



Bonner Center for Character Education and Citizenship

2020 BONNER CENTER ELEMENTARY SCHOOLS

ALPINE VISTA ELEMENTARY SCHOOL

Tulare City School District

2975 Alpine Ave, Tulare, CA 93274

Terri Martindale, Principal

Alpine Vista promotes core ethical values as the basis for good behavior. It is important that American public schools become involved with developing character of students because core values may not always be instilled at home. We need to prepare new leaders of tomorrow to enter the workforce. We are molding and equipping leaders to work and contribute in a global economy. Alpine Vista School uses *The Leader in Me* as our primary character development curriculum. These habits represent core values in our curriculum and everyday life and an integral part of well-balanced individuals.

Our character and civic goals for our school are to live and breathe the 8 habits back to our community. We expect students to display each of the 6 Character Counts Traits at school and throughout the community. Our goal for students is to have a strong sense of civic duty. Students need to be independent critical thinkers who solve real world problems together.

Our school fosters an intentional, proactive and comprehensive approach to its core values in all phases of school life. Habit number one is Be Proactive. Teachers will use Habit number one as well as other habits during their lesson design and delivery. Instructors will think aloud working on a lesson, using the habits, "How can I show Think Win-Win while eating in a quiet manner?" When assigning classwork teachers will ask students to Put First Things First and prioritize more important tasks first, then work on games or other assignments. We call this taking care of our large rocks (school work) before our small rocks (games and other assignments). Each classroom has grade level specific Wildly Important Goals (WIG). In many classrooms they have a Reading WIG, where students choose a specific amount to read before the completion of the Trimester. Some classrooms take this a step further and have students write summaries or complete book talks to present to the class as part of their goal. In addition, other goals may include goals to fill each other's buckets daily to spread positive behaviors.

Alpine Vista provides students opportunities for civic learning and service projects tied to curriculum. As a school, we give back to Food Link by joining our neighboring high school's Harvesting Hope project. Through this charitable program, Food Link has received over three hundred thousand pounds of food in the past four years. It is wonderful to see families head out to pick corn, oranges, and other food ready to be harvested in fields and backyards of families within the community. As a district, we are United For Good. Every Wednesday, staff, students, and parents wear shirts purchased in support of the years fundraising event. Each year have the opportunity to purchase a new colored UFG shirt showing unity for a given cause. Over the years, we have helped a school in Guatemala build a classroom and obtain school

supplies. We have also supported a school in Yei, South Sudan purchase computers in order to teach computer skills. We have worked with our brave troops fighting on foreign soil through Operation Gratitude. We recognized a need in our local children's hospital; therefore we gifted over \$10,000 to Valley Children's Hospital. We also worked with Isaan, Thailand to build an after school building.

It is clearly evident Alpine Vista School has a lot to offer our students and community. Character Counts and The Leader in Me has transformed our school, producing students that are prepared to tackle the needs of tomorrow. Our campus atmosphere is welcoming and productive. Character development is not just alive, but thriving in a time desperately needing leaders to stand up and take charge.

BUD RANK ELEMENTARY SCHOOL

Clovis Unified School District

3650 Powers Ave, Clovis, CA 93619

Ryan Gettman, Principal

Character Education is crucial in the development of young people. It is important for teachers to help them develop good morals and character values, and to reinforce the foundation developed at home in order to prepare them for adulthood. The students of today are the leaders of tomorrow. In order for our community and country to move in a positive direction, we must instill strong ethical values in our children today.

An important reason Bud Rank has such a positive culture is the Character Counts! program. This program is second nature on our campus now. It focuses on the Six Pillars of Character which are respect, responsibility, fairness, caring trustworthiness, and citizenship. Bud Rank is committed to character development of these values referred to as "character traits." These traits are defined in terms of behaviors that can be observed in the life of the school. For younger students to understand the pillar of caring, examples of how to be a caring person are exemplified (or demonstrated school wide. (i.e., treat people with kindness and help people in need) Staff and parents model these values and discuss them, using them as the foundation of human relations in the school. These pillars are recognized in students in a variety of ways, our Code system celebrates good character by rewarding student every six weeks with drawings and each month there is a character trait we focus on and students are chosen who best represent the trait to be on our morning newscast, receive a certificate and bumper sticker that says, "My child demonstrates character at Bud Rank."

All Bud Rank stakeholders value character education and infuse the traits into academics and co-curricular programs. All stakeholders are made aware of our character traits at Back to School Night, Open House, Parent Athletic Meetings, Exemplary Block "BR", Conference Day, School Assessment Review Team, Parent Teacher Club, Intercultural Diversity Advisory Council, Gifted and Talented Program, School Site Council, Student Council, Student Ambassadors, Big Man on Campus Program, and Community Events. Bud Rank strives to effectively communicate and inform all stakeholders of character development through a variety of venues: site/classroom websites, Weekly Raven Reporter, CUSD Today, Parent-Student Handbook, newsletters, School Accountability Report Card, School Site Plan, and flyers. Respect and Character Counts! is expected and seen at all times of the day on the Bud Rank campus. In addition to these committees and meetings, Bud Rank staff communicates with Granite Ridge Intermediate and Clovis North High School to see how former students are doing at the next level. Teachers are interested in both the behavior and academic achievement of the students. It not only helps teachers see how former students are doing but also allows teachers information to reflect upon to help adjust and better improve their strategies with their students.

The students of Bud Rank are offered several leadership and community outreach roles. Twice a year, there is a school-wide election for student council positions and classroom representatives for students in

upper grades four through six. Student council members and classroom representatives organize community service projects each semester, and student leaders provide two-way feedback through surveys to promote positive student interaction on campus. This year our student council sponsored a toiletries drive to help support local Ronald McDonald House. The Student Council also helps with morning announcements. These students rotate weekly to help promote school events and deliver important information to the student body. The Student Ambassadors group is a diverse representation of third through sixth grade students. This group is an outlet for students to communicate with teachers and administration about ways to improve the campus. In conjunction with the anti-bullying curriculum, Student Ambassador members create Respect Agreements to serve as guidelines for all students to interact with each other in positive ways.

CENTERVILLE ELEMENTARY SCHOOL

Sanger Unified School District

48 S Smith Ave, Sanger, CA 93657

Cristina Hernandez, Principal

Centerville Elementary is dedicated to educating compassionate life-long learners and believes that it takes the guidance of dedicated parents, staff and community. Our students strive to follow The Charger Way: Respect, Responsibility and Kindness. This is the message that our students receive every morning before starting the day during morning announcements. We remind our students that if they want to have a good day, they must be respectful towards themselves and others, be responsible and kind. We understand that respectful, responsible and kind students become respectful, responsible and kind adults. It is daily work that requires patience, practice and feedback.

The character and civic education goals for our students are simple: Respect, Responsibility and Kindness. This is part of The Charger Way or a school wide set of rules and expectations. We want our students to learn about these three character traits and develop into strong students both academically and socially. The charger way is more than just character development, but also about using Kindness to focus on our civic duties. We make intentional decisions to ensure students understand the importance of giving back to their class, school and community in different ways.

In order for our students to learn about civic responsibilities, we know that students must be explicitly taught and then given opportunities to practice. First, our students are directly taught about character education through Second Step. This is a district-wide adapted curriculum that all of our teachers use weekly. This program includes units such as Empathy, Emotion Management, Problem Solving, and lessons such as Learning More About Feelings in Second Grade, Showing Compassion in Third Grade, and Respecting Similarities and Differences in Sixth Grade to name a few.

In addition to creating a safe environment physically, we offer many opportunities for our students to get involved in extracurricular activities and maintain balance after school with academics. Centerville Elementary models healthy choices by providing quality school sports programs for both boys and girls. In addition to the activities mentioned above, Centerville offers an after-school program that offers art club, dance, photography, arts and crafts, gaming and many other opportunities.

Centerville Elementary and its staff promote and model fairness, equity, caring and respect for others and infuse character education throughout the school day in various forms. First, our teachers have a great working relationship with each other. This is important because our students enjoy when we work together as a staff and participate in extracurricular activities like a flash mob during Lip Sync or dress up for Red Ribbon Week.

Centerville makes it a priority for students to contribute in meaningful ways to the school, to others and to the community. One of the ways in which students have the opportunity to support the community is by participating in one of our many drives or events. We have supported events like Kid's Day newspaper sales, Pennies for Patients, and local fundraisers like HOPE Sanger newspaper sales. Fundraising and food drive events become community affairs and are strongly supported by staff, parents, and community members. Our Associated Student Body (ASB) plays a big role in leading and promoting The Charger Way around campus. After elections are held, our ASB leads the flag Salute during Every Friday Flag pole. This is a Friday morning ritual in which the whole school comes together to celebrate birthdays, school spirits and make announcements. Our ASB takes pride in leading the flag salute every Friday. Our ASB has also led during events like Jog-A-Thon or Día del Niño.

CENTURY ELEMENTARY SCHOOL

Clovis Unified School District

965 N. Sunnyside, Clovis, California

Brion Warren, Principal

Century's goal is to have good character and civilized behavior as a constant mindset and expectation for everyone on the campus. Students that learn to take ownership and become involved within their school community, coupled with strong positive character, will take those values with them into life after graduation. The expectation and goals for character and civic education are determined by the responses through a survey given to 4th through 6th graders as well as input from our student council members, Principal Advisory Group, Community, and Peer Counselors. The principal stays in communication with these various groups to determine the expectations and goals throughout the year.

Century has also made progress in character and civic education by using the 6 pillars of CHARACTER COUNTS! (Responsibility, Respect, Caring, Fairness, Citizenship and Trustworthiness) as the foundation to build upon. Additionally, we focus on and promote Ethical Decision Making. Each month there is a school wide focus on an articulated character trait. At the end of the month, a student from each classroom earns the Tiger of the Month Award. This award is earned by a student who demonstrates this character both inside and outside the classroom. Last year Century recognized over 200 students as positive examples of character as Tigers of the Month.

Civic and character education is infused in all aspects of school at Century beginning outside of the core curriculum instruction and then infused throughout. The school day begins with the morning announcements. Each Tuesday Peer Counselors, students in 5th and 6th grade, discuss one of the top 10 "what would you do if..." scenarios. Teachers then discuss the scenario with their class and respond to the Peer Counselors' advisor with the student responses. These responses are then shared on Thursday's morning announcements by the Peer Counselors.

The physical environment of the school reflects Century's commitment to strong character and safety for all. A commitment to a safe, orderly, and attractive environment is a core value for Century Elementary. The Clean Campus program makes sure that designated classrooms monitor and clean the campus each week, promoting pride and civic duty on the Tiger campus. According to the 2018-2019 SART survey 99% of parents feel the school buildings and grounds are clean and well maintained.

On a daily basis, staff members recognize students that exemplify good character. When staff members observe a student exhibiting excellent character the student is given a Caught with Character slip to be placed in a drawing. On Friday, six names of students who were caught showing good character are drawn. These students are rewarded with a prize and their names announced during the morning announcements. The Century Parent/Teacher Club also takes part in helping out by inviting students to

bring cans of food, toys for needy families, coats, and even pajamas to PTC sponsored events to help out people in need.

Century strives to provide multiple opportunities for students to practice civic responsibilities and to show good character. Century has a thriving student council and K-Kids Program (Kiwanis) who are very much a part of the decision-making process at school. Student Body Officers help to organize and run school wide charitable activities such as Books for Buchanan, Coats for Kids, and Pennies for Patients where Century consistently serves the community. We have a Principal's Advisory Committee comprised of historically underrepresented students, also very much a part of the decision-making process of the school by bringing to light any concerns that may be on campus. They have helped institute a PBIS like program, a cultural program, and a veteran recognition program.

COPPER HILLS ELEMENTARY SCHOOL

Clovis Unified School District

1881 E. Plymouth, Fresno, CA 93720

Tami Graham, Principal

At Copper Hills Elementary School, we have built a school-wide culture that promotes our core beliefs of educating the total student in mind, body and spirit as a basis for infusing positive character traits within our students. The Copper Hills educational team is committed to exemplifying the school's mission in supporting the individual needs of all students. This is evident in our mission statement: Our mission at Copper Hills Elementary is to provide a safe, nurturing environment with high standards, will empower students with critical thinking skills and build a foundation to be Lifelong Learners.

Our goal at Copper Hills is to produce students who are driven and constantly strive to meet their full potential so that they may grow into productive citizens who successfully contribute to our society. With Character Counts education at Copper Hills, we constantly strive to infuse the six pillars of character - Trustworthiness, Responsibility, Caring, Respect, Fairness, and Citizenship - into our curriculum and instructional delivery so that students will be successful in all areas of life.

Copper Hill's highest award is the Block CH Award. It is awarded to students in fourth through sixth grades who display well-rounded achievement and participation in academic, co-curricular, and community service activities. Students must earn at or above a set number of points in various categories demonstrating their long-term commitment and dedication to their education, school, and community. This requires long-term planning in order to capture the Block CH award each semester. Each student receives a personalized plaque with gold medallions included for each semester the award is earned. A special evening celebration is held in honor of the recipients. Every year the number of Block CH recipients has increased. Last year close to a third of our upper grade student body earned the Block CH award and this year even more students have declared their intent to commit to the Code of Participation and Code of Ethics which is the first phase towards earning this exemplary award.

The Copper Hills staff provides instruction in character and values education as part of the school and classroom curriculum. A school-wide values program is incorporated into the curriculum using the six pillars of CHARACTER COUNTS. These traits are integrated into language arts, history/social science, physical education, and visual and performing arts. As a school site we want to make it apparent that we believe character building is an important part of becoming a good citizen. CHARACTER COUNTS! is a widely implemented approach to character education, which has been adopted by the Clovis Unified School District. CHARACTER COI-INTS! is a framework based on basic values called the Six Pillars of Character which include: trustworthiness, respect, responsibility, fairness, caring and citizenship. Copper Hills Elementary uses the pillars to advance curricular and behavioral goals.

The Principals Advisory on Student Affairs is a diverse group of students, who are recommended by teachers. They were asked to choose students for their strong character and responsible nature. It serves as an outlet for students to reach out and find ways to improve the quality of life on the Copper Hills campus and the surrounding community. This year's focus will be a Kindness Initiative. The goal is to empower the students to create a school wide culture of kindness. Students who are part of the Principals Advisory on Student Affairs come up with ideas to help their school and community then put the ideas into action. They illuminate the view of "school life" as a total picture, not isolated bits and pieces, which is a real eye opener for the grownups on the campus.

