



## Bonner Center for Character Education and Citizenship

### **2017 BONNER CENTER MIDDLE SCHOOLS**

**Alta Sierra Intermediate School  
Clovis Unified School District  
380 W. Teague Ave.  
Clovis, CA 93619  
Principal: Mr. Steve Pagani**

To remain a nation of morally responsible individuals, we must train our students to become part of the greater community of citizens who share common values and expectations that will guide ethical decision-making and the continuance of a society governed by universal principles and the recognition of unalienable rights. We...face the challenges of working with students from extremely different experiences and backgrounds. Yet those differences...are the essential components in building awareness of the need for unity and the establishment of a collective identity that seeks to live out our ASI Bruin motto: Take Care of Yourself, Take Care of Each Other, and Take Care of Alta Sierra! We believe that by working together we can create a culture of unity where we exemplify the strength that can only come through diversity.

We monitor the progress of developing character by continuously seeking feedback and insight from our students and community. We believe that our goals of harmony and mutual respect are being met when we review behavioral data as well as our annual survey of parent and staff perception of school safety and positive school culture that indicates a decrease in negative student incidents.

Student Jazmine S.R. shared that by "letting students choose the rules (it) makes them want to follow them more. The students decide by freewill to follow the rules." In reading a novel like *The Outsiders*, students such as Ethan R. learned "how the characters in the book relate to people in the real world – the type of person you want to be and those you want to be around." According to Yabsira A., "We study the Bill of Rights in history to learn how to become a good citizen. We learn about the philosophy of natural laws and how rules are established for your safety and the safety of others and that the ultimate goal is for us to become productive members of society." In the digital age in which we live we have seen the need to educate our students in digital citizenship. Students worked in groups and discussed the role and

impact of social media and how technology can be both a support and a challenge to student learning.

Through a discussion in a Principal's Advisory for Student Affairs (PASA) meeting, students determined to take responsibility for different sections of the campus to coordinate cleaning efforts. The ASI campus is kept secure by our diligent staff, our Clovis Unified officers...our security cameras...and the alertness of our support staff to any disturbances to the normal procedural expectations. Through our Clovis Support and Intervention (CSI) program we have offered eight support groups during the fall semester, serving and supporting 100 students who are going through issues such as divorce of parents, loss of a loved one, depression or anxiety. We offer additional services through the training of Peer Counselors and Where Everyone Belongs (WEB) leaders where students learn how to support and serve other students as they model positive character attributes. The Transition Program services students who may be coming from extreme poverty situations, foster homes, loss of living arrangements, second language learners or other significant life situations that could place them at risk.

Student Ashlee N. shared that "the teachers don't play favorites. They are easy to talk to and approach." Similarly, Tim N. shared, "The teachers treat us like adults and let us answer questions without feeling embarrassed. They treat us like they would anyone else." One new program that was implemented this year at ASI is the iLEAD program (I Learn, I Engage, I Achieve, I Develop). In the iLEAD program, some of ASI's most at risk students are brought together to learn, to collaborate, to be challenged, to create relevance, and to be supported to make changes in their study habits, their work ethic, and their lives to become successful.

At Alta Sierra there are multiple opportunities for students to become involved in serving the community. During the school year, different departments take the lead in overseeing a variety of service projects. ASI students serve the school and others in the community volunteering and serving through interpersonal exchanges. Students recognize the value in serving others and are involved in activities that extend beyond the school day such as charitable marathons and races, Toys-4-Tots, volunteering in local hospitals, supporting children in third world countries through agencies like World Vision, raising money for children with medical conditions, and many other activities.

**Clark Intermediate School**  
**Clovis Unified School District**  
**905 5th St.**  
**Clovis, CA 93612**  
**Principal: Mrs. Teresa Barber**

It is crucial for the future health of our democracy that all young people be knowledgeable, engaged in their communities and in politics, and committed to the public good. The school is uniquely qualified to teach the history of our nation, state, and local community and to expose children to the principles of involvement in the process of democratic governance.

The goal of Clark Intermediate is to produce students who are personally accountable, compassionate and responsive to the needs of others and are intentional regarding the care and

use of their school and its property. Our goal for our students includes being able to analyze and critically think about public and community issues and who take an active part in addressing these issues. Monitoring the impact of these intentional practices occurs through data gathered by the level of student participation in events such as our drive for blankets for the Valley Children's NICU and various other drives through the year designed to help others, student behaviors incident reports and reports regarding damages to our school property are all indicators of the level of impact these goals are having on our student body.

