

1: Public School Laws

At today's annual Halloween Costume Contest, we wished the law school's receptionist Becky Wilson a fond farewell and happy retirement! Becky, pictured in the center wearing a 'Retired' sash, joined our law school family in

Textbook needs are determined by course of study. When the State Board of Education has adopted, upon the recommendation of the Superintendent of Public Instruction, a standard course of study at each instructional level in the elementary school and the secondary school, setting forth what subjects shall be taught at each level, it shall proceed to select and adopt textbooks. As used in this part, "textbook" means systematically organized material comprehensive enough to cover the primary objectives outlined in the standards course of study for a grade or course. Formats for textbooks may be print or nonprint, including hardbound books, softbound books, activity-oriented programs, classroom kits, and technology-based programs that require the use of electronic equipment in order to be used in the learning process. Textbooks adopted in accordance with the provisions of this Part shall be used by the public schools of the State except as provided in G. State Board of Education to select and adopt textbooks. The Board shall select and adopt for a period determined to be most advantageous to the State public school system for the exclusive use in the public schools of North Carolina the basic textbooks or series of books needed for instructional purposes at each instructional level on all subject matter required by law to be taught in elementary and secondary schools of North Carolina.

Appointment of Textbook Commission. Shortly after assuming office, the Governor shall appoint a Textbook Commission of 23 members who shall hold office for four years, or until their successors are appointed and qualified. The members of the Commission shall be appointed by the Governor upon recommendation of the Superintendent. Five of these members shall be teachers or principals in grades K-5; five shall be teachers or principals in grades ; four shall be superintendents, teachers, or principals in grades ; one shall be a superintendent of a local school administrative unit; three shall be parents of students in grades K-5 at the time of appointment; three shall be parents of students in grades at the time of appointment; and two shall be parents of students in grades at the time of appointment. The Governor shall fill all vacancies by appointment for the unexpired term. The Commission shall elect a chairman, subject to the approval of the Superintendent. The Commission shall meet four times a year or at the call of the chair. The members shall be entitled to compensation for each day spent on the work of the Commission as approved by the Board and to reimbursement for travel and subsistence expense incurred in the performance of their duties at the rates specified in G. Compensation shall be paid from funds available to the State Board of Education.

Commission to evaluate textbooks offered for adoption. The Commission shall evaluate all textbooks offered for adoption. Each proposed textbook shall be read by at least one expert certified in the discipline for which the textbook would be used. The Commission may use external experts if no Commission member or advisory committee member qualifies as an expert certified in a particular discipline. The Commission may consider any review of a proposed textbook by other experts certified in the discipline who are not involved in the textbook adoption process. However, these reviews may not substitute for the direct examination of the proposed textbook by a Commission member, an advisory committee member, or any other expert retained by the Commission. Each member shall examine carefully and file a written evaluation of each proposed textbook for which the member is responsible. The evaluation report shall give special consideration to the suitability of the textbook to the instructional level for which it is offered, the content or subject matter, whether the textbook is aligned with the Standard Course of Study, and other criteria prescribed by the Board. Each evaluation report shall be signed by the member making the report and filed with the Board not later than a day fixed by the Board when the call for adoption is made.

Selection of textbooks by Board. At the next meeting of the Board after the reports have been filed, the Textbook Commission and the Board shall jointly examine the reports. From the books evaluated the Board shall select those that it thinks will meet the teaching requirements of the State public schools in the instructional levels for which they are offered. The Board shall request sealed bids from the publishers on all the books being considered. The Board shall make all necessary rules and regulations concerning requests for bids, notification to publishers of calls for adoption, execution and delivery of