DEL REY ELEMENTARY SCHOOL

Sanger Unified School District

10620 Morro Ave, Del Rey, CA 93616

Pete Munoz, Principal

At Del Rey Elementary, we pride ourselves in educating the whole child by providing instruction for each student in academic, social, and emotional development in order to reach their highest potential and become productive citizens. The mission of Del Rey Elementary is to prepare each student in the areas of academic, social, and emotional development in order to teach their highest potential and become productive citizens. This mission at Del Rey Elementary ties into character and civic education because we want to create model students that will become productive citizens. Del Rey Elementary vision for our school is that Knights collaborate, think critically and persevere through rigorous, relevant and engaging task using multiple strategies and materials. This vision is made possible by the different programs that are put into place for students to grow and learn.

Del Rey Elementary recently became a dual immersion school which has helped connect our school to our city in a closer way. Our community members mostly are Spanish speaking and with our dual immersion program, many students are learning Spanish to speak with their family members who do not know any English. This program has also helped bring other students who would like to learn Spanish and come enroll at our school. With all our programs, activities and clubs this has helped our school receive the goal of our mission and vision statements that tie into character and civic learning. Our mission is to prepare all students academically, socially and emotionally in order for them to become productive citizens. All clubs and activities that our students have access to build upon all three areas of our mission and help foster positive relationships for students. Our vision is that all students will think critically and push on through hard tasks using different strategies, but this vision does not only pertain to inside the classroom, but to outside as well.

One way that students are exposed to character and civic education is by the use of Second Step within the classrooms for all grade levels. Second Step is a program that is focused on Social-Emotional Learning (SEL) that encourages students to create an empathetic society by providing them with tools for the students to take an active role in the social-emotional growth. The goal of Second Step is to help lower the amount of problem behaviors and raise the students' school success and promote social-emotional competence and self-regulation. Every grade level teaches Second Step once a week. Each lesson covers different topics but teach skills in the four areas of skills needed for learning, empathy, emotion management and problem solving. Along with Second Step, there is a Bullying Prevention component that teachers use to help prevent bullying and provide clarification of what bullying is versus what it is not. Both of these programs together help provide students with tools that can be used inside the classroom and outside the classroom.

Our students at Del Rey Elementary are involved in many different activities that they can give back to the community and learn more about character and civic education. The different activities that student have participated in this last year and current year are Kids Care Club, Pennies of Patients, Kids Day and

other project-based learning. Students that are involved in Kids Care Club are those in the fourth through sixth grades. Those students organize the events that the students participate in. Last year the students fundraised money for Pennies of Patients, where each class donates change to help cancer patients. The classes compete to see who can raise the most money, but they are also learning the importance of helping others. The students have also participated in Second Saturday, a community event where students and their families can gather at the park for fun activities and food. This is a partnership that was created by the sixth-grade teacher and her classroom along with the Boys and Girls Club in Del Rey. These events are positive connects the students are creating to help families and their children enjoy fun activities and not fall into gang activity.

DRY CREEK ELEMENTARY SCHOOL
Clovis Unified School District
1273 N. Armstrong Ave, Clovis, CA 93619
Aaron Cook, Principal

It's been said, "Healthy communities build healthy schools and healthy schools build healthy communities." For 153 years, Dry Creek (DC) Elementary School has built upon a strong community base of support that centers on core ethical and family values. Our community and student body have high expectations of good behavior in students as evidenced by a strong work ethic and a collective responsibility to do what is right. Pride in our school community is promoted through core instruction that corresponds with what is being taught and encouraged at home. Our instruction is driven through the Six Pillars of Character as well as Panther Pride: Be Respectful, Be Responsible, and Be Safe.

Implementing Panther Pride has become the primary goal of providing tangible and meaningful ways for our students to participate in their character and civic education. We are currently in our second year of successfully implementing the Tier I program of our positive behavior intervention system (PBIS). Progress of achieving Tier I goals is measured both formally and informally on a continuous basis with the support of our district PBIS coach and site PBIS leadership team.

Character and civic education is highlighted by teachers throughout the curriculum at all grade levels. It is addressed both as specific focused programs and integrated in our core curriculum. We have partnered with motivational and anti-bullying speaker, Retro Bill, to provide another engaging way to promote good character in students. We continue to display Character Counts Pillars across the campus. We host Agency Day during Red Ribbon Week that engages a variety of community agencies to promote healthy choices. Our classroom multicultural focus engages students in providing a better understanding of a variety of cultures that make up our society. Every student on our campus participates in digital citizenship lessons. Teachers use lessons from Second Step and the Benchmark curriculum to help use literature to teach specific life and character lessons. Our upper grade students participate in Panthers Club to highlight opportunities for students of all abilities to celebrate how we are more alike than different. Our 6th grade students engage in Human Relations Days to build human connections and healthy peer relationships. Teachers continue to use these examples to infuse character development within our academic lessons.

On the DC campus, students are actively encouraged to volunteer as well as to reach out to the community. Classrooms rely on student help to run smoothly by completing a variety of classroom activities. Our campus benefits when students serve in the school cafeteria at lunch, greet visitors, volunteer to clean up after events, participate and serve as school safety patrol members, and make themselves available to do what an adult on campus asks them to do. While these classroom and campus duties may sound simple and insignificant, our school sees it as an opportunity to learn to be a kind, helpful, and productive citizen.

Students take delight in participation of community outreach activities. Throughout the year, invaluable opportunities to serve those less fortunate are available. The DC families are amazing when it comes to our campus collections of donations. Toys for Tots, Coats for Kids, Buchanan Clothes Closet, Christmas gifts for needy families, and backpacks for the Camp Fire victims are indications of the giving spirit of our community. Students brought a variety of toiletry and needed household items for the Marjorie Mason Center for members of the community who are in need. Letters have been written to soldiers overseas and to the children at Valley Children's Hospital. Our choir visits assisted-living homes to share music and visit with the elderly.

FREMONT ELEMENTARY SCHOOL

Fowler Unified School District

306 E. Tuolome, Fowler, CA 93625

Monica Sigala, Principal

Character and civic education is the foundation of our students' educational journey. Academic achievement is important; but, we can never underestimate the incredible value of good citizenship. Our students practice the Eagle Way each and every day. It is not just something we say. It is something we do in the classroom and outside of the classroom. We know it is our duty to provide experiences for students to develop good citizenship values that become an innate part of their daily lives. Integrity and respect are practiced and recognized as traits that encompass the Eagle Way.

Our character and civic goals are imbedded within our district's BIG TEN Character Pillars and our school SOAR mantra: Show Respect, Observe Safety Guidelines, Act with Integrity, and Remain Responsible. Each month, we highlight a specific character trait for our students. Teachers and classrooms recognize both a Student of the Month and a student who demonstrates that specific character trait for Character of the Month. Students enjoy a donut with the principal at the end of the month and students have their picture taken. We heartily celebrate good citizenship because we know a campus that is nurturing and safe will be a campus that has an optimal learning environment.

Character education and civic-learning is part of our positive behavior intervention and support practice from the minute we start the school day until the end of the day - we are a community of Eagle citizens. We tie our instruction to our SOAR mindset. Students earn a SOAR brag-tag for demonstrating good citizenship and SOAR tickets to be used for our Bonanza drawing as well as enjoying lunch outside with two friends. Students also enjoy a monthly Eagle Friday that celebrates good citizenship with various activities to choose from. We have Eagle Recognition for school staff to recognize any student at any time for showing the Eagle Way.

Promoting a positive school learning environment is our priority. Our weekly announcements include student announcements. Students are invited to share announcements about service-learning, public service announcements, and other school information. Our students have the opportunity to participate in Jump for Hearts, Red Ribbon Week, Digital Citizenship Week, and other various service-learning projects. These activities promote a safe, clean, and secure learning environment.

Teachers not only promote fairness, equity, caring and respect, they live it each day. Our teachers create environments within their classroom where students belong to their own community. It is not uncommon to see students from the same classroom to play together at recess and take care of one another, much like family takes care of each other. We are all part of the Eagle family and within each classroom, it has become something much deeper.

Our daily instruction provides many opportunities for teachers to infuse character and civic education through our ELA Benchmark curriculum CIs as well as our history standards, science and math too. Our

ELA program includes themes where teachers are able to connect their curriculum to real world issues impacting our community and world. Without listing them all, some of the themes are Government for the People, Communities Then and Now, Making Decisions, Understanding Different Points of View, and Conflicts that Shaped a Nation. Many classrooms engage in service-learning projects that connect to the learning taking place in the content. Currently we have four service-learning projects in place: Socks of Love, Honor Flight Project, and two fifth grade civic-learning projects taking place. Socks of Love is a third grade project where third grade students fill socks with essentials needed for doily life such as toothpaste, toothbrush, deodorant, and hand cream. Volunteers from The Fresno Rescue Mission come to speak to the students and share facts and statistics about the people who are homeless in our community.

FUGMAN ELEMENTARY SCHOOL
Clovis Unified School District
10825 N. Cedar Ave, Fresno, CA 93730
Michael Olson, Principal

The mission of Fugman Elementary School is to guarantee a safe, positive, and cohesive learning environment that inspires all students to maximize their performance in mind, body, and spirit. The Vision of Fugman Elementary School is to build a community of learners who know and live each day the qualities of an effective learner. We strive to build learners who know what they are learning, its relevance, and how they know learning has been mastered. We aim to build learners that seek and provide feedback and are reflective on where they are in the learning process. Our students should know when something is difficult and have the strategies and perseverance to see themselves through challenges.

While it is difficult at times to translate character education, citizenship, and civic engagement into tangible numbers-driven goals, our school attempts to measure its effectiveness in this area in a variety of ways: 1.) CUSD CLASSI Model – Component 2 - Goal: Earn CLASSI. As measured by student involvement, clean campus, parent input meetings and implementation of Character Counts Program; 2.) SWIM - Behavior Data - Goal: Reduce the number of disciplinary behavior incidents as measured by number of Pink Slips, office referrals, suspensions; 3.) Education and experience. Goal: To involve character education, character development, and civic learning as an integral part of our overall academic program, as measured by teacher lesson plans, Block F program, service learning opportunities, co-curricular opportunities, school-wide programs, and more.

Within our academic curriculum there are embedded components that address character education and civic education. In our ELA series, Benchmark, within the units of study there are texts and specific units of learning that focus on character qualities as well as government and civic institutions for student learning. One example of this would be in the 2nd grade series, the first unit of study in their benchmark curriculum focuses on the essential question, "Why do we need a government?" In this unit, students read and compare selections about the government to understand what the government does and why it is important. Additionally, our teachers are always looking for opportunities, both formally and informally, to weave character education into their curriculum. These examples are reflective of the Fugman's staff overall approach and attention to teaching character and developing the whole child.

Our adults on campus are committed to being the models of character on our campus on a daily basis. They demonstrate fairness and equity in their treatment of all students and staff. They show caring in all different ways from keeping their classrooms open during lunch recess to serve as a safe space or for extra academic support to their involvement in school-wide events like dressing up for rallies, volunteering at school events, and countless other demonstrations of selflessness. Finally, our adults demonstrate respect to all students and to each other in all of their interactions.

Within Fugman elementary there are a number of intentional opportunities for students to engage in civic and service learning. The most notable of these opportunities is through our Block F program, The Block F program is established for all students in grades 4-6. For students to earn the Block F award they must meet certain criteria in Body, Mind, and Spirit categories. Within the spirit category there are embedded criteria that requires students to be involved and engage in school service. These range from being a library monitor, custodial helper, lunch helper, or safety Marlin. Additionally, in order to earn the Block F recognition students must complete a service learning component where they volunteer their time with a community organization, The Block F award is the highest recognition a student at Fugman can receive as a student and the intentional placement of a service learning component into the program was intended to emphasize our commitment to developing students of character who have a mindfulness around community engagement.

GARFIELD ELEMENTARY SCHOOL
Clovis Unified School District
1315 N. Peach Ave, Clovis, CA 93619
Jennifer Bump, Principal

Each student at Garfield Elementary can R.O.A.R. about our Character Goals: Remember Safety First, Outstanding Character, Act Responsibly, and Respect for All. These four-character tenets make up the core of our PBIS Program. Research has shown that positive behavioral support systems help students to be successful, hold themselves accountable, encourage ethical behavior, and help students reach their goals. These four tenants help students create positive character habits that will serve them well as the move out into society. Students that exit school and become citizens of character that are aware of how their behavior impacts both themselves and others are the type of people that positively impact the world around them.

As a school, Garfield has taken the CHARACTER COUNTS! program and rolled those six pillars into our R.O.A.R. Program. Our program has seen great success and our students have responded incredibly well to our four main tenants. In the 2017-2019 school year we were recognized by the State PBIS Coalition as a Silver Level PBIS School and then in the 2018-2019 were recognized as a Gold Level PBS School. In the 2019-2020 school year we are striving to be recognized as a Platinum Level PBIS School, the highest level available. In addition to school-wide recognition our students are given CHARACTER COUNTS! awards at our quarterly award assemblies. Students are selected by their teachers and are given a character award based on one or multiple pillars that they have shown both inside and outside the classroom. Over 200 students on campus are recognized each year for their high character through this award.

Character and Civic Education are infused throughout the core curriculum, while also being reinforced with supplemental materials outside the core curriculum at Garfield. We use Benchmark Advance for English Language Arts instruction in grades K-6. There are character and civic education topics embedded throughout Benchmark Advance. For example, all third and fifth grade students complete a unit on government exploring both the structure of government and the role of individuals as civically responsible citizens. Units of instruction across all grade levels provide students the opportunity to make personal connections, engage in academic conversation, and write at length about character development, understanding the perspectives of others, and their role in creating a society that is equitable, fair, and solution- oriented.

Caring staff are critical for the success of students. On our annual SART Survey 94% of parents indicated that the adults at Garfield care about students. Our staff is willing to go above and beyond to support students academically, behaviorally, socially, and emotionally. We have 14 staff members trained to facilitate Clovis Supports and intervention groups to help students in grades 1--6 who are struggling with life situations and/or trauma, Students are provided with help in a safe and non-threatening environment.