The character and civic education goal for Clark Intermediate revolve around the idea of dignity and respect for each member of our Chieftain family for all of our 7th and 8th graders. Morning announcements end each day with our mantra, "Take Care of Yourself, Take Care of Each Other, and Take Care of this Place!" Members of our school's leadership classes took part in filming videos to teach our students and give them examples of what it means to be kind and show respect to all of our Chieftain family. The positive lessons, messages and on-going character lessons that are shared on campus are helping to ensure a clean, secure and psychologically healthy learning environment. The daily monitoring of the progress that we continue to make as we remind students of being thoughtful of their actions. Another monitoring device are the number of minor infractions resulting in student referrals. This data will continue to be collected and monitored and compared to the previous year's data with the goal of decreased number of incidents.

As a means of preparing our Clark staff...portions of the book, *Choice Words*, by Peter H. Johnston were used to remind our teachers of the importance of our words and the power that they have to shape our learners. The administrative team's goal is that the lessons from this little book helps our staff in remembering their impact on our school climate and the role models that they are for our Chieftain family each and every day.

Clark Chieftains organize and manage our annual Coats for Kids Drive, Peer Counseling Canned Food Drive, and this year we are looking forward to the creation of our very own Chieftain Closet, a place where students can receive items that they are in need of such as coats, jackets, pants, etc. Although our service learning is not directly tied to our curriculum at this time, Clark Intermediate students are motivated to help those who are less fortunate.

Character education is a high priority at Clark Intermediate School and has been integrated into all curricular areas. To establish this as a priority for our school this year, the staff spend the first two days of school focusing on building expectations of student and staff behaviors on campus. The curriculum dealt with key focal points embodied in the motto of: "Take Care of Yourself, Take Care of Each Other, and Take Care of this Place."

Through the school's leadership program, the students assist in creating curriculum, working side-by-side staff members and with input from the school community, that helps to generate a welcoming and positive learning experience for all students on the Clark Intermediate campus. Topics include: Anti-Bullying, Teamwork, Team-building, Personal Responsibility, and Self-esteem. Further focus is also spent on Effective Communication and being a good citizen in respect to knowing when and where to report situations of personal responsibility.

Clark Intermediate recognizes the background and uniqueness of each of its students and makes sure to also meet the needs of at-risk students by working closely with parents or through small-group or individual counseling. Parents and community members are included in the process of promoting character education and rewarding positive behavior.

Although Clark Intermediate is not designated as a Positive Behavior Intervention Support (PBIS) school, it utilizes many of the principals in regards to mutual respect by adults and students while on campus and positive means of communication while focusing on correcting negative behaviors that take away from the educational learning environment.

**Granite Ridge Intermediate School**  
**Clovis Unified School District**  
**2770 E. International Ave.**  
**Clovis, CA 93619**  
**Principal: Mr. Scott Dille**

We cannot assume that all students learn good character at home, and we must omit no opportunity to instill it in our students, as they will go on to comprise the kind of society in which we all hope to live. We are guided by our school motto, “Unity, Courage, and Commitment.” We explore our motto’s meaning repeatedly, as students are invited to consider what it means to be a unified learning community, what constitutes moral, physical, and intellectual courage, and what commitment embodies.

Dr. Floyd Buchanan, a former superintendent, challenged our district’s educators to be role models whose character serves as examples to our students. His words exhort us to teach students how to unite and to have the commitment to persevere in challenging circumstances. Our entire district holds itself to the standards in Doc’s Charge.

Student Services, where major disciplinary issues are handled, recently analyzed behavioral data from the last few years and reports a decrease in bullying and behavioral disruptions on our campus. This is due to adults and students working together every day to monitor behavior and attitudes.

Administrators monitor attitudes and concerns through monthly Principal’s Advisory on Student Affairs (PASA) meetings. Each year, during the second semester, administrators also receive feedback from School Assessment Review Team (SART) surveys. These surveys, given to parents, students, and community members, help us to understand how our campus is perceived.

Most significantly, our students monitor themselves. They feel ownership of their campus and desire to protect the rights of others. They felt comfortable generating their own solutions to the student body’s needs because they feel responsible for the climate of our school and are intrinsically motivated to make our campus a safe, welcoming place.

