These 15 LEAs are considered taxing jurisdictions for sales tax. Counties that distribute their sales tax based on the ad valorem method are required to distribute a residual amount to all taxing entities in the [county. As](#) for the supplemental property tax itself, it would be a constitutional violation to share these funds with a charter school that is **physically located outside the taxing jurisdiction** of the supplemental property tax, since the supplemental property tax is the reason the LEA is receiving the funds.
5. Sales tax refunds: Charter schools, as 501(c)(3) nonprofit organizations, are already entitled to a complete sales tax refund on their purchases. LEA's only receive the local portion of the refund.
6. Gifts and grants restricted as to use: This category includes any restricted gift or grant to a school or the LEA. These include PTA funds, band booster funds, and specific grants for a multitude of programs throughout school districts. Charter schools also apply and receive their own gifts or grants but have no obligation to share any of those proceeds. Because these are limited to those "restricted as to use", the LEA would not be allowed under the terms of the gift or grant to potentially share these with a charter school, meaning the LEA would have to use other funds to "share." Obviously, this would result in a net loss of funds to the traditional public [school. Gifts](#) not "restricted as to use" are shared, since the money can benefit all students.

7. Federal appropriations made directly to LEAs: These are funds for programs at the federal level that schools have applied to participate in. Examples of these include ROTC and Impact Aid. Specifically, if a charter school wants to participate in ROTC they can apply for that program directly. Impact Aid for military students has extremely strict reporting and threshold requirements for the number of students of military that must be in the schools. Impact Aid for federal lands are monies provided for federal land that is not subject to property taxes.
8. Municipal appropriations made directly to LEAs under G.S. 160A-700: These are for specific projects that a municipality has chosen to fund. Charter schools are already allowed under the statute to request and be granted funds directly from municipalities for programs, etc. in their schools. They have the exact same opportunity as an LEA to ask and be granted. Note: This is a new statute and we are not personally aware of any municipalities appropriating money under this authority to LEAs or charters.
9. Funds received for Pre-K programs: These funds are restricted and used for students below kindergarten. Charter schools would also receive these funds if they elected to educate this age [group](#). [School](#) districts are not allowed to share these funding pots and thus would have to share a disproportionate share of local funds from the county [commissioners](#). [School](#) districts are already having to supplement the funds that come from the State for NC Pre-K. Additional erosion of local funds could put existing and any expansion efforts to educate this age group in jeopardy.
10. Appropriation or use of fund balance or interest income: Charter schools already receive a portion of funds going into public school accounts. Any "savings" or interest realized by the LEA after the money is shared is not then "shared" [again](#). [As](#) these funds are spent down, charter schools would receive another portion of these same funds. This would give charter schools two bites off the same [apple](#). [It](#) would also undermine any policy to encourage savings versus spending. Interest income is money that the school system generates by investing dollars while they are waiting for expenditure. Charter schools can already generate their own interest income. Finally, when charter schools save money and receive interest, those funds are never "shared" with the traditional public schools serving the same community.

In addition, many charter schools are funded by outside organizations, and these funds are never shared with traditional public schools serving the same populations. In some counties the large percentage of students attending charter schools makes this a serious issue. In short, charter schools are no longer small, experimental schools. The exceptions above are vital because they are equitable and because charter schools, some of them very well-funded, share 0% of their funding with

traditional public schools in their region. Finally, please note that "sharing funds" under the law means that a proportionate, per pupil amount must be given to the charter school even when the actual funds cannot be shared. Since sources including restricted gifts discussed cannot be shared directly with a charter school due to legal restrictions, LEAs would have to use even more of the allocation from the local County Commissioners in order to "share". Fund 8 was carefully considered to ensure that funds equitably "follow the child" such that traditional public schools did not suffer a net loss. Following years of litigation and controversy generated by unclear statutory funding provisions, the current Fund 8 as set-out in G.S. 115C-426(c) is fair, equitable, and keeps charter schools and traditional public schools out of court.

NCSBA Governmental Relations Team

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**GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2019**

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HOUSE BILL 315

Short Title: Instructional Material Selection. (Public)

Sponsors: Representatives Elmore, Arp, and Johnson (Primary Sponsors).

For a complete list of sponsors, refer to the North Carolina General Assembly web site.

Referred to: Education - K-12, if favorable, Rules, Calendar, and Operations of the House

March 11, 2019

A BILL TO BE ENTITLED
AN ACT TO MODERNIZE THE SELECTION OF INSTRUCTIONAL MATERIALS FOR
NORTH CAROLINA PUBLIC SCHOOLS.

The General Assembly of North Carolina enacts:

SECTION 1. Part 3 of Article 8 of Chapter 115C is repealed.

SECTION 2. Article 8 of Chapter 115C of the General Statutes is amended by adding a new Part to read:

"Part 3C. Selection of Instructional Material.

"§ 115C-102.20. Definition of instructional materials.

The following definitions apply in this Part:

- (1) Health and safety programs. – Any instruction, curricula, or materials intended to impart information or promote discussion or understanding regarding any of the following:
 - a. Reproductive health and safety, as provided in G.S. 115C-81.30(a)(1)-(13).
 - b. Mental and emotional health, as provided in G.S. 115C-81.25(c)(1).
 - c. Growth and development, as provided in G.S. 115C-81.25(c)(9).
 - d. Anti-bullying or anti-harassment.
- (2) Instructional materials. – Systematically organized material comprehensive enough to cover the primary objectives outlined in the standard course of study for a grade or course. Formats for instructional materials may be print or nonprint, including hardbound books, softbound books, activity-oriented programs, classroom kits, or digital resources that require the use of electronic equipment in order to be used in the learning process.
- (3) Local committee. – A local community media advisory committee.
- (4) Parent. – A student's parent or legal guardian.
- (5) State Committee. – The State Community Media Advisory Committee.
- (6) Supplemental materials. – Educational materials that supplement specific instruction for the standard course of study for a grade or course or general education needs of the school. Supplemental materials may include textbooks, library books, periodicals, audiovisual materials, and other supplemental instructional materials needed for instructional purposes in the local school administrative unit. Supplemental materials may be print or nonprint, including hardbound books, softbound books, activity-oriented programs,



classroom kits, or digital resources that require the use of electronic equipment in order to be used in the learning process.