We also have an annual anti- bullying assembly in which students are taught to be kind and how to respond if they encounter a bully.

At Garfield Elementary our students are presented with a wide range of opportunities to contribute to the school and community in meaningful ways. Just as academic success contributes to student knowledge and achievement, providing opportunities for students to give back creates high character citizens who are thoughtful, caring, and ready to give back to the world. Just a few of the opportunities students are presented with to give back include our Human Relations Council (HRC), Student Council, Giving Tree, Athlete of Character, and Cub Buddies. Our athletic programs also contribute to the high character of our students through the Champion of Character Award. Our Cub Buddies program allows our students the opportunity to spend time with students that are medically fragile.

HARVEST ELEMENTARY SCHOOL
Central Unified School District
6514 W. Gettysburg Ave, Fresno, CA 93723
Julie Shafer, Principal

One of Central Unified's Guiding Principles is "every student is prepared for success in college, career and community." If we are truly preparing students to be productive citizens in their adult life we cannot solely focus on academic content and standards. At Harvest Elementary, we believe in educating the whole student and work to instill character values and positive behavior in addition to mastering standards. It is the moral obligation of educators to teach future generations how their actions impact others, how to solve problems and understand different points of views so they develop their moral compass. The old African proverb, "it takes a village to raise a child," is more than a saying. We are a community and all the students that come to us are our responsibility. Teaching them character and civic responsibility will enable our students to develop strong core values which will benefit their decision making abilities now and in the future. If all schools in America included character and civic education into their daily routines the potential positive impact to the greater society is astronomical and would have a ripple effect into homes and neighborhoods.

Our school has implemented school wide character lessons which are displayed and as well as our Second Step Social and Emotional curriculum being taught in every classroom. The PBIS team believes this has strengthened our Tier 1 system and is purposely teaching school wide expectations to the staff and students. The District Parent Survey that was conducted last year also shows that 91.4% of our families feel that staff and students respect each other. In addition, 90.6% of families felt that adults care and pay attention to the students at school. Families also felt that 80.4% felt the school is safe place where bullying was not tolerated which was a 5% increase from the previous year.

Creating an environment that is caring, supportive, and conducive to learning is one of our top priorities. We understand that students need to feel welcomed on campus and be in an environment that allows them to feel safe to take risks, ask questions, collaborate and be themselves without fear of ridicule or repercussion, both inside and outside the classroom. In every classroom, teachers have a respect agreement that was created with the input from their students as well as classroom routines and procedures that emphasize positive behavior. Our school also implements bully reporting. Students are able to report anonymously via note to the office or an email directly to their teacher or administration since every student has an email account and Chrome Book. There has been good success as well with no repeat situations being reported during follow up check-ins with the students. Administration also has a "Hawk Pact" for students who need additional support to resolve conflict with a person or group of students.

All of our staff members are equally important in the success of promoting and modeling our character virtues. At the beginning of the year, all of our staff members created a Respect Agreement that is followed from teacher to students, teacher to teacher, teacher to administration and staff to the community. It delineates what respect looks and sounds like to give us a common definition. It is posted in our staff meeting room and referred to at the beginning of every meeting.

Service learning is an important part of the educational experience for our students. They need to feel empowered to be change agents and understand that their actions can have positive results that ripple throughout the community. Our leadership students participate in a school wide recycling program to help keep our campus clean as well as protecting the environment. These students are also our peer buddies to our special needs classes at Harvest. They go in during their recess and lunch times to assist the students in our functional skills classes. Our leadership students also volunteer around the school; shelving books in the library, serving kinders at lunch, facilitating games at recess.

JOHN S. WASH ELEMENTARY SCHOOL

Sanger Unified School District

6350 E. Lane Ave, Fresno, CA 93727

Yolanda Shahbazian, Principal

Character education and civic learning is essential to sustaining the constitutional democracy in America. Character traits such as moral responsibility, self-discipline, and respect for individual worth and human dignity are essential to a democracy's well being. The John Wash Elementary staff believes that the development of character in children is critical to the future of our nation and is our responsibility as educators. The culture of John Wash Elementary is evident to everyone who walks on campus. The feeling of family and belonging has been a long-standing tradition, even while our enrollment has grown to over 700 Preschool-6th grade students. Every Friday, you can see the students and parents gather on the blacktop to hear announcements, celebrate our students and staff, sing our fight song, and say the Pledge of Allegiance together.

John Wash Elementary seeks to embed the following into its character and civic education program: self-discipline, perseverance, community responsibility, and respect for others. Our school motto, "Many Cultures, One Family, Stronger Together!" reflects the character education goals and values we teach at our school. Making the kind of society we envision a reality is the most important challenge we face as educators and also the most important work we do. All stakeholders in the community share in the responsibility, including teachers, support staff, administrators, parents, and community members. This is presented to our community through Parent Teacher Association discussions, monthly newsletters, assemblies, family nights, School Site Council, English Language Advisory Committee meetings, staff meetings, and student leadership.

John Wash Elementary has implemented ethically rich content of academic subjects such as literature, history, and science to teach character and civic values. Through the curriculum, teachers incorporate cooperative learning activities within lessons to help develop students' appreciation of others, understand multiple points of view, and work with others toward common goals. This promotes self-discipline, respect for others, civility, punctuality, and personal responsibility. John Wash teachers collaborate to build school and community service-learning projects that provide students with relevant and motivational opportunities to connect the formal classroom instruction with the principles and processes of democratic life through practical community problem solving. Additionally, John Wash Elementary School partners with our local churches, businesses, government, and media in promoting our core ethical values.

Adults on campus promote and model fairness equity, caring, and respect by greeting students outside their classroom door at the start of the day. At lunchtime, staff members and parents sometimes eat with students or play with them at recess. Our school Watch D.O.G.S. (Dads of Great Students) program encourages dads or male role models to spend time on campus. On a monthly basis, our PTA provides refreshments during our awards assembly. For the past three years, adults on campus have supported the Jeans for Troops Day donating hundreds of dollars to the GIGO fund.

John Wash Elementary pursues community service learning opportunities in addition to charitable acts that benefit the community. With service learning integrated into our core curriculum, students internalize the value of giving versus receiving. John Wash students realize it only takes one. For the last two years, one student raised awareness among the entire student body of the threat tigers face in the wild. Since our school mascot is a tiger, this student started a campaign to Save the Tigers, distributing boxes to collect change and making announcements to encourage others to get involved. All proceeds were donated to the World Wildlife Federation. Each year, our student body also adopts a Make A Wish child. The leadership club at John Wash Elementary collects donations from the community to provide supplies for a three-week hot chocolate sale with all proceeds benefiting Make a Wish.

LIDDELL ELEMENTARY SCHOOL
Central Unified School District
5455 W. Alluvial Ave, Fresno, CA 93722
Charlene Clark, Principal

At Liddell the civic and character education goals for students are to be a positive influence in their school and community. We reinforce these goals each day by reminding staff and students of the Liddell Lion Laws: Respect, Responsibility, and Ready to Learn. The character education goals for Liddell Elementary have been built around the Lion Laws and the Character Counts! Pillars. The Lion Laws were developed by the PBIS team during the 2010-2011 academic year and were implemented in August 2012. The following year, the Character Counts! Pillars were incorporated to further support character education. Our character and civic education goals are not static; a team made up of an administrator, teachers, psychologist, parent and student look at data several times a year to determine where and how we can improve.

Character education is addressed per character period within class activities that align with the period character trait. Additionally, students are constantly reminded of what it means to be Respectful, Responsible and Ready to Learn and classes display what each character means in the main hallways during each period as well as in the classroom. Our second graders brainstorm ways that they use the pillar of character and they write a paragraph for each pillar. At the end of the year, their paragraphs are compiled in a book for each student to take home.

Liddell produces citizens with good character who are civically minded and are actively making a difference in the community around them. Character and civic education is addressed at Liddell Elementary School throughout the curriculum and grade levels in a multitude of ways. Our students have multiple opportunities to become involved in athletics, student leadership, art club, and other extra- and co-curricular activities student leadership, recycling, sports, canned food drives, Pennies for Patients, service learning projects, Wonders stories/units and with PBIS. Our athletes select a member of the opposing team to give the Victory Medal. The Victory Medal honors the athlete for their positive choices, character and leadership; in other words, the selected athlete has demonstrated good sportsmanship.

We ensure a clean and secure learning environment as well as a psychologically safe and caring school for our students. Student Leadership participates weekly by picking up all recyclable materials and disposing of them properly. As student leaders, they also help to ensure our school is a No Bully Zone by

educating students on bullying prevention. With our Second Step program, students are able to define bullying and what they should do if they are being bullied or if seeing someone being bullied.

Our teachers at Liddell utilize the 'Wonders curriculum which has units dedicated to service learning. Through these lessons, our students brainstorm ways that they can help out not only in our school, but in the community. In part, we have students volunteering during lunch daily to clean in the cafeteria or to spend recess picking up trash. In lieu of traditional homework, one of our teachers assigns homework for students to complete acts of kindness such as holding the door open for someone, giving someone a compliment and doing chores at home.

Other service activities include but are not limited to: Pennies for Patients money collected for the Leukemia and Lymphoma Society, an annual school wide project that averages about \$1500 per year in donations. Second grade has an annual "It Only Takes A Second Grader" campaign where we focus on collecting and making donations to our school and local non-profit resources. Pull Tabs for Valley Children's Hospital continues all year and we collect new toys for Valley Children's Hospital through Girl Scouts and Toys for Tots through the Marine Corp.

MALAGA ELEMENTARY SCHOOL
Fowler Unified School District
3910 S. Ward, Fresno, CA 93725
Luisa Custodio, Principal

Malaga Elementary believes civic and character education is one of the core responsibilities we have as an educational institution to provide a solid foundation for our students to become productive citizens in our society. Making character education a priority relays the importance of good character in addition to good grades. By addressing the whole child, we ensure students are learning academic AND moral lessons as well.

Civic and character education is addressed beginning in transitional kindergarten all the way through 12th grade. Fowler Unified's Big Ten Character Traits are embedded in the curriculum and culture of each school. Teachers incorporate the character and civic education into the adopted English Language Arts core curriculum as applicable in each unit. The adopted curriculum lends itself to various opportunities through literacy to address civic and character education due to the content being mapped and aligned across the grade levels. As students go through each grade level, they get a deeper understanding of the units and standards addressed. One example would be the second unit, in the Character strand, at each grade level.

Having a school that is a safe haven for students is one of our top priorities. All staff members play an integral key role in making sure students are safe and feel secure. We aim to make students feel valued and loved. Staff members aim to serve as positive role models for students by showing high levels of respect and caring when interacting with students and families. Staff believes in the potential of all students to do their personal best and expect students to make positive choices. Staff members wear bright colored vests during supervision. Students know these adults are safe and someone who can help them resolve problems. Staff hands out F.L.Y. tickets to students who exhibit desired character traits.

Service learning is a significant part of our school and district's Character Education programs. Students learn that giving to others helps build strong character. Every classroom participates in some type of service learning project during the school year. Service learning projects are based on a community need and connected to the curriculum by linking projects to specific standards. Students are encouraged to take responsibility and ownership for service projects by planning projects, setting project goals and timelines, and connecting with community agencies. The type of skills students learn through service are exactly the

ones needed to be successful in the work world, which are difficult to teach through more traditional methods of instruction. During the 2018-2019 school year, Malaga students volunteered over 922 hours! Students are given special recognition at the end-of-the year assembly for their service.

As a staff, we have made significant efforts over the years to infuse character education into all aspects of school life. We begin each day by reciting the school pledge and reminding students what we expect of them. We have set instructional expectations that require students to communicate, collaborate and think critically. We have deliberately linked character and civic education to the core curriculum. Service learning projects are directly connected to character education goals and the curriculum. We want students to be responsible and ethical, be productive and engaged citizens, and contribute positively to society. Instilling strong positive character traits is one of the top priorities we have as a school, district and community. The Malaga staff feels a professional and personal responsibility to instill in our students a sense of knowing right from wrong. Clearly, character education and service learning is not intermittently touched upon as individual teachers see fit, but rather a vital part of who we are as a community. We are Malaga Falcons and we will F.L.Y !

MARSHALL ELEMENTARY SCHOOL
Fowler Unified School District
142 N. Armstrong Ave, Fowler, CA 93625
Kathleen Denton, Principal

For many years, Fowler Unified has focused on Character Education, establishing the Fowler Big 10 Character Traits and requires teachers and students at every grade level to commit to a "service Learning" mentality. Fowler Unified School District Foundations for every student include the following:

Goal I - Demonstrate FUSD Big 10 Character Traits and actively serve the communities of Fowler and Malaga.

Goal II - Participation by ALL students in one or more of the following: Arts, Athletics, Activities/Clubs, After School Programs, and Service learning.

These are district-wide goals that are supported at each school site in a variety of ways. Marshall Elementary School is a Transitional Kindergarten through second Grade school that is the gateway educational program for over 70% of the students in Fowler Unified. Students learn foundational skills in reading, writing, speaking, listening, and math. In addition, students need to learn social skills that are essential to the learning process, and the key tenets of character education and community service. To support both of these areas, and to determine their effectiveness, Marshall continues to implement a Positive Behavior Intervention and Supports (PBIS) system, which recognizes and supports positive behavior.

Marshall Elementary teachers infuse the Fowler Unified BIG 10 Character Education program into their daily lessons and assignments, rather than utilize a specific curriculum at each grade level. Students naturally hand themselves in "teachable moments" and teachers look within their regular curriculum for examples of character traits- Duty, Courage, Fairness, and Respect. One example of how character education and civic education are incorporated with core instruction is through lessons from the English Language Arts curriculum, Benchmark Advance. Transitional Kindergarten teachers provide students with an English Language Arts unit on Families and Friends/How We Care for Each Other.

Teachers and other site level staff here at Marshall Elementary are able to consistently model the Big 10 core character traits for students by integrating the traits though core instruction. As an example, Transitional Kindergarten teachers have developed a unit on patriotism- Students Learn- about the different symbols of our country that represent patriotism. Also, at the end of the unit students perform

various patriotic songs at the Transitional Kindergarten Patriotic Program that is held for parents, families, and community members. Another example of how site staff at Marshall Elementary models the core character traits is through the implementation of PBIS to enforce effective classroom management and academic achievement for all students.