The tone is set when school starts and students are reminded of expectations throughout the year; they are also reminded that our expectations for them extend beyond the campus and into their lives outside of school. For example, due to issues related to Internet use and social media, our

Transition Team arranged small assemblies (held in PE classes) for all students in which law enforcement officers discussed and answered questions about digital etiquette and the law.

Most of our students come from our feeder elementary schools, where Character Counts is embedded in the school culture, so they are well-versed in the values and behaviors that constitute good character. Via the Code, we extend and help them apply their earlier learning to situations applicable to young adulthood. Teachers use literature, history, and current issues as lenses for discussing moral and civic concerns and to give students opportunities to reflect on their own and their peers' behavior.

Security and cleanliness are seen as everyone's responsibility on our campus. Everyone's eyes and ears help make the school safe; students often report potential problems before they actually occur. School buildings and equipment are seldom damaged, and we provide safe, clean halls, bathrooms, and classrooms, as well as beautifully maintained rehearsal and performance spaces and playing fields. Students see adults doing their part to take care of our school, and they follow the example. Leadership students (7-12) chose to "make a positive difference" and "leave it better than you found it" by cleaning up after others at lunch.

Everyone has an attitude of service. Additionally, our Transition Team, (an administrator, a counselor, and 10 support staff members), exists to help our neediest students. Students must also complete community service and five weeks of peer mentoring. Upon completion, graduates help to mentor new participants.

Broncos United Week is a time for the myriad clubs that celebrate identity...to share music, art, dancing, and food from their cultures. The week ends with an assembly at which students hear from different community speakers about their cultures and how cultural identity connects to their work.

While student body officers, leadership students, peer counselors, and club members often organize service events, most students participate because teachers make the service opportunity a part of their classroom experience. All of our clubs (100+, grades 7-12) are required to participate in learning via community service, and many of our [middle school](#) students volunteer in offices, classrooms, the cafeteria, the library, the student store, and other places on campus. They also help host the Special Olympics for the entire district each year, and our leadership students host and attend special education dances. Our sports teams contribute and learn through service, too.

**John Muir Middle School**  
**Corcoran Unified School District**  
**707 Letts Ave.**  
**Corcoran, CA 93212**  
**Principal: Mr. Dave Whitmore**

We at John Muir Middle School believe that character and civic education is important for students in American Schools because the public school system is envisioned as the entry point for people of all backgrounds as a productive citizen. We live in a diverse culture where we must

reinforce tolerance and acceptance in public schools. We believe that character and civic education in the schools helps to accomplish this, for as Theodore Roosevelt states, "To educate a man in mind and not in morals is to educate a menace to society."

We are a Gold level PBIS (Positive Behavior Intervention System) school. The voices and perspectives of family and community members are involved directly in the PBIS process through active participation on, for example, leadership teams, practice implementation, and outcome evaluations at the school, district, and state levels.

Every month we focus on a Character Counts! Pillar (Respect, Caring, Citizenship, Responsibility, Trustworthiness) with an assembly, which is followed by a PBIS lesson on how to Respect OPS, (Others, Property and Self) in different areas of campus. The character goals for civic education at our school revolve around teaching students to be a part of a caring community. This goal is achieved through intentional instruction, modeling, and recognition. We also observe Constitution Day each year with all of our students where we read the Preamble and have the local ROTC present colors. Digital Citizenship is monitored in each classroom by the teacher with various apps that let the teacher observe in real time what the students are doing on their devices.

Our results are measured by looking at our discipline results. This data is reviewed periodically, by the PBIS team, the Discipline Data Team weekly, the Discipline Data Committee monthly and with the Safety Committee quarterly. Members of the various teams ask questions to students at random to check for understanding of the progress of our goals. We look at whether or not we are decreasing in our numbers of discipline incidents, suspensions and expulsions; throughout the last 4 years, we have continuously reduced the number of each. We just don't punish the behavior we do not want, we focus on increasing and recognizing the behavior we do desire.

Our English curriculum, Pearson, has thought provoking, engaging essential questions that allow students to explore true characterization with their dynamic curriculum. Throughout all curriculum our teachers work to ensure students become part of the process and develop their individual beliefs and character.

Through Character Counts! assemblies, as well as our "Wildcat OPS" lessons, we go beyond the integrated curriculum and add specific focused lessons that our students need to allow them to develop character.