contracts, requirement of performance bonds, cancellation clauses, and such other material matters as may affect the validity of the contracts. Adoption of textbooks and contracts with publishers. The Board may then adopt the books required by the courses of study and enter into contracts with the publisher of adopted books. It may refuse to adopt any of the books offered at the prices bid and call for new bids. All textbook contracts shall include a clause granting to the State Board of Education the license to produce Braille, large print, and audio-cassette tape copies of the textbooks for use in the State public schools. Also, the General Assembly urges the State Board of Education to request such a license from textbook publishers with whom a contract was entered into prior to August 1, Continuance and discontinuance of contracts with publishers. If a publisher desires to terminate a contract that has been extended beyond the original contract period, he shall give notice to the Board 90 days prior to May 1. The Board may then proceed to a new adoption. Procedure for change of textbook. The Superintendent may at any time communicate to the Board that a particular book is unsatisfactory for the schools, whereupon the Board may call for a new selection and adoption. Advice from and suits by Attorney General. The form and legality of contracts between the Board and publishers of textbooks shall be subject to the approval of the Attorney General. When requested by the Board, the Attorney General shall bring suit against any publisher who fails to keep his contract as to prices, distribution, adequate supply of books in the edition adopted, or in any other way violates the terms of his contract. Any publisher who submits books for adoption shall register in the office of the Superintendent of Public Instruction the names of all agents or other employees authorized to represent that company in the State, and this registration list shall be open to the public for inspection. Sale of books at lower price reduces price to State. Every contract made by the Board with the publisher of any school textbook on the State-adopted list shall be deemed to have written therein a condition providing that if that publisher, during the life of his contract with this State, contracts with any other governmental unit or places that textbook on sale anywhere in the United States for a price less than that stipulated in his contract with the State of North Carolina, the publisher shall immediately furnish that textbook to this State at a price not greater than that for which the book is furnished, sold, or placed on sale anywhere else in the nation. Powers and duties of the State Board of Education in regard to textbooks. The children of the public elementary and secondary schools of the State shall be provided with free basic textbooks within the appropriation of the General Assembly for that purpose. To implement this directive, the State Board of Education shall evaluate annually the amount of money necessary to provide textbooks based on the actual cost and availability of textbooks and shall request sufficient appropriations from the General Assembly. The State Board of Education shall administer a fund and establish rules and regulations necessary to: Acquire by contract such basic textbooks as are or may be on the adopted list of the State of North Carolina which the Board finds necessary to meet the needs of the State public school system and to carry out the provisions of this Part. Provide a system of distribution of these textbooks and distribute the books that are provided without using any depository or warehouse facilities other than those operated by the State Board of Education. Provide for the free use, with proper care and return, of elementary and secondary basic textbooks. The title of said books shall be vested in the State. State Board of Education authorized to discontinue handling supplementary and library books. The State Board of Education may discontinue the adoption of supplementary textbooks and, at the expiration of existing contracts, may discontinue the purchase, warehousing, and distribution of supplementary textbooks. The Board may also discontinue the purchase and resale of library books. Funds appropriated to the State Board of Education for supplementary textbooks shall be transferred to the State Public School Fund for allotment to each local school administrative unit, based on its average daily membership, for the purchase of supplementary textbooks, library books, periodicals, and other instructional materials. Local boards of education to provide for local operation of the textbook program, the selection and procurement of other instructional materials, and the use of nonadopted textbooks. Local boards of education shall adopt rules not inconsistent with the policies of the State Board of Education concerning the local operation of the textbook program. 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 supplementary textbooks, library books, periodicals, audiovisual materials, and other supplementary instructional materials needed for instructional purposes in the

public schools of their units. Local boards of education shall have sole authority to select and procure supplementary instructional 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. Supplementary materials and contracts for supplementary materials are not subject to approval by the State Board of Education. Supplementary books and other instructional materials shall neither displace nor be used to the exclusion of basic textbooks. The State Board of Education shall review its rules and policies concerning these challenges and shall establish guidelines to be followed by community media advisory committees. Select, procure, and use textbooks that have not been adopted by the State Board of Education for use throughout the local school administrative unit for selected grade levels and courses; and Approve school improvement plans developed under G. All textbook contracts made under this subsection shall include a clause granting to the local board of education the license to produce braille, large print, and audiocassette tape copies of the textbooks for use in the local school administrative unit. Funds allocated by the State Board of Education or appropriated in the current expense or capital outlay budgets of the local school administrative units may be used for the above-stated purposes. Legal custodians of textbooks furnished by State. Local boards of education are the custodians of all textbooks purchased by the local boards with State funds. They shall provide adequate and safe storage facilities for the proper care of these textbooks and emphasize to all students the necessity for proper care of textbooks. Rental fees for textbooks prohibited; damage fees authorized. No local board of education may charge any pupil a rental fee for the use of textbooks. All money collected from the sale of textbooks purchased with State funds under the provisions of this Part shall be paid annually as collected to the State Board of Education. Duties and authority of superintendents of local school administrative units. The superintendent of each local school administrative unit, as an official agent of the State Board of Education, shall administer the provisions of this Part and the rules and regulations of the Board insofar as they apply to his unit. The superintendent of each local school administrative unit shall have authority to require the cooperation of principals and teachers so that the children may receive the best possible service, and so that all the books and moneys may be accounted for properly. If any principal or teacher fails to comply with the provisions of this section, his superintendent shall withhold his salary vouchers until the duties imposed by this section have been performed. If any superintendent fails to comply with the provisions of this section, the State Superintendent, as secretary to the State Board of Education, shall notify the State Board of Education and the State Treasurer. Right to purchase; disposal of textbooks and materials. Any parent, guardian, or person in loco parentis may purchase any instructional material needed for any child in the public schools of the State from the board of education of the local school administrative unit in which the child is enrolled or, in the case of basic textbooks, from the State Board of Education.