(7) Unfit materials. – Instructional or supplemental materials determined to be inappropriate for use in an elementary or secondary school because the material is either educationally unsuitable, pervasively vulgar, or inappropriate to the age, maturity, or grade level of the students.

"§ 115C-102.25. Selection of instructional materials.

(a) Local Board Adoption. – Local boards of education shall select and adopt instructional materials for each standard course of study at each instructional level in the elementary school and the secondary school adopted by the State Board of Education as provided in Part 1 of Article 8 of this Chapter.

(b) Evaluation of Instructional Materials Prior to Adoption. – For each standard course of study, the local board of education may require experts employed by the local board of education and certified in the discipline in which the instructional material would be used to offer evaluation reports to the local board on materials being considered for adoption. Such evaluation reports should give special consideration to the suitability of the instructional materials to the instructional level for which it is offered, the content or subject matter, whether the instructional materials is aligned with the standard course of study, and other criteria prescribed by the local board.

"§ 115C-102.30. Selection of supplemental materials.

(a) Local boards of education shall adopt written policies concerning the procedures to be followed in their local school administrative units for the selection and procurement of supplemental materials. Local boards of education shall have sole authority to select and procure supplemental materials, whether or not the materials contain commercial advertising, to determine if the materials are related to and within the limits of the prescribed curriculum, and to determine when the materials may be presented to students during the school day.

(b) Supplemental materials shall neither displace nor be used to the exclusion of instructional materials.

"§ 115C-102.35. Selection of health and safety instructional and supplemental materials.

(a) When adopting, modifying, or amending a health and safety program and the instructional and supplemental materials for that program, a local board of education shall conduct a public hearing after adequately notifying the public at least 10 days prior to the hearing.

(b) The local board of education shall also provide both electronic and written notice to all parents of students in the local school administrative unit of the public hearing and the opportunity to review those materials in the program repository, as provided in G.S. 115C-102.50, at least 60 days before the public hearing occurs.

(c) The notice to parents provided for in subsection (b) of this section shall include the following in both written and electronic form:

(1) A detailed description of the program's objectives and any proposed changes, including any topics that the local board of education determines that a reasonable parent in that community may wish to examine as to the age appropriateness of the topics.

(2) All written and audio materials that will be used.

(3) A link to, or information on how to access, the program repository on the local school administrative unit's Web site, as provided in G.S. 115C-102.50.

"§ 115C-102.40. Purchase of instructional and supplemental materials.

(a) Funds allocated by the State Board of Education or appropriated in the current expense or capital outlay budgets of the local school administrative units shall be used by the local board of education for purchase, lease, or rental of instructional or supplemental materials and for hardware, software, or other equipment necessary for the use of the instructional or

supplemental materials. The title of those materials and equipment shall be vested in the local board of education.

(b) Local boards of education are encouraged to partner with other local boards of education and other public schools to jointly purchase instructional and supplemental materials.

(c) All instructional materials purchased with State funds shall include a clause granting to the local board of education the license to produce braille, large print, and audio recording copies of the instructional materials for use in the local school administrative unit.

(d) The local board of education shall publish on the Web site of the local school administrative unit the title, author, and publisher of all instructional and supplemental materials purchased by the local board of education.

"§ 115C-102.45. Provision and maintenance of instructional and supplemental materials.

(a) The students of the public elementary and secondary schools of the State shall be provided with free instructional materials within the appropriation of the General Assembly for that purpose. The local board shall provide for the free use by students, with proper care and return, of elementary and secondary instructional materials. No local board of education may charge any pupil a rental fee for the use of instructional materials or for hardware, software, or other equipment necessary for the use of the instructional or supplemental materials.

(b) Local boards of education shall provide adequate and safe storage facilities for the proper care of instructional and supplemental materials and emphasize to all students the necessity for proper care of instructional and supplemental materials and equipment necessary for the use of the instructional materials.

(c) A pupil's parents or legal guardians may be charged damage fees for abuse or loss of instructional or supplemental materials or equipment necessary for the use of those materials under rules adopted by the local board of education. Damage fees collected under this subsection shall be used by the local board of education for purchase of instructional and supplemental materials as provided in G.S. 115C-120.40.

"§ 115C-102.50. Instructional materials repository.

(a) A local board of education shall maintain a continuous repository of current instructional and supplemental materials that have been purchased by the local board of education. The materials shall be maintained at a central location for in-person review by parents and the public upon request, and the names of all those materials shall be posted to the local school administrative unit's Web site for review by parents and the public.

(b) In addition to the requirements of subsection (a) of this section, a local board of education shall also maintain a continuous repository of current objectives, entire curricula, texts, and all other materials used in any health and safety program as follows:

(1) The current objectives, entire curricula, texts, and all other materials used in any health and safety program shall be maintained at a central location for in-person review by parents and the public upon request.

(2) Electronic copies of the current objectives, and names of curricula, texts, or any other materials used in any health and safety program shall be posted to the local school administrative unit's Web site for review by parents and the public. The Web site shall also include the curricula, texts, and any other materials used in the health and safety program, including links to any materials available on the publisher's Web site.

(3) The local board of education shall add to the central location and electronic repository any objectives, curricula, texts, and other materials that may be proposed for adoption, amendment, or modification to the health and safety program, and shall clearly indicate that status while the materials are under consideration.

(c) Each school year, at least 14 days before students participate in a health and safety program, a local board of education shall give both written and electronic notice to parents of

1 students participating in that program of the right of parents to review the objectives, complete
2 materials, and entire curriculum of that program in the program repository maintained by the
3 local board of education, as provided in subsection (b) of this section. The notice shall include
4 the same information provided under G.S. 115C-102.35(c). The notice shall also inform parents
5 of the local board's policy for participation in reproductive health and safety programs, as
6 established in G.S. 115C-81.30(c), when applicable, and provide a form that allows parents to
7 exercise parental rights under that policy.

8 **"§ 115C-102.55. Right to purchase; disposal of textbooks and materials.**

9 (a) Any parent, guardian, or person in loco parentis may purchase any instructional
10 material needed for any student in the public schools of the State from the board of education of
11 the local school administrative unit in which the child is enrolled.

12 (b) Notwithstanding Article 3A of Chapter 143 of the General Statutes, G.S. 143-49(4),
13 or any other provision of law, a local board of education may dispose of discontinued
14 instructional or supplemental materials.

