

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2001

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SENATE BILL 898

Short Title: The Student Citizen Act of 2001.

(Public)

Sponsors: Senators Dalton; Carter, Lucas, Albertson, Cunningham, Dannelly, Garrou, Hagan, Harris, Metcalf, Plyler, Robinson, Swindell, Thomas, and Wellons.

Referred to: Education/Higher Education.

April 5, 2001

A BILL TO BE ENTITLED

AN ACT TO ENACT THE STUDENT CITIZEN ACT OF 2001.

The General Assembly of North Carolina enacts:

SECTION 1. This act shall be known as the "Student Citizenship Act of 2001".

SECTION 2. G.S. 115C-81 reads as rewritten:

"§ 115C-81. Basic Education Program.

...

(g1) Modifications to the social studies curriculum to instruct students on participation in the democratic process and to give them hands-on experience in participating in the democratic process:

(1) The State Board of Education shall modify the high school social studies curriculum to include instruction in civic and citizenship education. Local boards of education may offer this instruction in a one-week unit covering the subject or by inserting key points on the subject throughout the school year. The State Board of Education is strongly encouraged to include, at a minimum, the following components in the high school civic and citizenship education curriculum:

- a. A requirement 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;
- c. Information about current events and governmental structure;
and

- 1 d. Information about the democratic process and how laws are
2 made.
- 3 (2) The State Board of Education shall modify the middle school social
4 studies curriculum to include instruction in civic and citizenship
5 education. The State Board of Education is strongly encouraged to
6 include, at a minimum, the following components in the middle school
7 civic and citizenship education curriculum:
- 8 a. A tour of representative local government facilities such as the
9 local jail, the courthouse, or a town hall, to help students
10 understand the way their community is governed;
- 11 b. A requirement that students choose and analyze a community
12 problem and offer public policy recommendations on the
13 problem to local officials; and
- 14 c. Information about getting involved in community groups.
- 15 (h) ~~Character Education. — Local boards of education may require the teaching of~~
16 ~~the following character traits in the public schools: Each local board of education shall~~
17 develop and implement a character education curriculum. The curriculum should
18 address the following traits and responsibilities:
- 19 (1) Courage. — Having the determination to do the right thing even when
20 others don't and the strength to follow your conscience rather than the
21 crowd; and attempting difficult things that are worthwhile.
- 22 (2) Good judgment. — Choosing worthy goals and setting proper priorities;
23 thinking through the consequences of your actions; and basing
24 decisions on practical wisdom and good sense.
- 25 (3) Integrity. — Having the inner strength to be truthful, trustworthy, and
26 honest in all things; acting justly and honorably.
- 27 (4) Kindness. — Being considerate, courteous, helpful, and understanding
28 of others; showing care, compassion, friendship, and generosity; and
29 treating others as you would like to be treated.
- 30 (5) Perseverance. — Being persistent in the pursuit of worthy objectives in
31 spite of difficulty, opposition, or discouragement; and exhibiting
32 patience and having the fortitude to try again when confronted with
33 delays, mistakes, or failures.
- 34 (6) Respect. — Showing high regard for authority, for other people, for
35 self, for property, and for country; and understanding that all people
36 have value as human beings. In the school environment, respect
37 includes holding teachers, school administrators, and all school
38 personnel in high esteem and demonstrating in words and deeds that
39 all school personnel deserve to be treated with courtesy and proper
40 deference.
- 41 (7) Responsibility. — Being dependable in carrying out obligations and
42 duties; showing reliability and consistency in words and conduct;
43 being accountable for your own actions; and being committed to active
44 involvement in your community.

- 1 (8) Self-Discipline. – Demonstrating hard work and commitment to
2 purpose; regulating yourself for improvement and restraining from
3 inappropriate behaviors; being in proper control of your words,
4 actions, impulses, and desires; choosing abstinence from premarital
5 sex, drugs, alcohol, and other harmful substances and behaviors; and
6 doing your best in all situations.
- 7 (9) Responsibility for school safety. – Helping to create a harmonious
8 school atmosphere that is free from threats, weapons, and violent or
9 disruptive behavior; cultivate an orderly learning environment in
10 which students and school personnel feel safe and secure; and
11 encourage the resolution of conflicts and disagreements through
12 peaceful means including peer mediation.
- 13 (10) Service to others. – Engaging in meaningful service to their schools
14 and their communities. Schools may teach service-learning by (i)
15 incorporating it into their standard curriculum, (ii) making community
16 service a graduation requirement, or (iii) involving a classroom of
17 students or some other group of students in one or more hands-on
18 community-service projects.
- 19 (11) Good citizenship. – Obeying the laws of the nation and this State;
20 abiding by school rules; and understanding the rights and
21 responsibilities of the member of a democracy."

22 **SECTION 3.** G.S. 115C-391(a) reads as rewritten:

23 "(a) Local boards of education shall adopt policies not inconsistent with the
24 provisions of the Constitutions of the United States and North Carolina, governing the
25 conduct of students and establishing procedures to be followed by school officials in
26 suspending or expelling any student, or in disciplining any student if the offensive
27 behavior could result in suspension, expulsion, or the administration of corporal
28 punishment. Local boards of education shall include a reasonable dress code in these
29 policies.

30 The policies that shall be adopted for the administration of corporal punishment shall
31 include at a minimum the following conditions:

- 32 (1) Corporal punishment shall not be administered in a classroom with
33 other children present;
- 34 (2) The student body shall be informed beforehand what general types of
35 misconduct could result in corporal punishment;
- 36 (3) Only a teacher, substitute teacher, principal, or assistant principal may
37 administer corporal punishment and may do so only in the presence of
38 a principal, assistant principal, teacher, substitute teacher, teacher
39 assistant, or student teacher, who shall be informed beforehand and in
40 the student's presence of the reason for the punishment; and
- 41 (4) An appropriate school official shall provide the child's parent or
42 guardian with notification that corporal punishment has been
43 administered, and upon request, the official who administered the
44 corporal punishment shall provide the child's parent or guardian a

1 written explanation of the reasons and the name of the second school
2 official who was present.

3 Each local board shall publish all the policies mandated by this subsection and make
4 them available to each student and his parent or guardian at the beginning of each
5 school year.

6 Notwithstanding any policy adopted pursuant to this section, school personnel may
7 use reasonable force, including corporal punishment, to control behavior or to remove a
8 person from the scene in those situations when necessary:

- 9 (1) To quell a disturbance threatening injury to others;
- 10 (2) To obtain possession of weapons or other dangerous objects on the
11 person, or within the control, of a student;
- 12 (3) For self-defense;
- 13 (4) For the protection of persons or property; or
- 14 (5) To maintain order on school property, in the classroom, or at a school-
15 related activity on or off school property."

16 **SECTION 4.** This act becomes effective July 1, 2001, except that:

- 17 (1) The State Board of Education shall complete the modifications to the
18 social studies curriculum required by G.S. 115C-81(g1), as enacted in
19 Section 2 of this act, prior to October 1, 2001. The modified
20 curriculum shall be implemented beginning with the 2002-2003 school
21 year.
- 22 (2) Local boards of education shall develop character education
23 curriculums in accordance with G.S. 115C-81(h), as rewritten by
24 Section 2 of this act, prior to October 1, 2001. Local boards shall
25 implement these plans beginning with the 2002-2003 school year.
- 26 (3) Section 3 of this act applies beginning with the 2001-2002 school year.