Our on-site counselor provides students with individual counseling as well as mini-groups and encounter groups to help students build positive skills. We have multiple outlets for mental services as well. We have Eminence Drug counseling on campus to work daily with those that are at-risk of developing a problem with substance abuse.

To keep the campus clean and secure we have campus security, administrators and teachers on duty during breaks, as well as, before and after school. Administrators use specific discipline to ensure all students are safe in their learning environment. This discipline often includes restorative justice. As we are located in a community with significant gang presence, we

reinforce the dress code, this with counseling and appropriate discipline has gone a long way to severely limit any gang type behaviors on our campus. Our counselor provides counseling, anti-bullying lessons, stress balls, etc. for those students that are at-risk for dangerous behaviors. Both the counselor and administration provide lessons for students such as “Flirting, not hurting” for sexual harassment, as well as, general harassment subjects to help inform students how their behaviors can hurt others.

We, the staff at JMMS, model appropriate behavior by interacting with other adults appropriately, as well as, students. We believe strongly as a staff, that we as the teachers of JMMS need to be the model for our students using proper behavior and our students will follow our lead.

As a school we have several options for contributing meaningfully to our community including food donations and the annual Pennies for Patients. In addition, we have Clubs that do community service (FBLA, CJSF). An example of a service learning activity at our school, that is connected with the curriculum, is the regular recycling program run by students, which connects directly to understanding the concept of human impact on the planet... Each year we have Career Day where people from the community demonstrate/present to the students what they need to focus on in the classroom to further their education and career goals.

**Kastner Intermediate School  
Clovis Unified School District  
7676 N. First Street  
Fresno, CA 93720  
Principal: Mr. Ryan Eisele**

As schools set goals and put procedures in place to prepare students for success in college and career readiness, it is essential for the future of our democracy that our schools also prepare students for a lifetime of engaged active citizenship. Schools with character and civic education are more likely to be inclusive, respectful, and safe. It is important that we educate our future learners in character development and civic responsibility to prepare students with the ability to address complex challenges, problem solving tasks, to work and study with others.

It is our aim to provide learning experiences that result in measurable growth for all students, to help them reach their potential in mind, body, and spirit, and prepare them to be productive citizens in our community. Student input is valued in establishing our goals. Teachers and administrators encourage student participation in all daily activities of Kastner.

We have many measures in place in which we are able to monitor the progress towards achieving our character and civic education goals. We use data from student surveys, PASA, staff input, computer data, and (SART) survey comments from parents. At the beginning of each school year students are given a student survey to assist administration and counselors with any needs students may have. The student survey is given again mid-year and once more at the end of the year to evaluate the data to ensure we are attaining the goals we have set. The SART survey is given to parents each year allowing them the opportunity to evaluate the character and civic

education programs at Kastner. Behavioral incidents are studied to identify trends, highs and lows during times of the year, and areas of concern.

Kastner Intermediate believes that character and civic education must be integrated into the curriculum, taught as separate units, encouraged and modeled daily. Finding innovative ways for families to share their cultures is an ongoing discussion and an area in which the leadership team regularly seeks input from staff and the community. Videos, reference materials, and books in multiple languages (Spanish, Hmong, Russian, and German) are offered in the LMC and are readily available. Leadership classes invite members from the community to discuss what it means to be a leader in different cultural/socio-economic settings and design school wide, community based challenges for their classmates.

As part of the District's monitoring system, CLASSI, our campus is inspected for cleanliness and safety each quarter. These results are sent to the District office as a portion of our CLASSI results. These results are compiled and reported to our stakeholders annually through our School Accountability Report Card (SARC). This is also available on Kastner's website and reviewed during our SART meeting with parents. Students demonstrate responsibility by offering assistance after lunch to clean the campus. Our Administrative team continues to facilitate teacher training on campus safety, social equity, and respect for diverse ethnicities. Our Opportunities class is a temporary setting for students with behavioral issues for a time to "regroup" and then return to their regular classroom, reinforcing that students are responsible for their own behavior.

SOAR consists of two area coordinators, one counselor and three SRL's, who work as mentors with a focus on supporting homeless, foster youth and socio-economically disadvantaged students. SOAR also provides Internet access and support materials out of their community resource center located right in the center of campus. This center is also available after school to students and families as a resource center.

Teachers engage students to work together to promote dialogue about current issues, encouraging open-mindedness, compromise, and tolerance of diversity. Students are also involved in developing empathy and compassion for others through service learning projects for the school and community. Kastner encourages students to participate in school government. Teachers recommend students for our senate...through a process that ensures equal representation of all ethnic groups.