15 **"§ 115C-102.60. Local community media advisory committee.**

16 (a) A local board of education shall establish a local community media advisory
17 committee to investigate and evaluate challenges from parents, teachers, and members of the
18 public to instructional materials and supplemental materials on the grounds that they are unfit
19 materials.

20 (b) The local committee shall, at a minimum, include the following:

21 (1) A principal from a high school, middle school, and elementary school,
22 respectively.

23 (2) A teacher from a high school, middle school, and elementary school,
24 respectively.

25 (3) A parent of a student in high school, middle school, and elementary school,
26 respectively.

27 (c) Individuals challenging unfit materials shall make challenges in writing to the local
28 board of education and shall specify whether the materials are being challenged on the grounds
29 of being educationally unsuitable, pervasively vulgar, or inappropriate to the age, maturity, or
30 grade level of the students.

31 (d) Within two weeks of the filing of the challenge, the local committee shall hold a
32 hearing and provide the challengers an opportunity to present their concerns to the local
33 committee. The local committee may, in the local committee's discretion, request additional
34 information at the hearing from experts on the subject matter employed by the local school
35 administrative unit. Within two weeks of the hearing, the local committee shall make a
36 recommendation to the local board of education on whether the challenge has merit and whether
37 the challenged material should be retained or removed as an unfit material. The local committee's
38 determination shall be limited to considerations of whether the material is unfit on the specific
39 grounds of the material being educationally unsuitable, pervasively vulgar, or inappropriate to
40 the age, maturity, or grade level of the students.

41 (e) At the next meeting of the local board of education after the local committee's
42 recommendation is received, the local board shall determine whether the challenge has merit and
43 whether the challenged material should be retained or removed as unfit material.

44 (f) If the local board of education determines that the challenged material shall be
45 retained, a challenger may appeal the local board's decision to the State Community Media
46 Advisory Committee. The challenger must make the appeal in the form and manner designated
47 by the State Board of Education within two weeks of the local board's decision.

48 **"§ 115C-102.65. State Community Media Advisory Committee.**

49 (a) The State Board of Education shall establish a State Community Media Advisory
50 Committee to review challenges to instructional and supplemental materials appealed under
51 G.S. 115C-102.55.

(b) The State Committee shall, at a minimum, include the following:

(1) The State Superintendent of Public Instruction, or designee.

(2) One superintendent of a local school administrative unit.

(3) A principal from a high school, middle school, and elementary school, respectively.

(4) A teacher from a high school, middle school, and elementary school, respectively.

(5) A parent of a student in high school, middle school, and elementary school, respectively.

(c) A member of the State Committee may be recused from any challenge to materials used in the local school administrative unit in which the member is employed or in which the member's child is enrolled.

(d) The State Board of Education shall designate the form and manner for appeals to be made to the State Committee. Upon receipt of an appeal, notice and a copy of the appeal shall be provided to the local board of education.

(e) Within four weeks of the filing of the appeal, the State Committee shall hold a hearing and provide the appellants an opportunity to present concerns to the State Committee as well as the local board of education an opportunity to rebut those concerns. The State Committee may, in the State Committee's discretion, request additional information at the hearing from experts on the subject matter employed by the State Board of Education. Within two weeks of the hearing, the State Committee shall make a recommendation to the State Board of Education on whether the appealed challenge has merit and whether the challenged material should be retained or removed as unfit material. The State Committee's determination shall be limited to considerations of whether the material is unfit on the specific grounds of the material being educationally unsuitable, pervasively vulgar, or inappropriate to the age, maturity, or grade level of the students.

(f) At the next meeting of the State Board of Education after the State Committee's recommendation is received, the State Board shall determine whether the appealed challenge has merit and whether the challenged material should be retained or removed as unfit material. If the State Board of Education determines that challenged material shall be removed, the local board of education shall remove the material. The decision of the State Board of Education is final, and is not subject to appeal by the local board of education or challenger."

SECTION 3.(a) G.S. 115C-11(d) reads as rewritten:

"(d) Voting. – No voting by proxy shall be permitted. ~~Except in voting on textbook adoptions,~~ A majority of those present and voting shall be necessary to carry a motion and a roll call vote shall be had on each motion. A record of all such votes shall be kept in the minute book."

SECTION 3.(b) G.S. 115C-11(e) is repealed.

SECTION 3.(c) G.S. 115C-12(9)b. is repealed.

SECTION 3.(d) G.S. 115C-12(9c)c. reads as rewritten:

"c. The Board also shall develop and implement an ongoing process to align State programs and support materials with the revised academic content standards for each core academic area on a regular basis. Alignment shall include revising ~~textbook criteria,~~ support materials, State tests, teacher and school administrator preparation, and ongoing professional development programs to be compatible with content standards. The Board shall develop and make available to teachers and parents support materials, including teacher and parent guides, for academic content standards. The State Board of Education shall work in collaboration with the Board of Governors of The University of North Carolina to ensure that teacher and school administrator degree

programs, ongoing professional development, and other university activity in the State's public schools align with the State Board's priorities."

SECTION 3.(e) G.S. 115C-12(18)d. reads as rewritten:

"d. The State Board of Education shall modify the Uniform Education Reporting System to provide clear, accurate, and standard information on the use of funds at the unit and school level. The plan shall provide information that will enable the General Assembly to determine State, local, and federal expenditures for personnel at the unit and school level. The plan also shall allow the tracking of expenditures for ~~textbooks,~~ instructional materials, educational supplies and equipment, capital outlay, at-risk students, and other purposes."

SECTION 3.(f) G.S. 115C-47(6) reads as rewritten:

"(6) To Regulate Fees, Charges and Solicitations. – Local boards of education shall adopt rules and regulations governing solicitations of, sales to, and fund-raising activities conducted by, the students and faculty members in schools under their jurisdiction, and no fees, charges, or costs shall be collected from students and school personnel without approval of the board of education as recorded in the minutes of said board; ~~provided, this subdivision shall not apply to such textbooks fees as are determined and established by the State Board of Education.~~ board. All schedules of fees, charges and solicitations approved by local boards of education shall be reported to the Superintendent of Public Instruction."

SECTION 3.(g) G.S. 115C-47(33) reads as rewritten:

"(33) To Approve and Use Supplemental Materials. – Local boards of education shall have sole authority to select and procure ~~supplementary instructional~~ supplemental materials, whether or not the materials contain commercial advertising, pursuant to the provisions of ~~G.S. 115C-98(b).~~ Part 3C of Article 8 of this Chapter."