One of the many service-learning projects that Marshall students are involved in is Pennies for Patients. This project is geared to raise money for the Leukemia and Lymphoma Society. Students participate in a school-wide contest to determine which classroom can raise the most funds. Over the past 5 years, Marshall has been able to collect over \$30,000 in donations. A service-learning project that our Transitional kindergarten classes take on is Socktober. Socktober is an event that was inspired by Kid President. Socktober is a national sole warming movement that is an easy and fun way to help those in need by collecting new pairs of socks to donate. Over the past three years, Marshall Elementary has collected over 6,000 pairs of socks. Educators at Fowler Unified understand the importance of character education and incorporating it during lesson delivery. In addition, educators on campus are aware of the value of teaching character education through service learning projects. These service-learning projects are used to show students how to serve their community, which is taught as a civic duty.

MICKEY COX ELEMENTARY SCHOOL
Clovis Unified School District
2191 Sierra Ave, Clovis, CA 93611
Cheryl Floth, Principal

At Mickey Cox we feel it is our responsibility to ensure students walk away from their educational experience with more than just content knowledge. Therefore, great emphasis is placed on building the whole child in mind, body, and spirit. We believe that all students are capable of learning and reaching their greatest potential. It is our responsibility, as educators, to teach students to become critical thinkers, to respect and nurture the beauty around them, to be kind, and to learn to appreciate diversity as a strength. At Mickey Cox our school motto is, "Work hard, play fair and take care of each other." If we hold students accountable to those standards, we will raise adults that positively contribute to our democratic society and embrace their civic responsibilities.

To better support the character-building efforts on our campus Mickey Cox has recently started implementing the Positivity Project. The Positivity Project has brought a heightened awareness to students about the 24 character strengths and how they are to be recognized, in varying states, in all of us. This has helped to provide the foundation for genuine self-confidence grounded in self-awareness. It has helped our Mickey Cox students better understand that everyone is different and how to appreciate those differences. Mickey Cox has also recently added a Character Award to recognize those students that exemplify outstanding behavior throughout the quarter. Staff and administration take the time to recognize students of outstanding character during each quarterly awards assembly.

Character and civic education topics are addressed in a variety of ways on the Mickey Cox campus. Utilizing the district adopted Benchmark curriculum, students in grades kindergarten through sixth participate in lessons regarding government, community service and those that work in the community. These lessons help students understand government and communities and how people can work together to address public issues and problems. Supplemental curriculum, such as Studies Weekly, are utilized in upper grade classrooms to help teach students the many purposes of government.

The teachers and staff are caring, nurturing, and model good character counts traits that enhance the climate at Mickey Cox. All teachers display our school motto, "Work Hard, Play Fair, and Take Care of Each Other" in their classrooms. In order to promote positive character across the campus every Wednesday staff and students wear shirts with positive messages. Mickey Cox students can earn spirit

tickets from any member of the staff in recognition of exemplary behavior on the Cowboy campus. Spirit tickets are turned in to the office and students are recognized every Friday on the morning announcements.

The district adopted Benchmark and Social Science curriculum utilized at Mickey Cox help students to develop a sense of community awareness. Lessons stress the importance of working together, and help students realize how their actions impact the lives of those around them. Mickey Cox has been featured on the local news over the past few years for our philanthropic efforts. Annually we hold our Mickey Cox "Souper Bowl" food drive. This past year we donated over 10,000 food items to the Poverello House and the Ronald McDonald house at Valley Children's hospital. At the end of the food drive the entire school gathers for an assembly to reveal our grand total of items and award the class who brought in the most items with a Souper Bowl trophy that has the winning class engraved. The teacher of the winning class gets to proudly display the trophy until the next food drive.

By participating in service-learning projects Mickey Cox students learn to serve the needs of others, experience the joy of giving, and take part in contributing to an effort bigger than themselves. This type of service is something that has become a way of life for the students and staff on our campus.

MIRAMONTE ELEMENTARY SCHOOL
Clovis Unified School District
1590 Bellaire Ave, Clovis, CA 93611
Laura Hart, Principal

At Miramonte Elementary, we believe that every student, teacher, and staff member is an important part of the Mustang community and that by valuing the strengths of one another, we can all make a difference. At Miramonte, we teach students that "Every Mustang Matters" and that having outstanding character will prepare students to be successful, productive members of society in the future.

Character education has become a significant focus for this school year at Miramonte. Our past disciplinary data showed that a majority of disciplinary incidents, including suspensions, were for engaging in or threatening physical harm toward others. This has led to Miramonte's collective belief that explicitly teaching empathy and kindness toward others is of the utmost importance. For the 2019-20 school year, Miramonte has partnered with the Positivity Project as our primary character education curriculum. Through our implementation of the Positivity Project, teachers deliver daily character lessons around one of 24 weekly Character Strengths or the Positivity Project's theme of "Other People Matter." During these lessons, students are able to have authentic conversations with their peers around topics such as kindness, integrity, and open-mindedness at an age-appropriate level. These lessons and conversations have given Miramonte students a better understanding of how their actions and words affect others as well as a common language to talk about topics like kindness and empathy.

Each week, we focus on a different Character Strength through the Positivity Project. Teachers present a brief lesson around that week's Character Strength daily and infuse the Character Strengths into the curriculum by incorporating various activities with their lessons such as writing and role-playing. Each month our School Counselor presents a wellness theme to each classroom TK-6. Embedded in this theme are the pillars of character and civic education. The School Counselor teaches students strategies to support their mental, social, and emotional health while incorporating a character trait. For example, in the month of November and December our lessons are centered on several social justice standards in order to foster mutual respect and an understanding of diversity.

Our coaches and extra-curricular teachers also infuse character development and teaching opportunities into their interactions with students outside of the academic classroom. We expect every upper grade

student to be involved in athletic and co-curricular programs. During athletic competitions, we emphasize our athletes' character over winning the game and remind them to "win with class and lose with dignity," a core belief of Clovis Unified School District. An example of this is our implementation of the Wolfpack Award in all of our area games. At the end of each game, the coach and players vote on an athlete from the opposing team who showed outstanding sportsmanship and character. These students are presented with a certificate at the end of the game and celebrated.

While Miramonte teachers and staff aim to teach our students about good character in the classroom and other aspects of their school life, we also teach them that having good character means contributing to others. We believe that character education should not stop at the classroom door, but should permeate throughout the school and into the community. This is an important aspect of character education because we believe that it is imperative for our students to learn about good character and experience positive examples of good character so that they can apply these characteristics to their lives once they leave our school. To that end, we have several groups on campus that students can participate in that give back to the Miramonte community by providing acts of service on the campus. We also participate in various community service projects that allow our students to make a difference outside of the Miramonte community.

MOUNTAIN VIEW ELEMENTARY SCHOOL
Clovis Unified School District
2002 E. Alluvial Ave, Fresno, CA 93720
Monica Everson, Principal

Our goal at Mountain View is to produce students who are academically driven and constantly strive to acquire and learn skills and positive attitudes that will ultimately prepare them to be competent, responsible, respectful contributing members of society. With CHARACTER COUNTS here at Mountain View, we constantly strive to infuse values such as Trustworthiness, Responsibility, Caring, Respect, Fairness, and Citizenship into our curriculum, instructional delivery, co-curricular and athletic programs so that students will be successful in all areas of life.

This has been a unique process where the staff, students, and community have come together through multiple venues to develop an understanding of student needs. A few examples include the development of our school wide rules and the adoption of Positive Behavior Intervention and Support (PBIS) with our school wide expectations, commonly known by all students and staff as our GRSS - Be Golden, Be Respectful, Be Responsible and Be Safe. We have become a family of diverse learners from a variety of social, economic, and cultural backgrounds that stand united in our quest to build a school that fosters positive, social, emotional, and academic growth for all students. Consequently, over the past fifteen years, Mountain View has created a unique school culture where students lead with heart, spirit, and pride. "Golden Bears Lead With HEART, SPIRIT, AND PRIDE!" is our motto that we proudly recite with gusto each and every morning on school-wide announcements. It has manifested itself from more than a saying, but rather away of life that promotes positive character attributes in all of our students and in all facets of school life.

The Mountain View staff Provides instruction in character and civic education as part of the school and classroom curriculum. A school-wide values program is incorporated into the monthly curriculum using the six pillars of the CHARACTER COUNTS! program. These traits are integrated into language arts, history/social science, physical education, visual and performing arts. A school wide common language has developed as a result of CHARACTER COUNTS! and PBIS. Staff and students alike have developed the understanding that in order to build and maintain a culture where positive character traits flourish, we must demonstrate, model, and vocalize our core beliefs in character on a daily basis. Here at Mountain View, the inclusion of the PBIS model has only strengthened our CHARACTER COUNTS! program.

Each morning on announcements, student council members remind our school community about following their GRRS (Being Golden, Respectful, Responsible and Safe) in the classroom, library, cafeteria, restroom, office, hallway, playground, and snack bar. For example, we stress a specific GRR each day on announcements and communicate the expectations for each of the areas on campus.

PBIS Ambassadors are a group of 5th and 6th grade students who are the leaders in promoting our school wide GRRS, acclimating new students to Mountain View through tours of our campus and explanations of our GRRS in all areas of our school. They also lead PBIS events and provide input and suggest ideas for student incentives for our BEAR CAVE student store. Some other meaningful opportunities students get to participate in are Peer Mediation, GATE, KOPS, MV Trash Crew, social skills groups, Braille Club, CSI, and ASES. Our Heart, Spirit, and Pride philosophy shines through here at Mountain View, our adopted CHARACTER COUNTS! program sets the tone in promoting social competencies and positive behaviors amongst our students. All staff members are leaders on this campus that hold themselves and our students accountable for doing their very best in regards to modeling morals that will enhance student learning and prepare our kids for a productive future. Students are encouraged to take ownership in their school and are given active roles in the decision-making process in regards to school rules, practices, and procedures. Student council, SART, and IDAC are a few of the committees that allow students to have a voice.

NELL DAWSON ELEMENTARY SCHOOL
Coalinga Huron Unified School District
1303 Sunset, Coalinga, CA 93210
Kimberly Baugh, Principal

Our first character and civic education goal was to create school-wide expectations as a foundation. Once we established our PAW Pledge (I am Responsible, I am Respectful, I am Safe, and I am a Problem Solver), we made the goal of making sure that every person on our campus knew and understood our expectations. We also made goals to reduce suspensions, decrease office discipline referrals, and to minimize the students in RTI Tier 3 for behavior.

Once our character and civic and education goals were set, we then developed and have since been implementing a Gold level PBIS school. We have a consistent standard of expectations. Students are taught regularly and uniformly the expectations and taught to develop empathy for others through Time to Teach (a program in which an expected behavior is explicitly taught and modeled), Character Trait lessons from the school counselor, Harmony Circles, and the Zones of Regulation. Thus far, we are making progress toward our goals. We have reduced our Office Discipline Referrals by 28%, decreased our Suspensions by 58%, and minimized our RTI Behavior Tier 3 students by 61%.

Character and civic education are addressed in various ways in our academic curriculum. Character traits are consistently referenced through our PAW Pledge/school wide expectations, and students recite the pledge daily after the flag salute. Every month we have a character pillar of the month that we focus on, and the School Counselor teaches classroom guidance lessons on an aspect of the character trait of the month. The students are also taught and then implement the Zones of Regulation on a regular basis to identify how they are feeling and how that affects their ability to follow the Paw Pledge at school, which helps them demonstrate responsibility, respect, safety, and problem solving. Every day, classrooms also implement Harmony Circles, lessons, and activities to foster communication, connection, and community both inside and outside of the classroom in order to develop students into compassionate and caring adults.

Adults at our school promote and model fairness, equity, caring and respect for others in all aspects of school as our adults are always teaching and encouraging students to follow their PAW Pledge through

lessons and by reinforcing positive character by distributing PAV/ citations. We celebrate positive character traits by choosing our monthly students of the month based on the highlighted character trait, and we reward staff for positive character traits as well, by honoring a Staff Spotlight of the Month.

Our students contribute in meaningful ways to our school, to others, and to the community. When we have new students arrive to our school, student leaders in the classrooms teach our new students our school expectations/PAW Pledge to ensure that we are all aware of how we treat each other at school. For service, we participate in Pennies for Patients for the Leukemia and Lymphoma society. This last year we doubled our school donation drive due to the advocacy of our adults on campus who truly promoted the cause. Our school was generously the recipient of funding for art in the classroom and some of our teachers have been awarded funds for projects through Donor Choose, and it is the expectation of our students to graciously accept such donations by properly thanking the donors with thoughtful letters of appreciation. Our students share our positive character education with the community through different outlets. We have students who attend our parent meetings to discuss the character traits of the month, we create videos of the character trait of the month and share them with our community, and during Kindness Week, we challenge students to complete tasks of kindness to others in the community. Through our curriculum, we have projects that connect to our SEAL units. For our Heroes and Problem Solver Unit, students write letters to groups in the service. We have a unit on Producers and Consumers in which students are taught wants vs. needs.

PIONEER ELEMENTARY SCHOOL
Pioneer Union Elementary School District
8810 14th Ave, Hanford, CA 93230
Sharon Cronk, Principal

At PES, the goal for students is to be active in their school and community as well as being proud, aware, wise, and safe (PAWS). PAWS is a school wide acronym that was put into place with the implementation of Positive Behavior Interventions and Supports (PBIS) four years ago. Prior to implementing PAWS, Pioneer students were encouraged to use their "4 Bs" (Be Safe, Be Responsible, Be Respectful, and Be a Bucket Filler). To measure success in the meeting of the goals of students being active, student participation in extra- and co-curricular activities and overall attendance are used. This goal, and its method of measurement, was chosen as a way to mimic future participation as adults in the community. To measure success in students using their "PAWS," school discipline data is used. This goal, and its method of measurement, was chosen as a way to measure student character; if they have good character, they aren't getting in trouble. One of the first things we do as a school every year is to have a PBIS Passport Day. This is where literally every student in the school is taken to all the different parts of the school and are taught how to use their PAWS in that area. As new students enroll during the year, the Panther Pals will give them a mini-Passport Day as part of their welcoming.