2: North Carolina Public Schools

The Board shall select and adopt for a period determined to be most advantageous to the State public school system for the exclusive use in the public schools of North Carolina the basic textbooks or series of books needed for instructional purposes at each instructional level on all subject matter required by law to be taught in elementary and.

What is Reproductive Health and Safety Education? When did the Healthy Youth Act go into effect? School systems were required to implement the requirements of the Healthy Youth Act starting in the school year. About Sexuality Education What is sexuality education? Sexuality education is another term for what is more commonly called sex education or sex ed. The name sexuality education is used because lessons often include aspects of sexual health that are not directly related to sex, such as relationships and decision-making skills. Is sexuality education good for students? Students who complete sexuality education in general wait longer to have sex than students who have no sexuality education. Does sexuality education encourage sex? Research shows students who complete sexuality education wait longer to have sex than students who receive no sexuality education. What is comprehensive sexuality education? Comprehensive sexuality education is a loose term that commonly refers to sexuality education that includes instruction on both abstinence and on condoms and contraceptive methods. Comprehensive sexuality education has been widely researched and is proven to help students wait longer to have sex and be safer and more responsible when they do ultimately become sexually active. What is abstinence-only education? Abstinence-only education is a term for sexuality education that only focuses on sexual abstinence. Abstinence-only-until-marriage is a term for programs that focus on abstinence, and have an additional focus on saving sex until marriage. While some abstinence-only curricula are effective at helping teens delay having sex, they are not more effective at helping teens delay sex than comprehensive curricula. Are any abstinence-only programs effective? Two abstinence-only curricula have been shown to be effective at helping students delay sex. Materials in these two programs are factually accurate and focus on delaying sex until ready rather than delaying sex until marriage. When considering these programs, schools should remember three key points: An evidence-based curriculum is a curriculum that has been evaluated against a control group and is proven to work. Most public health and education professionals and groups only consider this evidence of effectiveness valid if the evaluation results have been published in a peer-reviewed journal. What is a promising curriculum? A promising curriculum has been developed using the same processes and standards as an evidence-based program, and has undergone an initial evaluation. However, promising programs have either not been evaluated as rigorously as evidence-based programs or the evaluation has not been published in a peer-reviewed journal. What do school boards have to do according to the Healthy Youth Act? Each school board is required to pass the appropriate local policies to ensure that the three requirements listed above are met. What is local control? Local control is simply a term that indicates that most policy decisions and implementation procedures are determined by local school system officials. Is there a public hearing requirement? The public forum requirement “ which proved burdensome for schools, health officials, and parents ” was eliminated by the Healthy Youth Act. Can schools opt out? Individual public schools with grades 7, 8, and 9 must provide Reproductive Health and Safety Education. Parents What role do parents play? Parental involvement is a part of any effective sexuality education curriculum, and the Healthy Youth Act mandates the promotion of parent-student communication and interaction. Can a parent opt his or her child out of sexuality education? All school districts must provide parents with an opportunity to withdraw their student from Reproductive Health and Safety Education through either an opt-out or opt-in process. Most school systems choose an opt-out process in accordance with general best practices for education. The Healthy Youth Act requires schools to let you view a curriculum. Many schools will simply keep a copy in the media center. As a parent, what should I look for when I review a curriculum? We recommend you look for the following: These will help you know if materials have been developed by trusted resources. Does the curriculum follow a logical sequence? Most effective curricula will cover things like personal values or decision-making, then move on to abstinence and birth control methods. Do materials focus too heavily on values? School-based curricula should let you provide values at home, and focus on facts in the