SECTION 3.(h) G.S. 115C-47(33a) reads as rewritten:

"(33a) ~~To Approve and Use Textbooks Not Adopted by State Board of Education.~~ Instructional Materials. – Local boards of education shall have the sole authority to select, procure, and use ~~textbooks not adopted by the State Board of Education~~ instructional materials as provided in ~~G.S. 115C-98(b1).~~ Part 3C of Article 8 of this Chapter."

SECTION 3.(i) G.S. 115C-75.10(c) reads as rewritten:

"(c) Funding Memorandum of Understanding. – The IS operator, in consultation with the ISD Superintendent, may enter into a funding memorandum of understanding with the local board of education of the local school administrative unit where the innovative school is located for all student support and operational services and instructional services to be provided by the local board of education in the same manner and degree as in the prior school year or funding in an amount equivalent to the amount the local board of education would have expended on those services if provided. For the purposes of this subsection, student support and operational services include cafeteria services, custodial services, broadband and utilities, and student information services, and instructional services include alternative education, special education services, test administration services, ~~textbooks,~~ instructional materials, technology, media resources, instructional equipment, and other resources. The IS operator and local board of education shall finalize the funding memorandum of understanding within 30 days of the initial request for the memorandum by the IS operator. If the parties have not completed the funding memorandum of understanding within 30 days, the State Board of Education shall resolve any issues in dispute."

SECTION 3.(j) G.S. 115C-81.5(b)(3) is repealed.

1 **SECTION 3.(k)** G.S. 115C-81.25(b)(3) is repealed.

2 **SECTION 3.(l)** G.S. 115C-81.25(d) reads as rewritten:

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

11 **SECTION 3.(m)** G.S. 115C-242(3) reads as rewritten:

12 "(3) The board of education of any local school administrative unit may operate
13 the school buses of such unit one day prior to the opening of the regular school
14 term for the transportation of pupils and employees to and from the school to
15 which such pupils are assigned or in which they are enrolled and such
16 employees are employed, for the purposes of the registration of students, the
17 organization of classes, the distribution of ~~textbooks~~, instructional materials,
18 and such other purposes as will, in the opinion of the superintendent of the
19 schools of such unit, promote the efficient organization and operation of such
20 public schools."

21 **SECTION 3.(n)** G.S. 115C-271(d)(2) reads as rewritten:

22 "(2) Local funds appropriated for teachers, ~~textbooks~~, instructional materials, or
23 classroom materials, supplies, and equipment are not transferred or used for
24 this purpose."

25 **SECTION 3.(o)** G.S. 115C-384(c) reads as rewritten:

26 "(c) Rental Fees for ~~Textbooks—Instructional Materials~~ Prohibited; Damage Fees
27 Authorized. – No rental fees are permitted for the use of ~~textbooks~~, instructional materials, but
28 damage fees may be collected pursuant to the provisions of ~~G.S. 115C-100~~ G.S. 115C-102.45."

29 **SECTION 3.(p)** G.S. 115C-390.2(l)(1) reads as rewritten:

30 "(1) The opportunity to take ~~textbooks~~ instructional materials and school-furnished
31 digital devices home for the duration of the absence."

32 **SECTION 3.(q)** G.S. 115C-390.5(c)(1) reads as rewritten:

33 "(1) The opportunity to take ~~textbooks~~ instructional materials home for the
34 duration of the suspension."

35 **SECTION 3.(r)** G.S. 115C-398 reads as rewritten:

36 "**§ 115C-398. Damage to school buildings, furnishings, textbooks.**

37 Students and their parents or legal guardians may be liable for damage to school buildings,
38 furnishings and ~~textbooks~~ instructional materials pursuant to the provisions of G.S. 115C-523,
39 115C-100 and 14-132."

40 **SECTION 3.(s)** G.S. 143A-48 is repealed.

41 **SECTION 3.(t)** G.S. 143C-9-7(b) reads as rewritten:

42 "(b) Upon appropriation by the General Assembly, funds received in the Indian Gaming
43 Education Revenue Fund shall be allocated quarterly by the State Board of Education to local
44 school administrative units, charter schools, and regional schools on the basis of allotted average
45 daily membership. The funds allotted by the State Board of Education pursuant to this section
46 shall be nonreverting. Funds received pursuant to this section by local school administrative units
47 shall be expended for classroom teachers, teacher assistants, classroom materials or supplies, or
48 ~~textbooks~~ instructional materials."

49 **SECTION 4.(a)** Effective July 1, 2019, the existing Textbooks and Digital
50 Resources funding allotment in the State Public School Fund shall be designated as the
51 Instructional Materials funding allotment in the State Public School Fund. The State Board of

1 Education shall establish the purposes for which the funds within the new Instructional Materials
2 funding allotment may be used for as follows: (i) to acquire instructional or supplemental
3 materials as defined in G.S. 115C-102.20, as enacted by this act, and (ii) to acquire hardware,
4 software, or other equipment necessary for the use of the instructional or supplemental materials.

5 **SECTION 4.(b)** G.S. 115C-105.25(b)(12) reads as rewritten:

6 "(12) Funds allotted for ~~textbooks and digital resources~~ instructional materials may
7 only be used for the purchase of ~~textbooks and digital resources~~ instructional
8 and supplemental materials, as defined in G.S. 115C-102.20, and to acquire
9 hardware, software, or other equipment necessary for the use of the
10 instructional or supplemental materials. These funds shall not be transferred
11 out of the allotment for any other purpose."

12 **SECTION 5.** G.S. 115C-81.30(c) reads as rewritten:

13 "(c) Parental Review and Consent. – Each school year, before students may participate in
14 any portion of (i) a program that pertains to or is intended to impart information or promote
15 discussion or understanding in regard to the prevention of sexually transmitted diseases,
16 including HIV/AIDS, or to the avoidance of out-of-wedlock pregnancy or (ii) a reproductive
17 health and safety education program, whether developed by the State or by the local board of
18 education, the parents and legal guardians of those students shall be given an opportunity to
19 review the objectives and materials in the instructional materials repository, as provided in
20 ~~G.S. 115C-81.25(d)~~. G.S. 115C-102.50. Local boards of education shall adopt policies to provide
21 opportunities either for parents and legal guardians to consent or for parents and legal guardians
22 to withhold their consent to the students' participation in any or all of these programs."