At Pioneer Elementary, both character and civic education are both explicitly taught to all students as well as both being embedded into the academic curriculum school wide. Additionally, students are exposed to our PAWS expectations with school signage in all areas of the school, including the classrooms. In each classroom, students are assigned classroom jobs that further their sense of responsibility and connectedness to their school, their classrooms, their community, and their Peers.

Pioneer Elementary, as part of its PBIS initiative, also participates in the Character Counts program as well as the Great Kindness Challenge. Every day as part of the announcements the students are exposed to the Character Counts Focus Pillar of the Month which entails a description of how the students can demonstrate that pillar (e.g. "Caring Panthers show empathy, are compassionate, and express gratitude) and often contains a quote of the day from the Student Council president pertaining to that character pillar. Around campus is signage posted that reminds students how to use their PAWS in that area (i.e.

playground, office, library hallways, etc.). This verbiage on the signage was developed with staff and student input and is replaced/repairs as needed. Thematically, all the PAWS signs look very similar' so even without reading all the text of the sign, students are reminded to use their PAWS.

The adults at our school are actively involved in both explicitly teaching as well as modeling traits like fairness, equity, caring, and respect for others. In addition to the aforementioned embedded curriculum, staff nominate students each month who best exemplify that month's character focus, hand out "Panther Pride" tickets for students caught using their PAWS or demonstrating good character which students can then use to purchase prizes from a menu, give each other "Shout-Outs" on our PBIS Staff Wall to recognize the work of their peers and model the behavior expectations of students themselves. All staff, including instructional aides, have been trained in PBIS implementation and this year specifically, instructional aides are going through a professional development series on positive discipline with students put on by the Kings County Office of Education.

Pioneer Elementary has multiple ways for students to contribute in meaningful ways to their school, to others, and to their communities. Two of the major ways students can achieve this, and sources of pride for our school, are our Student Council and Panther Pals programs. One of the most visible is the organization of the school's monthly rallies to enhance school spirit, award students of the month based on Character Counts traits, recognize pride ticket winners, and recognize classrooms with the highest attendance rate in each grade.

PLEASANT ELEMENTARY SCHOOL

Tulare City School District

1855 W. Pleasant, Tulare, CA 93274

Tara Houston, Principal

In the past three years, we have built a strong positive discipline structure with the school motto is: "Bears C.L.I.M.B. with Character" which stands for Caring, Listening, Integrity, Manners and Brilliant. When students show their Pleasant Pride and CLIMB with Character, we believe they are supported and encouraged to develop into not only well-rounded students but productive members of society and our community. These goals were determined because we have observed our students coming to us with different needs and backgrounds. At Pleasant, we have recognized the needs to teach academic disciplines as well as behavioral and social-emotional growth to ensure that students are successful, lifelong learners.

In connection to C.L.I.M.B., we have weaved together our adoption of CHARACTER COUNTS! philosophy and strategies to compliment the qualities of our students and the core values held by the Pleasant community. Pleasant Elementary School is dedicated to strengthening our educational program, the foundation of which is based on a blend of academics and moral and ethical development. The school community has embraced the core ethical traits of responsibility, respect, trustworthiness, caring, fairness, and citizenship for our character education goals, supported by the Tulare County Office of Education, CHARACTER COUNTS! office. Character education has been infused into our everyday teaching strategies through strategic planning school wide as well as explicit classroom instruction. Students are engaged in honest conversations and instructional practices regarding character traits and are encouraged to be open-minded in their thinking and behaviors in and out of the classroom with a respect for others with demonstrated kindness through both Character Counts and C.L.I.M.B.ing with Character.

Character development is the foundation upon which the Pleasant school community is based with a focus on our core virtues/pillars/ and adopted behavior traits. Teachers are encouraged to integrate the CHARACTER COUNTS! philosophy as well as our positive behavior matrix (C.L.I.M.B.) into their lessons and instruction to further encourage and promote the progression of ethical decision-making. Character development is explicitly taught in each classroom as well as integrated into our daily program.

Examples of our intentional and comprehensive character education curriculum and instruction in classrooms include: Student Leadership Creating CLIMB Videos. Students in our leadership team have created various PSAs to share with their peers regarding character traits in both examples and non-examples that we have focus on school wide. Character Counts Shout outs. Students receive shout outs over the loud speaker each morning to promote positive actions both academically and behaviorally. Both staff and students have the opportunity to give a shout out to others and data is collected to support our positive school expectation. Our goal is that each student receives at least one a year. Pleasant's student leadership. Student Council has taken a new shape and is now Student Leadership. In order to be a part of our student leadership, students must demonstrate behavior consistent with the Six Pillars of Character, demonstrate how to C.L.I.M.B and be in good academic standing. Both teachers and students can nominate a student and each upper grade classroom has two leadership team members.

Civic Learning and character development has been an area of focus for the Pleasant family and community. Students have been actively participating in a number of valuable community service projects designed to promote social development while fostering the principles of character development and strengthening community partnerships. Pleasant Elementary has been working on numerous projects to partner with the City of Tulare, Boys and Girls Club, Tulare western High school Leadership, and other local businesses. Pleasant students and staff volunteer to participate in civic service activities and make charitable contributions. Students and staff work together organizing and promoting multiple community contributions.

RED BANK ELEMENTARY SCHOOL
Clovis Unified School District
1454 Locan Ave, Clovis CA 93619
Pa Vue, Principal

Red Bank Elementary School reflects the educational philosophy of Clovis Unified School District (CUSD) through a quality educational system that provides resources for all students to reach their potential in mind, body and spirit. Red Bank adheres to the American character education and civic learning philosophy through the implementation of Clovis Unified School District's Character Counts Program, Positively Behavior Interventions and Supports (PBIS) Program, and Positivity Project These concepts and expectations are continually and consistently promoted at Red Bank through verbal and written communication, awards presentations, teachers, staff and administrative role models and an extensive co-curricular program. The goal for Red Bank Elementary School in character and civil education is to teach our students on character development in order to help shape them to be proactive and intentional about making moral and ethical choices that will make them positive and effective contributors to society at large.

These goals were determined by Red Bank Elementary adopting the agreed upon and articulated core ethical values through Clovis Unified's "Character Counts" educational framework. Core ethical values are defined in terms of behaviors that can be observed through the six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. These character traits can be observed inside and outside the classrooms through student interactions with adults and their peers. Adults demonstrate the traits by modeling core beliefs and behaviors for students to follow. They acknowledge and reward the traits through praise and awards. In our annual parent survey, over 92% of our parents agree that character building is important and visible at Red Bank.

Infused in Red Bank Elementary School's core curriculum is a focus on civic and character education that promotes fairness, equity, caring and respect for others. This is evident in daily lessons and curriculum in each classroom. Group and partner activities are put in place to instill the importance of teamwork. Students learn to assess situations and make ethical and constructive decisions as they examine various circumstances throughout history. A greater understanding of student diversity is exhibited throughout the language arts, Positivity Project, and social science curriculum. For example, one of the 6th grade Positivity Project lesson's focused on creativity, and students created a poem, song, or skit. Another lesson on integrity required students to analyze a quote. The integration of character education with California Common Core State Standards has provided meaningful conversations and valuable lessons for our students.

Another way we prioritize opportunities for moral action and character development is by having meaningful 1) Dress Up Days throughout the year. For example, in November, Red Bank had a dress up day called, "Honor Local Heroes," Students had the choice to dress up as a paramedic, member of the military, police officer, or fire fighter. The dress up day was chosen based on the Positivity Character Traits of the month: bravery, knowing my words and actions affect others, and gratitude. On the dress up day, during lunchtime students wrote positivity Character notes to local first responders. Later in the week, the PASA group presented these notes along with cookies to local heroes in front of the entire student body- Other meaningful Dress Up Days that tie into character traits throughout the year consist of: Give to a Cause in December (ex: blue for autism, pink for breast cancer, etc), Red Ribbon Dress Up Days in October to promote being drug free, Character Counts Dress Up Week (each day students wear a color to represent each 6 Pillars of Character) and Multicultural Dress Up in January. We believe in providing meaningful curriculum to connect with the dress up day gives the students an opportunity to show their support in a fun, caring way.

Red Bank's philosophy has always mirrored Clovis Unified's to ensure students are reaching their full potential in mind, body, and spirit. The goal for Red Bank Elementary School in character and civic education is to teach our students on character development in order to help shape them to be proactive and intentional about making moral and ethical choices that will make them positive and effective contributors to society at large. V/within the last couple of years, we have added to our Character Counts Program and incorporated new systems/programs such as PBIS and the Positivity Project. The implementation of the two programs paired with other established systems, such as, Character Counts, PASA, Common Core Curriculum, and co- curricular programs, has proven to be a large factor in the decrease of suspensions and referrals to the office. With these supports, Red Bank Elementary has become a school that provides students with the necessary steps needed to develop good character and find social and emotional success that will assist them in all aspects of school and support them as adults as they contribute toward society.

RIVERVIEW ELEMENTARY SCHOOL
Clovis Unified School District
2491 E. Behymer Ave, Fresno CA 93730
Marci Panoo, Principal

The Riverview Elementary School educational team believes strongly in developing each child in Mind, Body, and Spirit. The Clovis Unified School District was founded on that Spartanian Concept by our beloved Superintendent, Floyd "Doc" Buchanan, more than fifty years ago. Educating the whole child while helping shape their moral compass is a critical function for us as educators. It is essential to the future of our community and our global society for the staff at Riverview Elementary to play a positive role in our students' growth into well-rounded, productive citizens who understand their civic responsibilities. We hold the expectation that all students develop positive strategies to think beyond themselves, lead with a servant's heart and emerge with a work-ethic that sets them apart in the classroom and the workforce. During their time at school, our students gain an appreciation for the diverse communities in which they live and work as adults. We are fully committed to our mission statement: Riverview will provide a quality education through exemplary programs, services, and activities that empower all students to maximize their full potential in mind, body, and spirit.

The Riverview community has always worked hard to create and nurture a culture whose goal is to promote the development of character in our students, so they consistently make choices that demonstrate their character. Self-reflection and improvement are key components as Rams continually strive to better themselves, their classmates, and their community. With much input from parents, teachers, incoming students and the community at large, in August of 2002, Riverview Elementary opened its doors with a clearly defined goal to place a strong emphasis on both high academic achievement and the development of outstanding citizens.

Parents and staff insist that there is ongoing instruction in leadership, diversity, sportsmanship, and sensitivity. To that end, we have embraced the Josephson Institute of Ethics CHARACTER COUNTS! program which helps teachers and students focus on those traits that make us well-balanced, positive members of society. These strongly held tenets are aligned with the Clovis Unified School District aim to develop individuals who, through their actions and conduct, display ethical behavior considered to be positive examples of character.

The entire Riverview staff infuses lessons about character and making civic-minded choices throughout the year. We link the pillars of character to daily choices, developing a common language for everyone on campus, and we are constantly finding ways to produce" relevant, immediate connections to beneficial behaviors for the students. Children in all grades explore character education principles through writing, but many other opportunities are created and valued across and beyond the curriculum. Our students demonstrate their growth in these areas by taking part in activities such as Peer Tutoring, Student Government, Human Relations Council (HRC), Peer Counseling (Ram Team), Principal and Student Advisory (ASA), and Red Ribbon and Character Counts Weeks. Further, our students develop an appreciation for their community by supporting causes such as Toys for Tots, Canned Food Drives, Susan G. Komen Foundation, and Kids Day.

A key component to the success of Riverview's students is the positive influence of the adults on campus. The entire community of staff and parents work together to ensure that we are constantly promoting and modeling fairness, equity, caring, and respect. Administration, teachers, and the parent population treat one another with professionalism and provide guidance

to students through many activities, such as: coaching sports and cheerleading, leading GATE, Drama Club, Destination Imagination and Robotics teams, mentoring the Human Relations Council and Student Body Officers, organizing and supervising students taking part in school and community service activities like Toys for Tots, clean up the Art of Life at Woodward Park and participating in the Ram Dad program in which fathers/uncles/grandparents of our students assist on campus, supporting teachers in the classrooms and on the playground as positive role models for our students. Besides tending to the needs of the students in their own classes, teachers routinely mentor students from other rooms, adjust their own schedules to assist other instructors, and attend after-school community activities like Scoops and Jazz, Family Movie Night, concerts, plays, and other events so our students can see the influential adults in their lives interacting in a positive manner in the public eye.

The Riverview Educational team looks for engaging opportunities to develop students who are disciplined, motivated, civic-minded, life-long learners. The following are examples of how Riverview students contribute in meaningful ways to the school and community, how the school promotes social competencies and behaviors by students, and the types of service-learning activities undertaken by our students

We firmly believe in the Sparthenian concept of being the best we can be in mind, body and spirit. Our daily interactions with students, parents, and the community are evidence of our commitment to character and civic development. The positive climate of Riverview can be attributed to the dedicated professionals who implement a quality character-building program. The strength of a common language enables all shareholders to consistently reinforce ethical behavior and values. Through partnership roles, student's civic learning opportunities are enhanced through leadership, active volunteerism, and participation in school and community events. These deliberate actions allow us to produce students who demonstrate they are solid citizens who can make a positive impact in the world.

RONALD REAGAN ELEMENTARY SCHOOL
Kingsburg Elementary School District
11800 Diane Ave, Kingsburg, Ca 93631
Amy Winchell, Principal

It is imperative that American public schools involve themselves with developing the character education, and civic learning of their students. Academic success depends on the students' ability to develop life skills necessary to be successful. Without skills like, self-determination, justice, trust, resilience, perseverance, empathy and respect, students will struggle in both the academic realm and the character realm. They are linked and tied together. Students come into the school with varied levels of life skills. Some have strong skill sets taught and practiced at home, others have a shaky foundation and need to be taught these important character lessons in order to achieve success.

At Reagan Elementary our mission is to find a way for ALL students to learn. It is our goal that students will learn at high levels. This cannot happen with a strong character education program. We realize that punitive approaches to discipline are detrimental to the well-being of students. It is our goal to reduce suspensions as measured by the California dashboard. We created a school

wide goal to reduce suspension and create a system of consistently teaching character education lessons to all students.