classroom. How do North Carolina parents feel about sexuality education? A independent survey of parents of North Carolina public school students shows overwhelming support for school-based sexuality education. These parents clearly indicated that they think sexuality education should be comprehensive and thorough: Transmission and prevention of sexually transmitted diseases Since , similar surveys have been conducted in conservative communities and found similar majority support for comprehensive and thorough sexuality education. How should schools meet the parental involvement requirement? Schools handle this requirement in different ways. Some curricula include parent-student activities like a take-home interview where a student interviews a parent about family values and expectations. Many schools choose to offer a parent education night to help parents talk to their children about sex. Content Requirements What does sexuality education have to include? Reproductive Health and Safety Education must teach the following points: The effectiveness and safety of all FDA-approved contraceptive methods Awareness of sexual assault, sexual abuse, and risk reduction: A focus on building healthy relationships What constitutes sexual assault and sexual abuse, the causes of those behaviors, and risk reduction Resources and reporting procedures if a student experiences sexual assault or abuse Common misconceptions about sexual assault and abuse In addition, instruction must: The Healthy Youth Act only covers education in grades 7, 8, and 9. LEAs can elect to provide more education in more grades. Is there anything schools cannot teach? Any prohibition on teaching certain subjects is determined at the local level. In addition, schools are required to provide information that is factually accurate “ which could be interpreted as a prohibition on providing inaccurate information, a common flaw in abstinence-only-until-marriage materials. Do schools teach about abstinence? Schools are required to teach about abstinence. All effective curricula include information about abstinence. Do schools have to teach about birth control or condoms? All curricula that are effective for pregnancy prevention include information about contraceptive methods. Are condom demonstrations required? The Healthy Youth Act does not require or prohibit condom demonstrations. Of these parents, Will schools distribute condoms to students? North Carolina law prohibits schools from distributing condoms or contraceptive devices on school grounds. Do schools have to teach about Emergency Contraception? While lots of misinformation exists, Emergency Contraception is not considered an abortifacient by the medical community. Do schools have to teach about abortion? Any decision to provide information on abortion is a local decision. Most school systems choose not to address this topic. Do schools have to use a specific curriculum? Information must be factually accurate and objective, and meet all the requirements of the Healthy Youth Act. However, no specific curriculum is recommended or required. Administration Is there a review period for materials? Not for local school systems. The only requirement for a materials review period applies at the state level. If the state school board or Department of Public Instruction requires or recommends a curriculum or text book, then they must offer a 60 day review period. How do we make materials available to parents? This is a common practice for any instructional material, and is not unique to sexuality education. Should we create an opt-in or opt-out policy? We recommend an opt-out policy for two reasons. First, since the implementation of the Healthy Youth Act, many schools report having very few parents withdraw a child from sexuality education. Therefore, an opt-out process defaults to what most parents would choose. Second, most schools seem to prefer opt-out processes because it places less administrative onus on teachers, parents, and school personnel to track permission slips from every student, and allows the school to be more responsive to the small number of objecting parents. How do we choose a curriculum? Many great resources exist to help you select a curriculum. We recommend the following strategies:

3: Kathrine R. Everett Law Library

The North Carolina Division of Non-Public Education (DNPE) is authorized by state law to receive home school notices of intent to begin initial operation and to terminate operation, and to annually inspect the school's student attendance and nationally standardized achievement test result records.