23 **SECTION 6.** The State Board of Education shall not enter into any new contracts
24 for textbooks or instructional materials and shall not renew any existing contracts for textbooks
25 or instructional materials. The State Board of Education shall make available for purchase any
26 textbooks or instructional materials available through existing contracts to local boards of
27 education.

28 **SECTION 7.** Notwithstanding G.S. 115C-102.25, as enacted by this act, a local
29 board of education may, by resolution, continue use of previously adopted State textbooks for a
30 standard course of study until that standard course of study is revised by the State Board of
31 Education.

32 **SECTION 8.** No local board of education shall be required to hold a public hearing
33 for any health and safety program, as defined in G.S. 115C-102.20, as enacted by this act, in use
34 prior to the 2018-2019 school year, until that program is amended, modified, or replaced. All
35 local boards of education shall establish a program repository of current health and safety
36 programs, as required by G.S. 115C-102.50, as enacted by this act, for access to parents prior to
37 the start of the 2019-2020 school year, and shall not implement any program until that program
38 is included in the repository.

39 **SECTION 9.** This act becomes effective July 1, 2019, and applies beginning with
40 the 2019-2020 school year.

House Bill 315—Instructional Material Selection

- The bill eliminates State textbook adoption and moves all adoption to the local boards of education. While local boards can join together this is a function that will take a considerable amount of time and expertise that most districts do not have. School districts would also lose out on the purchasing power of the state if textbooks are bought by individual school districts. Thus, the result will be collectively school districts will spend more on primary instructional material.
 - I am not sure I have much issue with this. Most if not all districts are doing this on their own right now and not following the state process (which is mostly and result of funding). Collectively large district group could work on collectively purchasing as we have an organized group that meets on a regular basis. I think the biggest potential losers in this could be smaller districts who have grossly understaffed central office (we do as well when we look at ratios of central office to schools – ie 1 Science specialist for ALL elementary schools),
- Allows any parent or citizen to challenge unfit materials on the grounds of being educationally unsuitable, persuasively vulgar, or inappropriate to the age, maturity or grade level of the students. This is a significant expansion beyond most if not all local board policies to include citizens.
 - Most districts, including ours, has a process for challenging materials. The expansion to all citizens wouldn't change our process but I do worry that it could increase volume for understaffed districts.
- Once a challenge has been received, a multi-tiered process is required. First it must go to a local community media advisory committee, whose membership is prescribed in the bill. From there it goes to the local board of education. If the local board determines that the material may be retained, the challenger can appeal to the State Community Media Advisory Committee, established by the State Board of Education.
 - This is quite a web to weave. The process could 1) create a slow bureaucratic quagmire and, 2) again involve district and school-based staff into a process that could be caught-up in special interest group issues and not the business of teaching all student. It is important for our community to be involved and GCS (as well as other districts) involve the community in the textbook adoption process.
- There is no requirement that the objection be based on constitutional or legal rights which may be inconsistent with the US Constitution and *Board of Educ v Pico*.
 - Not sure I have much to say about this other than the objections should be based on premise or legal precedent.

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NCSBA LEGISLATIVE UPDATE

March 22, 2019

House Bill 315—Instructional Material Selection

[HB 315](#) would transfer the adoption of school textbooks from the State to the LEAs. By doing this, the scope of challenges to instructional materials by parents, teachers, and any citizen that deems the materials as “unfit” would expand.

NCSBA has the following concerns about how these changes would apply to instructional material selection:

1. Many LEAs do not have the same expertise and resources as the State to evaluate and adopt textbooks.
 - LEAs would potentially have to hire outside experts, which could place a financial burden on the districts.
 - Or teachers would have to add this task to their workload, which would likely require additional compensation.
 - LEAs already have the authority to adopt textbooks outside of the list adopted by the State Board of Education under [G.S.115C-98\(b2\)\(1\)](#).
2. If LEAs are responsible for purchasing instructional materials, the price will likely increase because each LEA does not have the same bulk

purchasing power as the State for physical materials and licensing rights.

3. LEAs are more likely to see an increase in challenges to the material.
4. Challenges to “unfit” materials would also likely increase with eligible challengers including any citizen, not just those with a direct interest in the material.
5. It is not clear how the courts would apply the *Board of Education v. Pico* (1982) decision to challenges to instructional material that would be permitted under this bill.
 - The *Pico* decision stated that library books cannot be removed because of objections to ideas expressed in the materials.
 - Clearer terminology should replace the current “educationally unsuitable” language in this bill, which could allow for more subjective challenges. Rather than “educationally unsuitable” challenges, challenges should be limited to material that does not align with the standard course of study.
6. If a challenge to the instructional material is upheld, the material must be removed instead of replaced.
 - This bill should also allow LEAs to provide alternative materials to offset challenges to current materials.

HB 315 is scheduled to be heard in the House Education K-12 Committee meeting at 1:00 pm on Tuesday, March 26. If you have concerns about this bill, contact your Representative prior to the committee meeting. [Click here to view committee members.](#)

School Construction & Broadband Investment Act—House Bill 381

Primary Sponsors: Arp, R-Union; Saine, R-Lincoln; Conrad, R-Forsyth

[HB 381](#) is a pay-as-you-go state construction plan similar to [SB 5](#) but with some key differences:

- SB 5 allocates the State Capital and Infrastructure Fund (SCIF) to State agencies, institutions of higher education, and local school administrative units on an equal 1/3 basis from 2019-20 to 2027-28.
- For the period FY 2019-20 to FY 2028-29, HB 381 appropriates specific amounts from SCIF to selected entities as follows:

| | | |
|---------------------------------------|-----------------|--------|
| State agencies and UNC system | \$3,923,867,596 | 60.0% |
| Local education agencies (LEA) | \$2,166,955,127 | 33.1% |
| Community colleges | \$300,000,000 | 4.6% |
| Rural broadband | \$150,000,000 | 2.3% |
| Total | \$6,540,822,723 | 100.0% |

- A significant feature in HB 381 is specific allotments for each LEA, but there is no explanation of how the amounts were calculated.
- SB 5 requires no local match, but HB 381 requires a local match based on county economic tiers.
- SB 5 restricts funding to LEAs that are not class size compliant, but HB 381 does not.
- SB 5 increases the percentage of the General Fund appropriated to SCIF, but HB 381 does not.