To achieve this goal, we utilize the research based social emotional learning curriculum- Second Step. These lessons are taught in the classroom and in a small group setting for students needing extra help. We explicitly teach behavior expectations in the form of PBIS in all areas of the school. This approach has been very successful, and we have made great progress. For 2018 we were able to drastically reduce our suspension rates and are now in the green on the California dashboard. We have measured the fidelity of the character education program through walkthroughs, attendance and timelines.

At Reagan Elementary students are often found participating in extracurricular activities that help make our community a better place. V/e model and put into practice the traits and actions we hope students of our community will have. We also open up our school to host community events ranging from 4H meetings to church banquets. By having an open-door policy towards groups, our school has developed connections with our community.

At Reagan Elementary it is a continual process to ensure that our school is a place that is conducive to learning. According to Maslow's hierarchy of needs, unless the physiological and safety needs are met, people are unable to feel loved, esteem, or self-actualization. Our goal is to make sure that the school setting is a place where students are able to grow and develop as learners as well as people of character. To make this happen, we don't just teach the core curriculum. In the classrooms, teachers are exposing students to topics that allow them to have deep discussions and rich topics to write about. They are never ridiculed for their ideas and students have been taught how to express their opinions and to respect the opinions of others.

Another way that our staff provides equity to all students was inspired though our trauma informed training that took place at the beginning of the year. Teachers, paraprofessionals, office staff, and custodial staff were trained on how to respond to students who come from a trauma-based background. Through this training, the staff was able to see how not every student comes to us with the ability to rationalize or handle a situation reasonably. It empowered our staff to understand our children better and meet them where they are. We all have an expectation of what a student "should" be, but the reality is that we all have a part in helping every student reach their potential by accepting who they are and intentionally teaching them the traits they need. Reagan Elementary prides itself on creating well-balanced students, as we focus on the student as a whole. There are many opportunities for students to contribute their services, not only towards making our school a better place, but also towards helping the community of Kingsburg. These opportunities are provided to our students through the caring and dedicated staff members, who make it a priority to teach the meaning of service and why it is an important factor that helps shape our students.

One service project that is offered on campus at Reagan is our PALS program (Peers Assisting Leading Supporting) that is run by our school counselor. This program is ran twice a year with a total of 84 students participating, PALS students are taught how to interrupt problem behaviors, and how to show empathy and kindness. Our counselor will role-play situations that students may encounter including bullying, gossip, name calling, etc. The students are given the

tools and strategies they need in order to solve these problems and support their peers. Through this program, students are taught how to make our school community a more positive environment.

RONALD REAGAN ELEMENTARY SCHOOL
Sanger Unified School District
1586 S. Indianola Ave, Sanger, Ca 93657
Christy Platt, Principal

Character and civic education are important areas for public schools in America because it is one of the foundations from which children learn and practice the skills necessary to become productive members of society. Character and civic education is the shared responsibility of parents, school staff, and community members to help enable students to live and function successfully within their communities, their families, and as citizens of the United States. Our staff at Reagan Elementary School understands the great opportunity and responsibility that we have in the overall character development of our students.

Reagan's character and civic education goals are to teach and develop life skills that would help students become productive citizens. These goals are driven by our desire to actively engage in building the community we ALL want to live in. Reagan reaches our goals by embedding guidance and instruction around these skills: following rules and laws, taking responsibility for their own actions, contributing to being leaders in the community and campus, being respectful, honest, trustworthy, and being aware of current events. Our students have the opportunity to develop these skills through cooperative learning activities such as class meetings, student councils, tutoring young students, caring for the school environment, and participating in community drives and events,

There are several components of Reagan's Community of Caring that make it a valid character education program that separates us from other schools. Our components and goals are as follows: 1) integrate core values across the curriculum, 2) provide support and ideas for staff members, 3) conduct student forums and discussions, 4) foster family and community involvement, and 5) engage in service-learning events and activities. At Reagan Elementary, staff members have worked hard to incorporate these values in their lessons, participate in family events and recognize students for demonstrating the values at school every day.

Adults at Reagan promote fairness, equity, caring, and respect by explicitly teaching these character traits and by being role models to the students. This is evident in teaching character lessons in the classroom, participating in community events, providing students with a safe, nurturing environment through active supervision; celebrating 'S.O.A.R.ing', with Character, and being someone that students can turn to and rely on. We believe that adult visibility and connections with students are the driving force in building good character traits in students. We also believe in recognizing and rewarding our student role models at this school, All staff members, including our custodians, cafeteria workers, librarian, office manager, campus monitors, nurses, and bus drivers, distribute gold "S.O.A.R tickets" to students who are demonstrating our core traits and values. Every student has a chance to earn a Community of Caring gold medallion by the end of the year. Teachers keep track of students who are meeting

their grade level S.O.A.R. with Character expectations with classroom charts and trimester tracking sheets. Each month, a student is recognized for outstanding character with a S.O.A.R. award. Students also have the opportunity to earn a movie reward, ice cream party, or other fun activity each trimester to celebrate with other students of character, The highest student-level recognition is our "Crystal Award"; these trophies are given to a sixth grade student who demonstrates exceptional character, excel academically, and encompass all five Community of Caring core values.

Reagan Elementary is the heart of its community. Over the years, we have provided many activities that staff, and students use to respond to the needs of others, there are several service projects we do as an ongoing support for our community. For example, we run a school wide food drive to help Reagan families who may need support through the holidays. This drive consists of food donations from our Reagan families, our PTO and staff members. Additionally, Reagan's student leadership works in partnership with students from Sanger High School, many of them former Reagan students, to organize and distribute the food. Furthermore, we sponsor families through our Caring Hands Christmas tree in which "hands" with "wishes" of family members in need are displayed. Reagan students, families, and staff members purchase clothes, toys, and gift cards for these families to fulfill the holiday "wishes", thus, ensuring everyone has a wonderful Christmas. To reinforce service learning, each year, our second-grade classrooms forgo their Christmas parties to bring supplies to make bag lunches for the homeless. Rather than enjoying the treats themselves, they gather in the cafeteria and work in assembly lines preparing meals in personally decorated bags. Our Community of Caring coordinator works with other local organizations to assist in various efforts to support other needs as they arise. Last year, we were able to expand our support to help provide jackets to another school in our district. Each February, our students help raise money for Leukemia & Lymphoma patients with the Pennies for Patients drive.

ROOSEVELT ELEMENTARY SCHOOL
Kingsburg Elementary Charter School District
1185 10th Ave, Kingsburg, Ca 93631
Shawn Marshall, Principal

Character and civic education are important for students in our schools because they will eventually be the trustees of our country. We must educate and instill these truths in we deem to be self-evident in our students at Roosevelt School. It is likely that they will continue to practice good character and civic responsibility and realize that they benefit if they are good stewards of our country and communities. We work toward the vision of a better America by working to educate our students to the fullest, develop their character, and help them realize they each have a special place that only they can fill.

The foundation of our character education is the framework of Positive Behavioral Interventions and Supports (PBIS) as part of our Multi-Tiered Systems of Support (MTSS). Our acronym is STAR, which stands for S - Stay Safe, T - Take Responsibility, A - Act Respectfully, and R - Ready to Learn. As a District, we decided to partner with our Kindergarten School to develop our behavior expectations. At the spring orientation visit students are informed that we have the same behavior expectations and language as their current school. This makes what we expect of

them clear. Roosevelt was recognized and awarded Gold Level Status in Fresno County's last cycle of PBIS recognitions. When we do have disciplinary situations arise, they are addressed with a restorative, reflective, and instructive mindset.

We work to develop students' civic awareness and responsibility by participating in our local assistance agency, Kingsburg Community Assistance Program (KCAPS), food drive. Students bring in canned foods and other nonperishable items to donate to those in need. First Graders seem to readily understand if not through explanation, then by their feelings, the purpose of this and eagerly encourage their families to donate.

Character education is taught in each classroom, by teachers and our behavioral assistant. It is also taught to all students at assemblies and at our morning talks where the principal speaks to all students. Teachers and staff focus on one of six Character Counts traits throughout the year. Lessons and activities for each of the six traits are taught school wide.

A psychologically healthy learning environment is promoted by staff. One way is that politely disagreeing with another person's idea or answer is encouraged and invited. Students begin to understand another's point of view when the other person has a chance to explain the differing viewpoint. This promotes fairness and respect. We have a Buddy Bench on our playground that encourages being a friend to a student who may be in need of one.

Students contribute to our school in many ways. I believe the first and most importance is that they work diligently to learn as much as they can. In addition to their academics they work on art and other projects to adorn our hallways. Visitors often comment on how they enjoy looking at and reading the student work we have posted in our hallways. During our town's Swedish Festival in May students send their artwork of local landmarks, such as our water tower, to be posted in the downtown business' windows. Related to History Standard for first grade 1.3 (students know and understand the symbols, icons, and traditions of the United States...) we hold a Veterans Day assembly every year. Students invite a veteran they know to come and be recognized at an assembly where all students sing patriotic songs, recite poems, and chorally thank them for their service. Students also contribute by raising money for field trips. They do it by holding a Read a Thon. Almost 100% of the money they raise goes for field trips and other enriching assemblies.

While meeting with all staff we were reminded of the meaningful community events we hold and the individual class efforts to make a difference in the community and display our students talents. We were also made aware of some efforts that were being made anonymously but became known because of this application effort. In addition, part of this effort has given us an opportunity to reflect about our school and consider an improvement or two.

SEQUOIA ELEMENTARY SCHOOL
Sanger Unified School District
1820 S. Armstrong, Fresno, CA 93727
Ryan Osier, Principal

All American public schools should participate in creating students that are not just academically prepared for the world but also socially, emotionally and in regards to their character. Sequoia Elementary

especially feels this way and goes above and beyond in promoting character and civic education to our students. We, as educators, work together diligently to grow and foster our youth into students who will be able to thrive and be successful in the 'real world' once they complete their journey through Sanger Unified. There are many programs and value systems put into place within Sequoia that encourage and teach our students about good character. This is not something that is necessarily kept separate from academics but is incorporated into the classroom and school culture with overall safety, responsibility, hard work, respect, kindness and family being emphasized on a daily basis by all staff and students. Our goal at Sequoia Elementary is to continue to implement the second step lessons at the classroom level with an extra emphasis on character and practical application of positive peer interactions and overall good behavior. This goal was determined because it could be monitored and also it was a plausible way to increase positive behavior and decrease office referrals. In order to monitor the above goal, referrals and academic progress are being monitored. We believe that teachers who embrace the character learning will further support students having improved behavior and perform at higher academic levels. Evidence of progress towards our increased focus on character education is evidenced through a decrease in the number of office referrals.

Sequoia Elementary promotes positive character traits and values, appropriate and edifying social interaction, and healthy decision-making through a variety of programs and practices. The Sequoia staff has worked to integrate character education into their academic curriculum as well as athletic and co-curricular activities. The day begins with students coming onto campus with signs that remind them of expectations and of the culture of the campus: Practice Safety, Act Responsibly, Work Hard, and Show Respect, along with, We are Wildcats, We are Family, are some of the expressions and statements posted across campus. These are not just written but also modeled for students by staff and integrated into the classroom expectations each day.

Sequoia Elementary is strongly tied to the local community. We know that civic learning and service learning are integral parts of a students' experience and is a great catalyst for their learning as well. These experiences will continue to stay with students in their learning and memory banks and will continue to support their future in school and as an adult. In an effort to expand our student's horizons beyond their own backyards, our school participates in a variety of community fundraisers including the "Pennies for Patients" campaign for children with leukemia. Character development of students is equally as important to students' academic progress. Sequoia integrates the values of caring, trust, respect, responsibility, and family through cross-curricular connections and meaningful service learning projects. Each grade level chooses a socially conscious cause to support so that students learn the importance of giving back to their community. Projects include: kindergarten - "Coats for Kids," 1st grade - "Happy Feet" shoe donations, 2nd grade - "Hats Off to Cancer" (donation to Children's Hospital, 3rd grade -Partnership with Sanger Golden Living Center Home, 4th grade - Rotary wheel chair foundation, 5th grade - "Rescue the Children," which is a branch of the Fresno Rescue Mission, 6th grade - Sequoia mentoring program. An example of one partnership would be our third-grade service-learning project with Golden Living Center. The students write letters to the residents, send them art projects, and invite them join us for events at our school, such as the Winter Program and Grandparent's Day. The students get so excited when they receive letters back from the residents and see them at our events! Our staff models civic minded behaviors regularly, recognizing that it is the combined efforts of our community and staff that help to foster the positive character development of our children.

SIERRA VISTA ELEMENTARY SCHOOL
Clovis Unified School District
510 Barstow Ave, Clovis, CA 93612
Cathy Dodd, Principal

Sierra Vista Elementary strives each day to provide opportunities that will prepare each student for academic and personal success. We work diligently to provide a safe, supportive, challenging and meaningful learning environment each day. One key ingredient in developing this learning environment is building relationships. Relationships are the cornerstone of health, happiness, resilience and many jobs of the future. Character education is critical to support the building of relationships among the citizens of our Sierra Vista community. The understanding of our individual character strengths and our areas of needed growth lead to the understanding of others and their individuality. Relationships are the foundation that allows us to work as a team to prepare one another for the challenges that are faced daily in our personal and academic lives.

During the past three years the staff at Sierra Vista has worked diligently to understand the changing needs and behaviors of our students. Many of our students come from homes that have unique make-ups and may experience trauma and stress in their daily lives. Our staff has endeavored to learn more about how trauma and stress can affect the availability of an individual to learn. We have found that the first step in providing support for these students is to help them feel safe at school and in demonstrating working models of relationships.

Preschool through sixth grade students at Sierra Vista are introduced each Monday to one of the 24 character traits or a #OtherPeopleMatter focus area within their classrooms as part of the Positivity Project. Each day of the week a lesson is taught to ensure understanding of this character trait. Students may watch a video clip, hear a story or complete an activity and participate in discussions around the character trait. Staff is prepared for the weekly character trait through a weekly email sent the Thursday prior containing an introduction to the trait as well as highlights from the week's lessons. Cathy Dodd, principal, shares a quote or story that exemplifies the character trait each morning during the announcements. She also shares examples of how our own students are living out the character traits on the Sierra Vista campus by reading any "character" cards that have been written and turned in by staff or students. These cards are then displayed on our Positivity Project bulletin board in the multipurpose room for all to read. Teachers and administration strive to model these character traits and mindsets as we work with our students. Providing times of reflection, ensuring that each individual is heard during an investigation or dispute, and assisting students in learning strategies such as meditation, thinking positively, and breathing when feeling stressed and/or anxious are infused throughout the day in our classrooms, on our playground and during school activities.