Supreme Court ruling in *Lawrence v. Texas* held laws criminalizing consensual homosexual activity between adults unconstitutional. The state formerly banned same-sex marriage and all other types of same-sex unions both by statute and by constitutional amendment until the ban was overturned by a federal court decision. North Carolina had previously denied marriage rights to same-sex couples by statute since A state constitutional amendment that was approved in reinforced that by defining marriage between a man and a woman as the only valid "domestic legal union" in the state and denying recognition to any similar legal status, such as civil unions. Constitutional ban[edit] County-level results of the vote on Amendment 1, amending the N. In September , the North Carolina General Assembly passed North Carolina Senate Bill which put an amendment banning any form of same-sex unions on the primary election ballot in May The measure passed on a vote of in the state Senate and a vote of in the state House. North Carolina was the 30th state, and the last of the former Confederate states, to adopt a constitutional amendment banning same-sex marriage. This section does not prohibit a private party from entering into contracts with another private party; nor does this section prohibit courts from adjudicating the rights of private parties pursuant to such contracts. *Smith and Gerber v. Cooper* On June 13, , six same-sex couples filed a federal lawsuit, *Fisher-Borne v. Smith*, that initially sought the right to obtain second-parent adoptions. In July , following the U. Supreme Court decision in *United States v. Plaintiffs* are three couples: A judge has not yet been assigned in this case. District Judge William Osteen ruled for the plaintiffs. Jarell that the state law did not permit adoption by a second unmarried person irrespective of the sex of those involved. On June 13, , 11 same-sex couples sued several state and local officials in federal court seeking second-parent adoption rights. LGBT employment discrimination in the United States North Carolina outlaws discrimination based on religion, color, national origin, age, sex or handicap, sexual orientation and gender identity in public employment, but discrimination on grounds of sexual orientation and gender identity are not prohibited statewide in private employment, however it is against the law to sue in state courts for such discrimination. State law bans local municipalities from prohibiting discrimination on the basis of sexual orientation or gender identity in areas other than public employment.

4: Laws and Policies

Carolina Law was founded in and is North Carolina's oldest professional school. We prepare outstanding lawyers and leaders to serve the people and institutions of North Carolina, the nation and the world.

5: LGBT rights in North Carolina - Wikipedia

The School of Government depends on private and public support for fulfilling its mission. Your gift will make a lasting impact on the quality of government and civic participation in North Carolina.

6: Education and NC Law – NC State Board of Education

North Carolina law requires the state board of education to review and evaluate the educational effectiveness of charter schools and the effect of charter schools on the public schools in the local school administrative unit in which the charter schools are located.

7: UNC School of Law

The decision to attend law school is a significant investment in your future, and Carolina Law's admissions office will be with you every step of the way. We encourage you to visit us in person. Get to know us and judge for yourself if we are the right law school for you.

8: University of North Carolina School of Law - Wikipedia

ii School Employment Law ESTABLISHED IN , the Institute of Government provides training, advisory, and research services to public officials and others interested in the operation of state and local government.

9: Healthy Youth Act FAQs | SHIFT NC

The North Carolina Department of Public Instruction implements the State's public school laws and State Board of Education's policies governing pre-kindergarten through 12th grade public education.

Process and Portfolios in Writing Instruction (Classroom Practices in Teaching English) Hornady reloading manual 9th Secularisation and the right to religion Prayers to Mary for a Happy Death 1186 Rodales Successful Organic Gardening Charlotte Hucks Children Literature with Literature Database CD-ROM The Bible and Kural Moving beyond racism Minerals Management Service Some of the Directions Evident in Therapy Desktop Publishing Using Wordperfect 6.1 for Windows Julias Kitchen With Master Chefs Drops in the bucket math book 1 Us navy bluejackets manual The flutterby princess. CHAPTER 4 REASON FOR SEASONS Blue Guide Museums and Galleries of London, Fourth Edition Fun at the Circus (Learning Fun for Little Ones) Mkutis adventures in the bushveld Remaking Eastern Europe On the Political Economy of Transition (International Studies in Economics and Ec Dragonlance players handbook How to draw the life and times of Ulysses S. Grant The proven continuity of life Transactions of the Ossianic Society. Dangerous to your health The Spy Who Seduced America: Lies and Betrayal in the Heat of the Cold War Teachers, Pupils and the Internet Hawn course in public speaking, for self instruction GRE practicing to take the geology test. Limits on the jurisdiction Approaches to Teaching Kingstons the Woman Warrior (Approaches to Teaching World Literature) The day grandpa came Mahmoud Al-Wardani The Poems and Hums of Winnie-the-Pooh Bragg Gratings, Photosensitivity, and Poling in Glass Fibers and Waveguides: Applications and Fundamental Adam and the Kabbalistic tree Character traits 3rd grade Academic Writing and Publishing The Politics of Literacy Adventure on the St. Lawrence Treasure Island (Amsco Literature Series)