Students at Kastner are able to contribute to their school and community through Leadership, School Service, Student Council, Peer Counseling, WEB (Where Everyone Belongs), and Collaborative Mentoring. WEB hosts a new student luncheon introducing new students to peers. Our vision has been realized with the growth of our award-winning Collaborative Mentoring program that uses an elective integration approach, bringing together our Special Day Class, students with autism and general education students. The peer counseling elective provides proactive training for peer conflict-resolution.

All students at Kastner are offered equal opportunities to receive recognition and maximize academic, social, and personal achievement. Students continue to be recognized for community

service through the President's Volunteer Service Award (PVSA), the annual "Hope of America" Rotary Award, and the Kastner Thunderbird Award. Teachers vote for "Students of Success," a special recognition of students who strive to succeed despite difficult circumstances.

**La Joya Middle School**  
**Visalia Unified School District**  
**4711 W. La Vida Ave.**  
**Visalia, CA 93277**  
**Principal: Mr. Travis Hambleton**

It is critical that American public schools involve ourselves in developing the character and civic learning of our students. It is the qualities of good character that enable the members of our society to interact each day and function in a positive and productive manner.

If we develop students who are of good character but lack the knowledge and experience to get involved, to make good choices, and to engage in our community, true civic improvement will remain elusive. Teaching and nurturing good character and civic-mindedness in our students is critically important to the success of our communities for the long-term.

The character and civic education goals are embedded in our school mission and vision, which were re-developed from the ground up by our staff during the 2010-11 school year. Our school mission "Ensuring Learning For All!" encapsulates both academic and behavioral learning as well as character and civic educational learning.

"La Joya Explorers show P.R.I.D.E." is a common expression on our campus, as students are reminded and taught how to be Prepared, act with Respect for themselves and others, demonstrate Integrity in challenging situations, work with Determination in school, and display Etiquette in interactions with others.

We remind students to "show P.R.I.D.E." in their daily routines, both when they are being successful and when they are struggling academically or behaviorally. In this way, we have certainly made progress, as measured in this qualitative manner. We also measure our progress in a quantitative way. In a yearly Safe Schools survey, nearly all students are regularly able to recall the components of P.R.I.D.E., and most believe it has an impact on their daily life. We also measure the impact of this character education program through its impact on the number of student discipline incidents and expulsions, which have steadily decreased each year since 2012.

Our character education program begins in the first week of school, which we call "Preparing to Launch." During this time, teachers delay the start of their academic curriculum for 1-2 days so they can address the school traditions, campus policies, and the character, behavioral, and academic expectations for all of our students. Our "Where Everybody Belongs" (WEB) class and club work to quickly link our new 7th grade class to our school culture, planning welcome activities and a fun orientation, as well as ongoing lunch activities to keep students connected. About once each month, our WEB leaders and teachers lead class discussions in the 7th grade and 8th grade science classes about bullying, social media, and other similar topics.

In 7th grade, students study societies and governments including Ancient Rome, Medieval Europe and Japan, and the Renaissance. In each, students learn about how those in power treated their country's inhabitants, in comparison to the modern American system. In 8th grade, students show the reasons for the development of the U.S. Declaration of Independence and Constitution, focusing particularly on the Bill of Rights. In one project, students select a current issue...and research the rights and laws that govern it. Students are encouraged to pick a side to the argument based on their research and design a coherent presentation.

In 2014, our campus security was improved to create a "single point of entry" through the main office. Also, our district has partnered with the Visalia Police Department, adding a Youth Services Officer (YSO) to our school campus. Along with making for a safer environment, our YSO also works to build positive relationships with our students and their families.

We are fortunate that our support staff also includes a school psychologist (shared), social worker, and a behavior intervention technician, who all work in tandem with our administration and teachers to support student behavioral and academic success. In 2015, through the work of our PBIS site team, we developed an on-site Accountability Center, which functions as an alternative to at-home suspension for our students. In the specialized classroom, students self-reflect on their behaviors, keep up with their academic work, and work with a counselor in small groups to work to recognize the errors in the behavior and how to change them.

In 2015, our administration created the La Joya Student Ambassador program, in which our Leadership class students travel to speak with the 6th graders at our feeder elementary throughout the year, helping to inform them about life at La Joya and to decrease their anxiety and starting at a new school. Our student Builders Club works in conjunction with members of the Visalia Sequoia Kiwanis Club, organizing fundraisers for charity events such as the March of Dimes, the Leukemia-Lymphoma Society, and local clothes and food drives.

