

Policy Code: 3531 Character Education

The Board of Education recognizes its responsibility to promote good character in all students. The board also recognizes that learning to treat all people with respect, having the courage to fight racism and celebrating our diversity are examples of character traits which can contribute to success for all of our students.

Character education includes instruction through the regular curriculum, required and recommended service learning and infusion into the school climate. The Board of Education, therefore, directs the superintendent to develop sound, effective programs which infuse the character traits addressed in [G.S. 115C-81\(h1\)](#), and in the district's Strategic Plan, Vision of a Graduate of the District-Character and Behavior Traits, into the curriculum. The Board recognizes that character is also taught by example and by experience. Therefore, the Board directs the superintendent to communicate to every staff member his or her responsibility to support the development of good character in the classroom through instruction, and in formal and informal encounters with students, parents and colleagues. The board further recognizes that while it shares this responsibility with parents and with the community, adequate funding must be allocated by the district to ensure the successful implementation of character education.

The board therefore directs the superintendent to ensure that each school develop a plan for implementing effective and age appropriate character education. This need not include a new "curriculum" to teach, but must include an infusion of character into the school day. This plan must include how the character traits outlined in this policy and in [G.S. 115C-81\(h1\)](#), will be incorporated into the school climate and describe how the community will be involved in the plan. In addition, the district's curriculum must include how these character traits will be addressed.

The board further directs the superintendent to ensure that each school:

1. Provide staff development time specifically for character education.
2. Members of the schools' site-based health teams shall oversee the school's character education program. Close coordination between the equity team and school personnel charged with planning character education is necessary to ensure that the vision of character education and equity can be woven into the fabric of school life.
3. Each school's character education program shall be reviewed annually by the building principal and the site-based health team.

The following character traits will be included in the character education program:

- a. **Courage:** Being able to do and say the right thing, even when others don't; having the strength to follow your conscience rather than the crowd, attempting things that are difficult, but worthwhile and moral. Providing leadership and accepting the leadership of others.
- b. **Good Judgment:** Choosing worthy goals and connecting them to personal decisions and actions; basing decisions on information and consequences.
- c. **Integrity/Honesty:** Being honest and truthful in word and action, even under difficult circumstances; being trustworthy; acting with integrity and honor.
- d. **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. Avoid bullying in any form.
- e. **Perseverance:** Being persistent in the pursuit of worthy objectives in spite of difficulty, opposition, or discouragement; and exhibiting patience even when discouraged; continuing to try when confronted with delays, mistakes or failures.

- f. **Respect:** Understanding that all people have value as human beings; demonstrating understanding and respect for differences among people and an appreciation of diversity; showing respect for self and others and responding appropriately to authority; having respect for property.
- g. **Responsibility:** Taking responsibility for one's own actions; being accountable for promises of action; being dependable in carrying out obligations.
- h. **Self-Discipline:** Refraining from inappropriate behaviors; being able to control your words, actions, impulses and desires; choosing abstinence from premarital sex, drugs, alcohol and other harmful substances and behaviors; doing your best in all situations; valuing effort, specifically the work ethic, and self-discipline, demonstrating hard work and commitment to purpose; demonstrating civility in the face of conflict.
- i. ***Stewardship:** Being stewards of the earth's and community's resources; being committed to learn how to care for the environment; engaging in meaningful service to school and community.
- j. ***Citizenship:** Knowing and fulfilling the responsibilities of U.S. citizenship and having a sense of responsibility for being a member of a global and school community, understanding the importance of being informed and of voting; taking responsibility for school safety.
- k. ***Personal Growth:** Being adaptable and flexible; living a healthy lifestyle; setting goals for lifelong learning and personal development.

* District character traits not included in the state statute.

Legal References: [G.S.115C-81](#)(h, h1)

Cross References: Citizenship (Policy 3530)

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Chapel Hill-Carrboro Schools