School Performance Bills in House Education Committee

The House Education K-12 Committee approved six bills on Tuesday, March

19. The following four are related to school performance:

[HB 266](#): School Annual Report Card

- Primary Sponsors: Representatives Riddell, R-Alamance; Ross, R-Alamance; Elmore, R-Wilkes; and Clemmons, D-Guilford
- Schools would receive two separate grades, one for student achievement and one for student growth. Student achievement would be measured on a 15-point A-F scale, and school growth would be measured on a 10-point A-F scale.

[HB 276](#): Modify Low-Performing School Definition

- Primary Sponsors: Representatives Riddell; Fraley, R-Iredell; Clemmons; and Ross
- The definition of low-performing schools would no longer include schools with school growth scores of “met expected growth”, only schools with a grade of “D” or “F” and “not met expected growth”.

[HB 354](#): Modify Weighting/School Performance Grades

- Primary Sponsors: Representatives Horn, R-Union; Johnson, R-Cabarrus; Gill, D-Wake; and Lucas, D-Cumberland
- School performance grades would be 50% school achievement and 50% school growth. The school performance grade would be measured with a 10-point A-F scale.

[HB 362](#): 15-Point Scale for School Performance Grades

- Primary Sponsors: Horn; Harris, D-Mecklenburg; Elmore; Autry, D-Mecklenburg

- School performance grades would be based on a permanent 15-point A-F scale. (Otherwise school grades would revert to a 10-point A-F scale beginning in the 2019-20 school year.) The overall school performance would be 80% school achievement and 20% school growth.



The committee also approved [HB 200](#): Education Report Changes and [HB 295](#): Prohibit Corporal Punishment in Public Schools. All bills are scheduled to be heard in House Rules Committee meeting on Monday, March 25 (see legislative committee meeting schedule below). The House Education Committee chairs stated that they wanted to offer several alternatives to solve the school grading issue.

Read our issue briefs on School Grades ([click here](#)) and Low-Performing Schools ([click here](#)).

Other Bills on NCSBA's Agenda

School Ethics Training & Finance Officers—House Bill 430

Primary Sponsors: Corbin, R-Macon; Horn, R-Union; Strickland, R-Johnston

[HB 430](#) would require school administrators to receive at least two hours of ethics training. Training will:

- be offered once in every odd-numbered year,
- be required of employees making/administering contracts within 90 days of assuming responsibility
- include position-specific education, and
- be provided by NC Association of School Administrators, NCSBA, School of Government at UNC CH, or other qualified sources.

The bill would also give school finance officers the same terms and conditions of employment as assistant and associate superintendents, as outlined in subsections (b) and (c) of G.S.115C-278. ([click here to view statute](#))

Read our issue briefs on Ethics Training for School Administrators ([click here](#)) and School Finance Officers ([click here](#)).

Modify Weighting/School Performance Grades—Senate Bill 319

Primary Sponsors: Sawyer, R-Iredell; Britt, R-Columbus; McInnis, R-Richmond

[SB 319](#) (identical to [HB 354](#)) would modify the school performance grade formula to be 50% school achievement and 50% school growth. The overall school performance would be measured on a 10-point A-F scale.

Click [here](#) to read our issue brief on School Grades.

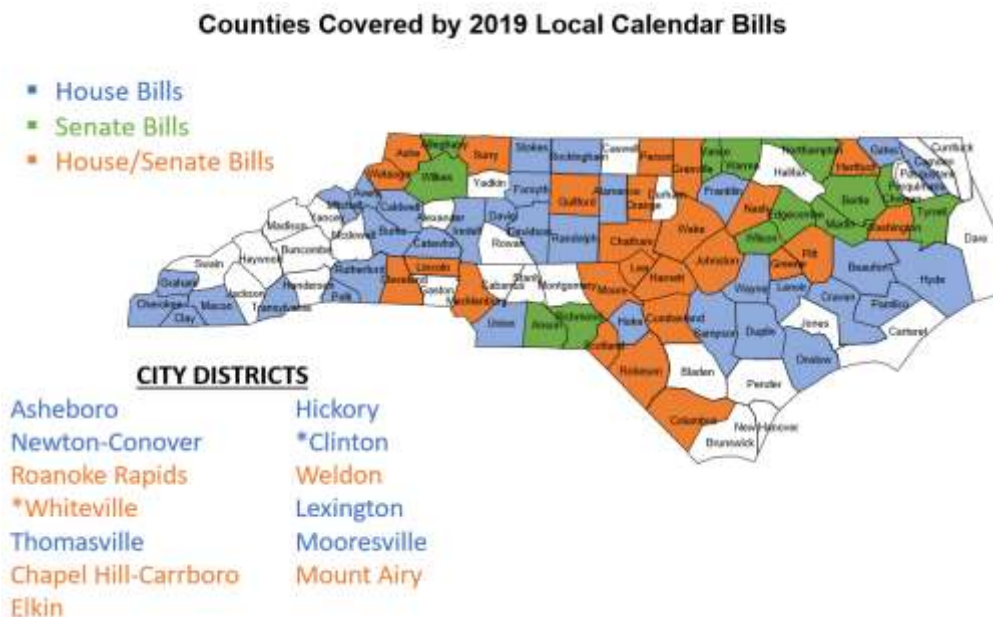
School Calendar Bills

So far this session, the Senate has introduced 16 local school calendar bills, and the House has introduced 37 local school calendar bills and 4 statewide

school calendar bills. The 53 local bills cover 85 LEAs.

NCSBA has created this [spreadsheet](#) to track school calendar flexibility bills that are filed each week.

Follow the [LOCAL](#) Authority for NC School Calendars' Twitter account [@nclocalcalendar](#) to keep up with the progress being made for local school calendar flexibility.



*sponsor intended to include – will fix when bill goes to committee

Legislative Public Policy Conference

The NCSBA Legislative Public Policy Conference is scheduled for April 30/May 1 in Raleigh at the NCSBA building.

[VIEW CONFERENCE AGENDA](#)

The registration rate is \$325. Click [here](#) to register.

