

The Wake County Board of Education encourages all students to develop an understanding of citizenship, including the importance of a citizen's rights and responsibilities. At a minimum, the citizenship curriculum will incorporate the civic literary requirements of the Basic Education Plan and any statutory requirements regarding the recitation of the Pledge of Allegiance and the display of flags. In addition, within the timeframe established by state requirements, the high school curriculum will meet all state standards for teaching individual responsibility and other historical founding principles of our nation.

A. BOARD CITIZENSHIP REQUIREMENTS AND OPTIONS

The curriculum committee ~~established in policy 3100, Curriculum Development,~~ shall develop the curriculum regarding citizenship. In addition to meeting any state requirements, the citizenship curriculum also should be designed to reinforce the student behavior management plan. The curriculum shall include addressing character traits as provided in the Basic Education Plan. The character traits should include, ~~but are not limited to:~~

1. ~~1. Courage: Having the determination to do the right thing even when others don't; having the strength to follow your conscience rather than the crowd; attempting difficult things that are worthwhile.~~
2. ~~2. Good judgment: Choosing worthy goals and setting proper priorities; thinking through the consequences of your actions; and basing decisions on practical wisdom and good sense.~~
3. ~~3. Integrity Having the inner strength to be truthful, trustworthy, and honest in all things; acting justly and honorably.~~
4. ~~4. civility, kindness: Being considerate, courteous, helpful, and understanding of others; showing care, compassion, friendship, and generosity; and treating others as you would like to be treated.~~
5. ~~5. Perseverance: Being persistent in the pursuit of worthy objectives in spite of difficulty, opposition, or discouragement; and exhibiting patience and having the fortitude to try again when confronted with delays, mistakes, or failures.~~
6. ~~6. Respect: Showing high regard for authority, for other people, for self, for property, and for country; and understanding that all people have value as human beings.~~
7. ~~7. Responsibility: Being dependable in carrying out obligations and duties; showing reliability and consistency in words and conduct; being accountable for your own actions; and being committed to active involvement in your community.~~

~~1.8. tolerance, sSelf-discipline: Demonstrating hard work and commitment to purpose; regulating yourself for improvement and restraining from inappropriate behaviors; being in proper control of your words, actions, impulses, and desires; choosing abstinence from premarital sex, drugs, alcohol, and other harmful substances and behaviors; and doing your best in all situations., respect for school personnel, responsibility for school safety, service to others and good citizenship.~~

The citizenship curriculum must require that: (1) the United States and North Carolina flags be displayed in each classroom, when available; (2) recitation of the Pledge of Allegiance be scheduled on a daily basis; (3) appropriate instruction be provided on the meaning and historical origins of the North Carolina and United States flags and the Pledge of Allegiance; (4) Constitution and Citizenship Day be observed on September 17 to commemorate the signing of the United States Constitution or be observed the preceding or following week if students are not in school on September 17; and (5) appropriate instruction and/or recognition be provided concerning the significance of Memorial Day.

The citizenship curriculum also may include appropriate instruction on the rights and responsibilities of citizenship and guidelines for the use and display of the North Carolina and United States flags. The curriculum must ensure that no student will be compelled to salute the flag, recite the Pledge of Allegiance, stand to acknowledge the flag or stand to participate in the Pledge of Allegiance, or otherwise feel coerced to participate. In addition, the citizenship curriculum may encourage teachers to use the recitation of the Pledge of Allegiance as an opportunity to teach students about the history concerning coercion and the importance of the First Amendment to the Bill of Rights. ~~Any flags donated or otherwise made available must be displayed in the classrooms.~~

Furthermore, the citizenship curriculum may ~~include~~ incorporate service to others, including engaging in meaningful service to their schools and their communities. Schools may teach service-learning by (a) incorporating it into their standard curriculum, or (b) involving a classroom of students or other group of students in hands-on community service projects. Ffor middle school and high school students, this could include a community volunteer service requirement in order to demonstrate the value and effectiveness of volunteer contributions to the community. To be approved by the board, the curriculum (1) must provide students with sufficient notice of the service requirement; (2) must provide students with enough options to meet the interests and transportation needs of the students; and (3) must not infringe on the constitutional rights of students by compelling or coercing a student to hold a particular viewpoint on volunteerism.

B. SCHOOL RESPONSIBILITIES

Every school will have programs and activities that support efforts to develop good character. Within these initiatives, schools will provide opportunities for students to

demonstrate and practice good character. This should include helping students to understand, assess, and be responsible for their own behavior and how to act responsibly toward others.

School staff members will ensure that positive behavior is practiced, demonstrated, modeled, and reinforced within an environment of mutual respect, caring, and dignity. School staff will provide opportunities for the integration of character education in all areas of the curriculum. The school also will form collaborative partnerships with families and the community to model character and develop character education initiatives.

Legal References: 36 U.S.C. 106(d); G.S. 115C-12(33), -47(29a), -81(g), (h), (h1); N.C. Session Law 2011-273

Adopted: