

WEST VIRGINIA LEGISLATURE

2021 REGULAR SESSION

Introduced

House Bill 2357

BY DELEGATES HIGGINBOTHAM, HOTT, HOWELL,

MARTIN AND HANSEN

[Introduced February 12, 2021; Referred to the
Committee on Education then Finance]

1 A BILL to amend and reenact §18-2-9 of the Code of West Virginia, 1931, as amended, relating
 2 to requiring all schools to instruct students on the Holocaust and other genocides.

Be it enacted by the Legislature of West Virginia:

ARTICLE 2. STATE BOARD OF EDUCATION.

§18-2-9. Required courses of instruction.

1 (a) ~~¶~~ All public, private, parochial, and denominational schools located within this state
 2 ~~there shall be given~~ give prior to the completion of the eighth grade at least one year of instruction
 3 in the history of the State of West Virginia. The schools shall require regular courses of instruction
 4 by the completion of the 12th grade in the history of the United States, in civics, in the Constitution
 5 of the United States and in the government of the State of West Virginia for the purpose of
 6 teaching, fostering and perpetuating the ideals, principles and spirit of political and economic
 7 democracy in America and increasing the knowledge of the organization and machinery of the
 8 government of the United States and of the State of West Virginia. The state board shall, with the
 9 advice of the State Superintendent, prescribe the courses of study covering these subjects for the
 10 public schools. ~~It shall be the duty of~~ The officials or boards having authority over the respective
 11 private, parochial, and denominational schools ~~to~~ shall prescribe courses of study for the schools
 12 under their control and supervision similar to those required for the public schools. To further such
 13 study, every high school student eligible by age for voter registration shall be afforded the
 14 opportunity to register to vote pursuant to §3-2-22 of this code.

15 (b) The state board shall cause to be taught in all of the public schools of this state the
 16 subject of health education, including instruction in any of the grades six through 12 as considered
 17 appropriate by the county board, on: (1) The prevention, transmission and spread of acquired
 18 immune deficiency syndrome and other sexually transmitted diseases; (2) substance abuse,
 19 including the nature of alcoholic drinks and narcotics, tobacco products, and other potentially
 20 harmful drugs, with special instruction as to their effect upon the human system and upon society
 21 in general; (3) the importance of healthy eating and physical activity to maintaining healthy weight;

22 and (4) education concerning cardiopulmonary resuscitation and first aid, including instruction in
23 the care for conscious choking, and recognition of symptoms of drug or alcohol overdose. The
24 course curriculum requirements and materials for the instruction shall be adopted by the state
25 board by rule in consultation with the Department of Health and Human Resources. The state
26 board shall prescribe a standardized health education assessment to be administered within
27 health education classes to measure student health knowledge and program effectiveness.

28 (c) An opportunity shall be afforded to the parent or guardian of a child subject to
29 instruction in the prevention, transmission and spread of acquired immune deficiency syndrome
30 and other sexually transmitted diseases to examine the course curriculum requirements and
31 materials to be used in the instruction. The parent or guardian may exempt the child from
32 participation in the instruction by giving notice to that effect in writing to the school principal.

33 (d) After July 1, 2015, the required instruction in cardiopulmonary resuscitation in
34 subsection (b) of this section shall include at least 30 minutes of instruction for each student prior
35 to graduation on the proper administration of cardiopulmonary resuscitation (CPR) and the
36 psychomotor skills necessary to perform cardiopulmonary resuscitation. The term “psychomotor
37 skills” means the use of hands-on practicing to support cognitive learning. Cognitive-only training
38 does not qualify as “psychomotor skills”. The CPR instruction ~~must~~ shall be based on an
39 instructional program established by the American Heart Association or the American Red Cross
40 or another program which is nationally recognized and uses the most current national evidence-
41 based Emergency Cardiovascular Care guidelines and incorporates psychomotor skills
42 development into the instruction. A licensed teacher is not required to be a certified trainer of
43 cardiopulmonary resuscitation to facilitate, provide or oversee such instruction. The instruction
44 may be given by community members, such as emergency medical technicians, paramedics,
45 police officers, firefighters, licensed nurses and representatives of the American Heart Association
46 or the American Red Cross. These community members are encouraged to provide necessary
47 training and instructional resources such as cardiopulmonary resuscitation kits and other material

48 at no cost to the schools. The requirements of this subsection are minimum requirements. A local
49 school district may offer CPR instruction for longer periods of time and may enhance the
50 curriculum and training components, including, but not limited to, incorporating into the instruction
51 the use of an automated external defibrillator (AED): *Provided*, That any instruction that results in
52 a certification being earned ~~must~~ shall be taught by an authorized CPR/AED instructor.

53 (e) A full week of classes during the week selected by the county board of education shall
54 be recognized as "Celebrate Freedom Week". The purpose of Celebrate Freedom Week is to
55 educate students about the sacrifices made for freedom in the founding of this country and the
56 values on which this country was founded.

57 Celebrate Freedom Week ~~must~~ shall include appropriate instruction in each social studies
58 class which:

59 (1) Includes an in-depth study of the intent, meaning and importance of the Declaration of
60 Independence, the Emancipation Proclamation, and the Constitution of the United States with an
61 emphasis on the Bill of Rights;

62 (2) Uses the historical, political, and social environments surrounding each document at
63 the time of its initial passage or ratification; and

64 (3) Includes the study of historical documents to firmly establish the historical background
65 leading to the establishment of the provisions of the Constitution and Bill of Rights by the founding
66 fathers for the purposes of safeguarding our constitutional republic.

67 The requirements of this subsection are applicable to all public, private, parochial, and
68 denominational schools located within this state. Nothing in this subsection creates a standard or
69 requirement subject to state accountability measures.

70 (f) Beginning the 2018-2019 school year, students in the public schools shall be
71 administered a test the same as or substantially similar to the civics portion of the naturalization
72 test used by the United States Citizenship and Immigration Services between their ninth and 12th
73 grade years as an indicator of student achievement in the area of civics education. The test results

74 may be reported in the aggregate to the county board for evaluation by the board's curriculum
75 director and reported to the board members. Nothing in this subsection creates a standard or
76 requirement subject to state accountability measures.

77 (g) All public, middle and high schools located within this state shall give instruction on the
78 Holocaust and other genocides in order to teach students knowledge of the Holocaust and other
79 genocides, identify relevant global actors in historical genocides, inform students of social and
80 political contextual factors that influence genocides, describe the outcomes of genocides;
81 familiarize students with, as applicable, the history, context, and explanation of the Holocaust and
82 other genocides, and the influence of the Holocaust and other genocides on law, history,
83 government, migration, religion, literature, art, music, customs, morals, values, and culture.

NOTE: The purpose of this bill is to require courses for all students regarding the Holocaust and other genocides.

Strike-throughs indicate language that would be stricken from a heading or the present law, and underscoring indicates new language that would be added.