March 25-29 Legislative Meeting Calendar

Monday, March 25

3:00 pm – **House: Rules, Calendar, and Operations** – Legislative Building, rm 1228/1327 ([audio](#))

- [HB 79: Academic Alignment/Boards of Education & CC](#)
- [HB 200: Various Education Changes](#)
- [HB 266: School Annual Report Card](#)
- [HB 276: Modify Low-Performing School Definition](#)
- [HB 295: Prohibit Corporal Punishment in Public Schools](#)
- [HB 354: Modify Weighing/School Performance Grades](#)
- [HB 362: 15-Point Scale for School Performance Grades](#)

Tuesday, March 26

8:30 am – **Joint Appropriations Committees on Education/Higher Education** – Legislative Office Building, rm 423

- Advanced Teaching Roles
- Muddy Sneakers

1:00 pm – **House: Education K-12** – Legislative Office Building, rm 643 ([audio](#))

- [HB 107: PED Oversight/EPP Changes](#)
- [HB 275: CTE Pilot for Guilford County Schools](#)
- [HB 315: Instructional Material Selection](#)

- [HB 340: Amend Appt for Compact on Education/Military](#)
- [HB 377: Reduce Testing](#)

Wednesday, March 27

8:30 am – **Joint Appropriations Committees on Education/Higher Education** – Legislative Office Building, rm 423

- NCCCS Career Coaches
- College Advising Corp
- Wolfpack Works

11:00 am – **Senate: Education/Higher Education** – Legislative Building, rm 1027/1128 ([audio](#))

- [SB 134: Economics & Financial Literacy Act](#)
- [SB 189: CTE Pilot for Guilford County Schools](#)
- [SB 293: Military Dependents/Need-Based Private School](#)

Thursday, March 28

8:30 am – **Joint Appropriations Committees on Education/Higher Education** – Legislative Office Building, rm 423

- UNC Lab Schools
 - Communities in Schools
-

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GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2019

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SENATE BILL 134
PROPOSED COMMITTEE SUBSTITUTE S134-CSTC-7 [v.3]
03/26/2019 10:34:54 AM

Short Title: Economics & Financial Literacy Act.

(Public)

Sponsors:

Referred to:

February 27, 2019

A BILL TO BE ENTITLED
AN ACT TO REQUIRE COMPLETION OF AN ECONOMICS AND PERSONAL FINANCE
COURSE AS A HIGH SCHOOL GRADUATION REQUIREMENT IN LOCAL SCHOOL
ADMINISTRATIVE UNITS, TO CLARIFY REQUIREMENTS FOR HIGH SCHOOL
CIVIC LITERACY, AND TO REQUIRE PROFESSIONAL DEVELOPMENT FOR
ECONOMICS AND PERSONAL FINANCE TEACHERS.

The General Assembly of North Carolina enacts:

SECTION 1. This act shall be known as the "Economics and Financial Literacy Act."

SECTION 2.(a) G.S. 115C-81.65 reads as rewritten:

"§ 115C-81.65. Financial literacy.

(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.~~

(b) The State Board of Education shall require during the high school years the teaching of a semester course focused solely on Economics and Personal Finance (EPF). The content of the course shall align with the Voluntary National Content Standards in Economics and the National Standards for Financial Literacy, as developed by the Council for Economic Education. A passing grade in the course shall be required for graduation from high school. Each student shall receive personal financial literacy instruction that shall include: ~~The EPF course shall provide instruction on basic economic principles and shall provide personal financial literacy instruction that shall include the following:~~

- (1) The true cost of credit.
- (2) Choosing and managing a credit card.
- (3) Borrowing money for an automobile or other large purchase.
- (4) Home mortgages.
- (5) Credit scoring and credit reports.
- (5a) Planning and paying for postsecondary education.
- (6) Other relevant financial literacy issues.

(c) The State Board of Education shall require that EPF teachers receive the professional development necessary to ensure that the intent and provisions of this section are carried out. To the extent funds are made available for this purpose, the State Board of Education shall require local school administrative units to make available to EPF teachers and prospective EPF teachers the EPF professional development course provided by the North Carolina Council on Economic



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Education (NCCEE). To the extent possible, the EPF professional development course shall be taken at the NCCEE-approved location most conveniently located to the local school administrative unit."

SECTION 2.(b) The requirements of G.S. 115C-81.65(b), as enacted by this act, shall apply to all students entering the ninth grade in the 2020-2021 school year. The requirements of G.S. 115C-81.65(c), as enacted by this act, shall apply beginning July 1, 2019.

SECTION 3.(a) For the 2019-2020 fiscal year, there is appropriated from the General Fund to the nonprofit organization known as The North Carolina Council on Economic Education (NCCEE) the sum of one million sixty-three thousand eight hundred dollars (\$1,063,800) as grant-in-aid to provide for completion of the professional development course required in Section 2 of this act for teachers of the high school course in Economics and Personal Finance (EPF). The funds appropriated by this section shall be used to provide all of the following:

- (a) The EPF professional development course, including administration of the Test of Economic Literacy and the Working in Support of Education personal finance test, and the provision of a certificate of completion to qualified teachers.
- (b) Travel expense reimbursement, if necessary, for teachers required to complete the EPF professional development course.
- (c) A stipend to each teacher in the amount of five hundred dollars (\$500.00), upon completion of the Test of Economic Literacy and the Working in Support of Education personal finance test.

SECTION 3.(b) By September 1, 2020, and by September 1 of the year following any fiscal year that NCCEE uses State funds thereafter, NCCEE, in consultation with the Department of Public Instruction, shall submit a report to the Joint Legislative Education Oversight Committee and the Fiscal Research Division on the activities described by this section and the expenditure of State funds.

SECTION 3.(c) This section is effective July 1, 2019.

SECTION 4.(a) G.S. 115C-81.45 reads as rewritten:

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

...