Students at Sierra Vista show their Viking P.R.I.D.E. each day when they are Polite, Responsible, In control, Doing the right thing, and Earning and giving respect. The Viking PRIDE mantra provides a structure for behavior and a common language for students and teachers to use when reflecting on the behavior at Sierra Vista. When speaking with students about behaviors and expectations, we remind students to show their Viking P.R.I.D.E and reflect their character every day, all day even when no one is watching.

Each day at Sierra Vista provides an opportunity for learning and serving others. Throughout the year we strive to provide opportunities for students to learn about and from past events, to celebrate those that have served our country, city, and school, and to live out the mindset of #OtherPeopleMatter. Our History Day and Science Fair participants also learn to work as a team, communicate, and present information and findings. As they complete research to develop their presentations, they learn of those who have made a difference in others' lives. They come away knowing that they have the power to contribute as responsible citizens to our school, community, and country.

STRATHMORE ELEMENTARY SCHOOL
Strathmore Union Elementary School District
19811 Orange Belt Dr., P.O. Box 247, Strathmore, CA 93267

Jacqueline Pennell-Meredith, Principal

In 2017, the next step in our school character process was a weekly lesson in character called Leading the Bullpup Way: 55 Ways to be a Pawsitively Amazing Bullpup and is adapted from educator Ken Clark's Essential 55. It teaches respect, manners, and appreciation of others. Students read it daily in morning announcements, and teachers find an opportunity to reflect on it with students during the week. Students or staff who are Leading the Bullpup Way can earn a Max Sticker. A Max Sticker can be given by anyone who sees an individual represent the Bullpup Way and means that 'you are the best of the best' at following The Way. This story best exemplifies what it takes to earn a Max Sticker. In a short four years, we have made remarkable progress on our school mission of helping students take ownership of their education, lead their own lives, and find their voice or talent. We credit this success to The Bullpup Way! We measure progress in achieving character goals by simply looking at our campus each day and seeing that we have a positive school climate. Students, teachers, and staff are happy and treating others with respect. The school is clean, bulletin boards send out encouraging messages, and students are involved in learning.

In fall 2017, Strathmore Elementary became a Leader in Me School. The Leader in Me is Franklin Covey's "whole school transformation process. It teaches 21st-century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader." This paradigm was very exciting because our Bullpup Way already embodied the paradigm shift of The Leader in Me: "Everyone can be a leader; everyone has genius, and change starts with me."

Our mission defines our culture- "We will take ownership of our education, lead our lives, and find our voice so that one day we leave legacy." We begin with the end in mind, knowing that what a student becomes in the future is incredibly important. That's why we think leadership, culture, life skills, and academics are equally significant, and the basis of good character. Students are given opportunities at school to learn essential life principles and practice those skills that govern individual life, both inside and outside of school. Developing a student that has the character that takes part in, improves, and maybe changes our civic life is paramount. Students at our school greet each other in the morning, care about each other during the day, and part with an acknowledgment to see each other tomorrow. For Strathmore Elementary, today's reforms in education reflect our vision for a student, that is "Leading the Bullpup way to be Leaders for Life."

Strathmore is an unincorporated rural community, so we make civic opportunities at school a huge priority since few exist otherwise. Students give back to our school community in the classroom and school roles. School leadership role examples are greeter leaders (welcoming new students to school), morning news leaders (students who daily read the daily morning news), cafeteria leaders (serve during lunch), and assembly leaders (organize lead school assemblies). What's most important about these civic roles is that students volunteer for leadership roles based on their talent or voice. Our leadership roles create students who are responsible, show initiative, set goals and meet them, who get along with people, and who resolve difficulties. So, when our students are in middle or high school, they will be the ones to think of or lead service-learning projects that give back to the community in meaningful ways.

SUSAN B. ANTHONY ELEMENTARY SCHOOL
Fresno Unified School District
1542 E. Webster Ave, Fresno, CA 93728
Victoria Maglieri, Principal

Our mission at Susan B. Anthony School is to ensure a culture where all students learn at high levels and develop character traits needed to succeed in school and in life. We are committed to working as a Professional Learning Community to keep student learning as our focus. Additionally, we are committed

to teaching and modeling positive character traits that contribute to lifelong success through our daily lessons, Class Meetings, Morning Meetings, inclusive practices, and our STARS Character Traits. Our vision is that we all have high expectations for student learning, teach and model character traits, treat everyone with respect, and provide a positive safe learning environment.

Anthony Elementary students participate in the site developed STARS Guidelines for Success. The students at Anthony Elementary strive to be STARS. Our students are Scholars, Teachable, Accountable, Respectful, and Successful. The STARS Guidelines for Success was developed in response to data from student SEL surveys from the 2018-19 school year to help students become successful adults. On the 2018-19 student SEL surveys, 63% of our 4th-6th graders believed that they could succeed in achieving an outcome or reaching a goal (Self-Efficacy). This data prompted that the school Culture and Climate Team to revisit the Character Counts Traits and address our students' self-efficacy.

In addition to the Anthony Guidelines for Success, Anthony students learn character and civic education through Class Meetings and Morning Meetings. Morning Meetings are held daily in each classroom beginning at 8:00 am. Morning Meetings set a tone for respectful interactions and engage students in the classroom, build and enhance connections among students and between students and teachers, merge academic, social, and emotional learning, and motivate students by addressing the need to feel a sense of significance and belonging. The purpose of Morning Meetings is to motivate students by teaching strong communication and cross-cultural skills that are necessary for displaying responsible citizenship in the world we live in today. Students learn to work collaboratively with others from diverse cultures and develop empathy for others, make responsible decisions, and handle challenging situations constructively. All the skills that Morning Meetings teach are essential to help children grow and develop into smart, principled, and caring adults.

At Anthony, we have many community partnerships such as our partnership with Fresno Metro Ministry and the "Better Blackstone Project." Many of our parents serve on the project and are bringing awareness to community members on impacting the safety of our students. We have partnered with Fresno Metro Ministry on the "Food to Share Program." Our Aspire Girls, fifth and sixth grade students, are involved in helping to improve the school community by leading the work of donating food from our cafeteria through the "Food to Share program. The Food to Share Program" serves food to Homeless Shelters in the Fresno area. Our students are learning the importance and value of giving to others.

Our staff has engaged in the work of creating a safe learning environment for all students and establishing our Anthony Guidelines for Success to provide students with the structures and support to become caring, compassionate adults, and lifelong learners. During our meeting with our Climate and Culture Team Site Leads and our Instructional Leadership Team Leads, we brainstormed about and planned implementation of Morning Meetings, Inclusive Practices, and our STARS Guidelines for Success to ensure the success of our students. Our Climate and Culture Team Site Leads and our Instructional Leadership Team Leads along with site administrators met with the staff to discuss all of the opportunities at Anthony that promote character education and citizenship. The staff collaborated to ensure that our mission to ensure a culture where all students learn at high levels and develop character traits needed to succeed in school and in life.

TARPEY ELEMENTARY SCHOOL
Clovis Unified School District
2700 Minnewawa Ave, Clovis, CA 93612
Tachua Vue, Principal

Tarpey has made tremendous growth in developing our students' character and civic education. Spartans know CHARACTER COUNTS at Tarpey! We have character pillars posted in the multi-purpose room,

we celebrate a pillar each month, teachers utilize classroom time to instruct about the character pillars, and students are recognized at quarterly awards for illustrating a specific character pillar. In 2018-2019, we had a team of staff members that consisted of general education teachers, RSP teachers, school psychologist, administration, and elementary counselor collaborate to develop a behavioral system. Along with the committee and input from our staff, our school developed the R.I.S.E. system.

Our staff developed R.I.S.E. the Spartan Way an explicit system to teach positive behaviors and values to students. R.I.S.E. is an acronym for our school-wide behavioral expectations for Respect, Integrity, Self-Control, and Excellence. Students at Tarpey understand and hear every day the four character goals: Respect, Integrity, Self-Control, and Excellence. All students at Tarpey strive to R.I.S.E. the Spartan Way. Through practice and repetition, our students form habits of these positive characteristics that will carry forward to adulthood. With implementation of our R.I.S.E. school-wide expectations, we have also created the R.I.S.E Academy. The R.I.S.E Academy takes a proactive look at students who struggle with specific characteristics and focus on strategies and goal planning for the students to begin implementing the characteristics into their daily life.

From classroom core curriculum to extra-curricular activities, character and civic education are infused into our school's academic and co-curricular programs. In the classroom, our teachers utilize the Benchmark Curriculum (District Adopted Reading Series) to instruct civic education. The first unit of our Benchmark curriculum begins with government and citizenship. Students learn how to get involved in their communities, rules and laws, and the purpose of a government. Along with teaching governance and community lessons, our teachers implement curriculum that help our students develop a growth mindset. In the classroom, students know they can develop their skills and talents through effort and persistence. Teachers implement diverse teaching strategies, recognize effort over success, and teach them the power of "yet." As you walk through classrooms, you will hear students making statements such as, "I haven't figured it out yet, I'm going to try, or a different strategy is..." The growth mindset culture is one that is powerful and positive for students. An important curriculum for our students and staff is CHARACTER COUNTS. All grade levels use "Character Counts" curriculum and discuss the 6 pillars of character on a weekly basis. In the classroom, cafeteria, playground and on the morning announcements we reinforce the meaning of the 6 pillars. We teach examples and non-examples of each trait. Each classroom also reinforces and teaches the elements of the Character Counts program and publicly awards students for their good character on a monthly basis. Even our lunchtime campus monitors are involved in this process, and they reward students on a daily basis for helping out in the cafeteria and demonstrating good character.

At Tarpey Elementary, our Student Council Club is involved in the governance of our school by developing our policies and student character through the "Spartan Way." What does it mean to "R.I.S.E. the Spartan Way?" A school wide video was created by our Student Council Club and staff members to illustrate how Spartans should do things at Tarpey. It illustrates and articulates school wide policies such as walking quietly down the hallway, showing good character in the office and library, and how to treat others on the playground. At the beginning of each year, we have an assembly to remind students how we do things "The Spartan Way." During that assembly we go over school rules and show this video. Another part of this assembly is a fashion show created and put on by the Student Council Club, where each member models dress code dos and don'ts.

TEMPERANCE ELEMENTARY SCHOOL
Clovis Unified School District
1448 N. Armstrong Ave, Fresno, CA 93727
Kathy Blackburn, Principal

The T-K community views the development of character in our students as a priority. Our students come from varied backgrounds, with a variety of needs. Most students qualify for free breakfast and lunch, require bus transportation to and from school, and have limited clothing appropriate for school. Also, many of our students have challenges beyond their control, such as being raised in single-parent homes, placed in foster care, parents who are incarcerated, or are being raised by grandparents. Our students need and thirst for strong role models and high standards to live up to, and therefore respond well to character instruction. Attending to the child in mind, body, and spirit is a core belief of the Clovis Unified School District and T-K takes this charge very seriously.

The staff at Temperance-Kutner Elementary work as a team to support the character development of every student. From grounds and custodial crews to the cafeteria staff, from each classroom to the main office, respect, responsibility and safety is simply how we do our business. As a well-established school of character education each year we evaluate our core values as a staff during our institute week. With changes and additions to our staff and faculty, we felt it crucial to take a long hard look at how we teach our students about character. In August, we asked ourselves the following questions: "Who do we want our students to be?" Our teachers worked to determine what systems were necessary to maintain the character driven culture of our school. Then based on our collective data we set the following goals: (1) Students will be expected to treat themselves, each other, and adults with respect and kindness, (2) Students will show what they know with pride and enthusiasm, and (3) Students and staff will focus on character strengths to drive conversations in reward and discipline situations.

The T-K staff takes advantage of every opportunity to model caring and respect for others. Every day we greet our children with a handshake, a smile, and a "Good morning." Students are taught how to address adults and each other and respond respectfully with eye contact and speaking in clear, complete sentences. This is done as students arrive on the bus, at parent drop-off, and at the classroom door. We put student leadership to work spreading positive messages through our Human Relations Council (HRC). The HRC recently created posters around campus and videos to remind students of some of the Positivity Project strengths they have been learning about: Kindness and Humility.

At the beginning of the school year we enlist the help of our community to make sure backpacks are provided for all our students. A student entering campus the first day of school without a backpack is certain to leave with one full of school supplies. Our secretarial staff have continued with their "Cathy's Closet" project where we have clothes on hand for kids in need. At any time, students can come to the office and "shop" for new clothes to be sure they are clean, warm, and feeling confident. We have handed out countless articles of clothing as we notice students coming to school repeatedly in the same set of clothes. The staff, as well as, the community makes sure this supply of clothing is well stocked for every season. During the holidays, teachers submit names of students they believe may be less fortunate than others. Our staff ensures these children are provided with both warm winter clothes and toys before the winter break. In this way, we show our kids we see their need and we care.

Our teachers have a heart for our kids, and often go above and beyond to provide opportunities for students to participate in activities that display their strengths. We offer multiple co-curricular experiences for our students including GATE, drama, music, athletics, HRC, and student government. These activities provide great opportunities for kids to display and teach proper behavior and good character and be role models for their peers. We understand that students' modeling great character is just as important as the adults.

WASHINGTON ELEMENTARY SCHOOL
Mendota Unified School District
1599 5th St. Mendota, CA 93640
Rhyanna Cervantes, Principal

The character goals for our school were developed when we began implementing PBIS (Positive Behavior Intervention and Support) school wide. Our expectations are based off our "Aztec Way" - We are respectful; We are responsible; We are safe. We focus on these 3 characteristics throughout our campus as they encompass what it means to be a good citizen. Being respectful, responsible, and safe applies to one's self, others, and property. Having a small yet impactful set of expectations was determined to be appropriate for our school since our students are all primary age. We serve students ages 4 to 8 in grades TK (transitional kindergarten) through second. Applying the "Aztec Way" means modeling expectations through positive reinforcement and teaching students how to successfully navigate through difficult situations they may encounter.