(c) Democratic Process and Citizenship Education. ~~Education for Middle School Social Studies. –~~

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

- ~~a. That students write to a local, State, or federal elected official about an issue that is important to them.~~
- ~~b. Instruction on the importance of voting and otherwise participating in the democratic process, including instruction on voter registration.~~
- ~~c. Information about current events and governmental structure.~~
- ~~d. Information about the democratic process and how laws are made.~~

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

- 1 ~~a-(1)~~ A tour of representative local government facilities, such as the local
2 jail, the courthouse, or a town hall, to help students understand the way
3 their community is governed.
- 4 ~~b-(2)~~ Allowing students to choose and analyze a community problem and
5 offer public policy recommendations on the problem to local officials.
- 6 ~~e-(3)~~ Information about getting involved in community groups.
- 7 (d) Founding Principles of the United States of America and North Carolina: Civic
8 Literacy. –
- 9 (1) The State Board of Education shall require instruction in civic and citizenship
10 education in the standard course of study for high school social studies during
11 the high school year ~~through the teaching of a semester course on that shall~~
12 ~~be called the~~ Founding Principles of the United States of America and the
13 ~~State of North Carolina.~~ North Carolina: Civic Literacy. A passing grade in the
14 course shall be required for graduation from high school, school, and the
- 15 (1a) The course required by subdivision (1) of this subsection shall be solely
16 focused on civics and citizenship education, and shall include at least the
17 following subjects:
- 18 a. The Creator-endowed inalienable rights of the people.
- 19 b. Structure of government, separation of powers with checks and
20 balances.
- 21 c. Frequent and free elections in a representative government.
- 22 d. Rule of law.
- 23 e. Equal justice under the law.
- 24 f. Private property rights.
- 25 g. Federalism.
- 26 h. Due process.
- 27 i. Individual rights as set forth in the Bill of Rights.
- 28 j. Individual responsibility.
- 29 k. Constitutional limitations on government power to tax and spend, and
30 prompt payment of public debt.
- 31 l. Strong defense and supremacy of civil authority over military.
- 32 m. Peace, commerce, and honest friendship with all nations, entangling
33 alliances with none.
- 34 (1b) The State Board of Education is strongly encouraged to include the following
35 components in the course required by subdivision (1) of this subsection:
- 36 a. That students write to a local, State, or federal elected official about
37 an issue that is important to them.
- 38 b. Instruction on the importance of voting and otherwise participating in
39 the democratic process, including instruction on voter registration.
- 40 c. Information about current events and governmental structure.
- 41 d. Information about the democratic process and how laws are made.
- 42 (2) The State Board of Education shall require that any high school level
43 curriculum-based tests for the course required in subdivision (1) of this
44 subsection developed and administered statewide beginning with the
45 2016-2017 academic year include questions related to the philosophical
46 foundations of our form of government and the principles underlying the
47 Declaration of Independence, the United States Constitution and its
48 amendments, and the most important of the Federalist Papers.
- 49 (3) The Department of Public Instruction and the local boards of education, as
50 appropriate, shall provide or cause to be provided curriculum content for the
51 semester course required in subdivision (1) of this subsection and professional

development to ensure that the intent and provisions of this subsection are carried out. The curriculum content established shall include a review of the contributions made by Americans of all races.

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

SECTION 4.(b) The requirements of G.S. 115C-81.45(d), as amended by this act, shall apply to all students entering the ninth grade in the 2021-2022 school year.

SECTION 5. The State Board of Education shall begin the process for review and revision of the standard course of study for social studies in grades kindergarten through 12 in the 2019-2020 school year, and shall revise the high school standard course of study in accordance with the requirements of this act for the EPF course and the Founding Principles of America and North Carolina: Civic Literacy course. The State Board shall review the high school standard course of study to determine the high school grade level during which the EPF course and the Founding Principles of America and North Carolina: Civic Literacy course may be completed.

SECTION 6. Except as otherwise provided herein, this act is effective when it becomes law.

SB 134 Economics and Financial Literacy Bill

Overall

- Most districts already provide a personal finance course through their CTE programs. We'd prefer not to add another requirement. If another requirement is added, however, would it be possible to build upon what districts are already doing by making one of these courses a graduation requirement instead rather than having to develop and offer a new course?
- Also, in an effort to allow districts to have agency over this new requirement, allowing them to determine which professional development provider they would like to use to prepare their teachers would be helpful rather than mandate that districts use the NC Council on Economic Education, as stated in the original bill.
- Districts work with other providers, such as Everfi to support their financial literacy efforts. Affording districts the resources and providers they see fit will allow districts to build upon work they are already conducting, rather than layering another initiative on top of existing work.

High School

- Initial concerns are primarily logistical. The language of the bill suggests that Civics and Economics will be split into two courses: Economics & Personal Finance (Pg. 1, Lines 17-20) and Civics Literacy (Pg. 3, Lines 7-14). Both appear to be traditional courses in the sense that the bill says they should be semester long, and are requirements students must take. This would create 5 required social studies courses for graduation – American I & II, World History, EPF course, and the Civics Literacy course.
- This means personnel will be an issue. Teachers already juggle multiple contents within the subject, plus high student enrollment in many of these courses. Additional teachers might be needed to teach these two courses.
- Scheduling will be problematic, and AP courses could suffer. Unless NCDPI amends current “reciprocal” credits for advanced courses (ex. AP World meets the World History requirement) to include AP Government as a match for the Civics and AP Macroeconomics or AP Microeconomics for the EPF course, then those courses may suffer as a result. Unless a school has some entrenched AP/IB programming, we might also run into problems around which schools will cut AP courses to make room for these, raising issues of equity of access/outcome.
- Teacher training. Costs are still a concern unless the state bill is providing enough to cover all. However, it will probably not be exorbitant. The bill says that NCCEE would be the one to provide the professional development course, we would need to bring in NCCEE to complete

training(s) rather than sending teachers out in order to keep costs low. This specifically stems from Pg. 2, Line 1-3, in which it references the EPF course being completed at an NCCEE-approved location. I'm also concerned about NCCEE's capacity to train an entire state's worth of teachers in the 2019-2020 school to be prepared for the roll-out in 2020-2021.

- We have no strong objections to the wording in Pg. 3, Line 34-41, encouraging specific components or information added into these courses. This isn't out of the norm for some courses already, and in fact is a component in some like AP Government. Plus, we have community partners and programming in district that can support that already.
- Something needed: A specific call-out to how long a new EPF teacher would have to get trained/complete the NCCEE course and tests.

Regarding Middle School

- There doesn't seem to be any fundamental changes to what is being offered already in middle school courses. No major concerns here.
- In general, the concern is about what will have to give/be eliminated in order to make this happen. Will we see a shift in content to a different grade level, things being eliminated from the standard course of study, etc. A review of the standard course of study K-12 will alleviate some of the problems/concerns I've listed above, but we need to be cognizant to what those changes mean.