Washington Elementary did receive Gold level status for our school wide implementation of PBIS. There were decreases in our discipline issues when the mindset changed to becoming preventative versus reactive. As mentioned above, our students are young, so many of them simply need to be taught appropriate school behaviors before pursuing any type of punishment.

Literature is our main resource when including character education in our curriculum. Our English Language Arts reading selections and read-alouds often lend themselves to discussions that involve morals and lessons about being a good citizen and making decisions that are respectful, responsible, and safe. Stories are a great way to once again reinforce positive behaviors and the effect they have on others. They build empathy and can bridge connections between texts, self, others, and society as a whole.

Our site is a clean and secure learning environment due to the sense of pride taken by our students and staff. For example, an area of focus we review is the restroom. An expectation of how to follow the Aztec Way in that area is to report problems to an adult. Students take this task and responsibility seriously and will let us know if something is broken or is in need of attention. Our custodial staff is very diligent in keeping restrooms clean and will communicate any needs and concerns to the office. We then turn back to morning announcements to remind all students about the importance of taking care of our school and our property, as well as the fact that we need to respect the custodian and not leave a mess that is not her responsibility. The restroom is just one example. We focus equally on the cafeteria, hallway, playground, and classrooms.

There are a few rewarding and meaningful activities that our school and students participate in when it comes to civic learning and service. One event that we have recently coordinated is a Veteran's Day celebration. Our students make cards and banners for our local veterans as well as practice a song to sing in their honor. Local veterans are invited for breakfast and stay to accept their recognition. For many of our students this is their first opportunity to meet real life heroes and see the real faces of veterans in their community.

Community members are often invited to help us celebrate events as well. We invite guest readers to read to our students during Read Across America week. We also have teaching fellows who are local college students that help us instructionally in the classrooms everyday. We often have a huge turnout for our Winter Program and for our Spring Cultural Performance. Our community plays a vital role in maintaining a positive outlook for our students. Although we would like to be able to do more in terms of service and civic learning, it is hard to execute with only TK - 2nd grade students. However, after talking to teachers about this area, they were able to provide us with some very doable examples for the future that would not only tie into curriculum themes, but also impact everyday people in our community.

WEBSTER ELEMENTARY SCHOOL
Golden Valley Unified School District
36477 Ruth Ave, Madera, CA 93636

Audrey Peters, Principal

The mission of Webster is to "work collaboratively to create a positive school climate. We strive to develop good character and focus on achieving personal and educational goals. We take pride in increasing student achievement through exemplary practices and resiliency." Webster promotes academic excellence and exemplary character education in all that we do. Our simple but effective vision is to "achieve with character." At the core of every great public school, there should be a democratic education policy in place. This would include promoting equality, diversity, participation, a sense of community and pursuit to be academically successful. Ultimately, the goal of every elementary junior high, and high school is to create lifelong learners who will become active members of the community and strive to be influential citizens.

Character and civic education are just as important as learning math, English language arts, science, and social studies. The arts such as music, art, dance are also important to a well-rounded education. Civic education teaches students to have confidence. It prepares students to be effective citizens, voters, and members of their communities. It empowers them to use their voice. At Webster we want all students to receive a well-rounded education. We want our students to feel safe in a caring, nurturing learning environment, and we have worked diligently to create a positive school culture where all learning styles are accepted and celebrated. We teach our students the ABC's of Webster; Act Responsible, Be Respectful, and Create a Safe Environment. We use a progressive discipline policy and review it with students twice a year. Students know the rules and expectations for behavior. Our teachers provide meaningful, authentic, and age-appropriate lessons in a respectful learning environment. Teachers not only teach academics, but social, emotional, and physical well-being as well. We are teaching our students to be well-rounded people by providing them with a well-rounded education. We are teaching our students to be leaders by leading.

Our English Language Arts Curriculum, Benchmark Advanced, is newly adopted and much more rigorous than our previous ELA curriculum. It provides our students in all grades the skills necessary to break down text. Students in first grade are annotating text and using critical thinking skills daily. What I love about this curriculum is the units are meaningful and tied to real-life experiences. The first unit covers following rules, community, government, and things that help build a positive environment. As you may know, the first few weeks of school are all about routines and developing healthy habits. The second unit covers character development and how our actions influence our lives. In addition to using the Benchmark Curriculum, at the beginning of every year, we do a primary and intermediate assembly focusing on the ABC's of Webster: Act Responsible, Be Respectful and Create a safe Environment. We talk about school rules, our progressive discipline policy, and class and school expectations. We do the same assembly when we return from break.

Currently, our ASB is giving back to the community by hosting a can food drive. This is just one of the ways our students learn to be active members of our community. Just recently many classes participated in writing letters to our veterans through the Homefront Hugs Foundation. Our students started a recycling club, a kindness club, and are always sharing with me the ways they have helped others. When I am supervising on the playground, they will come up to me and show me all the trash they picked up. They will leave notes in my office of things they want to share on the announcements, like no bullying. Our students take pride in helping others and giving back to our community. I believe that educators have the ability to shape the young people they serve and guide them to give back and be kind to others for the rest of their lives.

WILSON ELEMENTARY SCHOOL
Sanger Unified School District
610 Faller Ave, Sanger, CA 93657

Ken Garcia, Principal

Wilson Elementary strives to provide a safe and educational center for lifelong learning that includes character and civic education. Wilson Elementary is founded on the philosophy of educating the whole child by promoting the core values of honesty, integrity, trust, and the pursuit of academic excellence. The importance of character education and civic learning is a key component to success inside and outside of the classroom. Instilling values of honesty, integrity, trust and the pursuit of academic excellence help the students throughout their career in education and in the community. Wilson Elementary provides the students with many opportunities to learn about these values and more with different curriculum, activities and school staff modeling the behaviors.

The goals of our students at Wilson Elementary are to improve student moral and provide students with opportunities for growth in their character, promote and reinforce positive behavior that supports the learning environment. These goals are met with different programs such as Girl Power, Gentlemen's Alliance, Second Step, Friendship Club, Special Friends, and the use of Positive Behavior Supports (PBIS). Every student has an opportunity to receive support in developing their character through different activities and with the help from the support of the staff on campus. In order to achieve our goals for student behavior, Wilson staff worked together to establish and implement a school wide positive behavior support system. Our school's behavior matrix is designed to provide the students, staff, and community with the expectations for positive behavior within specific areas on our campus. Wilson Bulldogs B.A.R.K., which stands for Believe, Achieve, Respect, and Kindness. With this support system in place all staff members have the opportunity to recognize student behavior that is aligned with the matrix using B.A.R.K. tickets and specific, verbal reinforcement.

Inside the classroom, students are taught how to stand and deliver answers, properly respond to questions and adults, and responsibly for their actions. Starting in Kindergarten, students are expected to raise their hand to answer questions and wait their turn to speak. The Wilson teachers will remind students of the rules and roles of their classroom. They are expected to practice their manners and learn about the responsibilities of classroom care. All students are all given an opportunity to have a classroom job. Classrooms have various jobs that range from taking breakfast wagon back to the cafeteria to passing out papers for the teacher in the announcements. The SSP is shared and discussed with the staff to ensure a school-wide focus on student safety and well-being.

Wilson Elementary believes that students who show a dedication to enrichment opportunities and competition, are students who show a passion and dedication to learning. Wilson Elementary offers numerous co-curricular activities to inspire students in the practical application of what they learn: Science Fair, Science Olympiad, Peach Blossom, Art Club, Spelling Bee, Band, Young Author's Faire, Robotics and Student Government. Every student has an opportunity to be apart of an activity they enjoy and benefit from. These groups work together to create teamwork, learn to value the sense of teamwork and value others opinions while working with everyone. Students share ideas and plan out strategies that help team process that can transfer to later on in life for college and career.

Wilson students are offered many opportunities to participate in fundraisers, community service projects, and other activities that are civic-minded. The students at Wilson Elementary are given opportunities for civic and service learning projects through different activities that Wilson teachers volunteer to do. Just this fall semester, teachers put together a thank you for our local firefighters and police officers. Students made cards and banners to show their appreciation and handed out donuts and coffee.

WILSON ELEMENTARY SCHOOL
Tulare City Schools
955 E. Tulare Ave, Tulare, CA 93274

John Pendleton, Principal

In support of our efforts to address positive character development, our core curriculum is supplemented with several programs that help promote and sustain positive character traits (CHARACTER COUNTS!, Second Step, Safe & Civil schools, and elements found within The Foundation for a Better Life). Character education serves as the "Great Start" to each school day. From transitional kindergarten to fifth grade, each instructional day begins with a reminder of our Core Values of Courage, Honor, and Respect through the daily bulletin and the reciting of our school creed. This activity is followed by our school-wide involvement in the CHARACTER COUNTS! program, "Today Counts", tailored to our yearly school activity calendar and in support of the Six Pillars of Character. Each teacher engages their students in a five to ten minute, interactive lesson, designed to strengthen our student's decision-making skills and support positive relationships.

Progress is assessed through the successful completion of activities, an analysis of discipline referrals/trends in behavior, and ongoing feedback from the principle members of our school community [parents, staff, and students]. In an effort to promote the positive behavior we seek, a greater emphasis is placed on the frequency and how we showcase student achievement. We go to great lengths to recognize students for citizenship on a daily basis as opposed to recognition on a trimester schedule.

Character education is embedded within the curriculum and can be seen across the grade levels. From the marquee in front of school to the cafeteria at noon, character education and its ongoing message of guidance and support is strong and clear. Teachers are given the ability to incorporate character education lessons into their current units of study or as stand-alone activities. In their units of study, students are able to identify and see themselves in the characters of their stories and of the people that have come before them in history. They are able to identify with their struggles and see their character traits as they see their actions and how they relate to our Core Values. In an effort to strengthen our approach to character education and define Wilson as a unified school community, students, staff, and parents adopted the Core Values of Courage, Honor, and Respect. By borrowing and blending three identified traits from two different character education programs introduced by previous site administrators members of the Warrior Nation were quick to identify with, and adopt the core or character defining values [a process supported by Safe and Civil Schools]. In doing so, members of a very diverse school community who had previously identified themselves with a school mascot, now identified themselves through their adopted Core Values of Courage, Honor, and Respect. Since 2010, "The Three Feathers of the Warrior Nation" have served as a gateway to defining a generation of students who possess a greater understanding of what it truly means to be a thoughtful and trusted member of the community.

Helping a fellow classmate or individuals/organizations within our school community is carried out by staff and students on a regular basis. Part of being a proud Warrior is that they care and watch out for those who are less fortunate. This can be observed through the actions of our student council and student leadership scholars. These students truly want to serve their school and community. This is done through various deeds. We have students that are part of a "Welcome Wagon", who greet students enthusiastically in the morning and who find students to include during recesses. They meet students new to our school in the office and welcome them into the Warrior Nation. We have teams that plan activities for our students at break and who reach out and show acts of kindness to our staff and surrounding community. Examples of true caring and compassion can best be seen through our annual fundraising activities for Tulare's Lighthouse Women's Shelter, involvement in the district's United for Good program and service projects planned by students. In all endeavors, both staff and students work cooperatively to help others.

WOODS ELEMENTARY SCHOOL
Clovis Unified School District
700 Teague Ave, Clovis, CA 93619

Darrin Holtermann, Principal

Woods Elementary promotes the Character Counts program through our G.R.O.W.L expectations. This program educates students on the traits of trustworthiness, respect, responsibility, fairness, caring, and citizenship. These traits are the base for our G.R.O.W.L. (Give your best effort, Respect for ALL, Outstanding character, Wolverine pride and Lead by example) character expectations at Woods Elementary School. Our G.R.O.W.L. was created to improve student behavior and our school culture.

As the foundation of expectations for students at Woods, annual "G.R.O.W.L. expectations" are created. These expectations, which are school behavior goals each year, encompass the following four areas in which exceptional character traits are demonstrated: Student to Student, Student to Adult, Adult to Student, and Everyone toward our Woods community. These G.R.O.W.L. agreements were created by students and staff for the entire school and are displayed in the cafeteria, classrooms and in the LMC/Computer Lab. Separate discussions are conducted each new year in the individual classrooms where additions to our G.R.O.W.L. are updated by both teachers and students. Their purpose is to serve as a constant reminder of the proper way to treat others; being mindful of their emotions, property, and physical well-being. This routine at the beginning of each school year displays our continued focus on creating a positive school culture and climate for ALL.

Woods Elementary School has taken a proactive stance in its approach to core values in all phases of school life. We are aware of the growing diversity among students in public schools and the possible cultural barriers they may face. Instead of dealing with issues as they arise, Woods has begun educating students and staff alike in the areas of cultural diversity and appropriate digital citizenship. This is an idea which we feel has taken character and citizenship to a new level. We are no longer focusing only on the similarities of students to promote positive social development and group cohesion. Instead, we are recognizing the differences that make us all individuals and still one family of Mighty Wolverines. This way we are modeling the true meanings of fairness, equity, caring and respect for ALL. Students learn to appreciate the positive character traits in their peers and understand there is value in everyone.

The entire staff at Woods cares for each and every Wolverine on our campus. They are available for students before, during recesses and after school. The administration meets with specific individuals or groups of students that may be struggling either academically or socially. Some students come into the office to see our office staff when they are having personal difficulties and need to talk with someone. Teachers personally are available for students to talk with as well as our school psychologist if need be. We have six trained staff members that run student groups in areas such as social interaction, students suffering from loss of a parent, anger management, or other areas where a need is found.

Woods Elementary School prides itself on helping people in the local community and others in the area. We believe that it is through helping others that we make the community and world a better place. Each year Woods conducts a clothing and food drive during the holiday season to aid those in need. Through the hard work, dedication, and compassion of the Woods community, in the past couple of years, more than 400 children were given gifts of clothing and provided food for each of their families. Woods students also participate in events such as "Kids Day", which raises money for Children's Hospital, Pennies for Patients, and in the Buchanan High School book drive. But for our students, the passion for helping others really starts at school. Many students routinely volunteer in our Special Day or other classrooms during recess to support and interact with other students. We have peer tutors that work with other students at lunch or after school.