**Parkview Middle School**  
**Armona Union Elementary School District**  
**11075 C St.**  
**Armona, CA 93202**  
**Principal: Dr. Xavier Piña**

Our civic and character education goals can be best summed up through our mission statement which reads, "Our school believes that each child has the ability to make a difference in the lives of their community and school by working hard and challenging each other to be leaders of high character and academic achievement. By learning academically as a team, our students can make a greater impact in our world and become successful future leaders."

After comparing school discipline reports and suspensions from previous years, as well as analyzing feedback from teachers and staff, we have concluded that the following progress has been made as a result of the implementation of our character education program. Our school campus is cleaner, because students have taken the initiative to be responsible for themselves...School conflict has been reduced as a result of students implementing tools and methods they have been taught through the Panther Habits program. School discipline has been

on the decline as students have become more responsible for their actions and taken ownership of their learning. Rich and meaningful discussion within classrooms are taking place as a result of this program that otherwise haven't taken place in years past.

Weekly lessons and activities are conducted outside of core content, parent connection letters are sent home, and students participate in an assembly that provides meaningful resources of practicing each habit in life. In addition, teachers faithfully infuse the language of the leadership principles across grade level curriculum as they come across examples in literature, historical, mathematical, and scientific text.

One of the ways we've focused on the psychological needs of the students is by hiring a school counselor who is passionate about creating a school environment where students feel welcomed and cared for. There are peer mediation and social groups that have been established which have helped students who may be struggling with various issues. We have frequent activities where our middle school students have the access to research colleges and be informed of their ability to continue their education after high school. We have implemented a college and career day where various colleges and tech schools visit the campus and students can participate in breakout sessions based on their interests. This has been very impactful in our school culture because many students represented in our district do not have any family members who have attended college.

We have a restorative discipline program that seeks to leverage student's potential and keep them in school. It is called the student resource center. Students that have behavior or academic issues attend a separate class for half of the day. During that time, a credentialed teacher is assisting them in their individualized academic needs with the hopes of getting them caught up and back into their regularly scheduled classes and electives. If they are in this class for disciplinary reasons, students are challenged to reflect on their behavior through reflective writing. They seek to understand their important role in making positive change in our school, discover ways they can alter their behavior, and come up with strategies to become a successful leader using the Panther Habits.

All teachers and staff have been trained in the 7 principles of leadership. In addition, monthly teacher collaboration and professional development has been put in place to allow for teachers to share resources and grow in their knowledge and fluidity of the leadership language. Classified staff are given resources and support to incorporate Panther Habits on the playground, in the cafeteria, library, and school office. We seek to model the behaviors we are teaching the students.

Students are also given a voice by filling out regular feedback forms with ideas for improving our school and ways they desire to inspire our school towards change. Students are provided each month with a handout that lists ways they can practice their leadership skills at home, and encourage them to transfer their knowledge of the Panther Habits into their lives outside of school. These activities are age appropriate and are catered to the demographics of our school district. Students have the ability to impact their community by participating in canned food drives for local food pantries, coat drives for the less fortunate, and fundraisers to support global causes and nonprofit organizations. Throughout the school year, students are exposed to world

issues through non-fiction text and curriculum. This has sparked student action in classrooms by way of service projects and special class-wide fundraisers separate from the school-wide opportunities to make a difference.

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**Pioneer Middle School**  
**Pioneer Union Elementary School District**  
**101 W. Pioneer Way**  
**Hanford, CA 93230**  
**Principal: Mrs. Jamie Rogers**

The education of our youth is not just a focus on core academic subjects, but rather it is a holistic approach to the education of young people. It is these young people who will become leaders of our great nation and with that in mind, character and civic education are an integral part of campus life at Pioneer Middle School.

Our P5 [Pride] emphasizes the following: Polite, Positive, Productive, Prompt, and Prepared. Today at Pioneer Middle School we infused the six pillars of character into our P5 expectations to create a positive learning environment focused on supporting the academic achievement of our students, while educating students on what it means to be positive citizens in their community.

We utilize both discipline data, attendance data and anecdotal data to measure our student progress in becoming positive citizens. In addition we also review participation in extra-curricular and co-curricular activities as well, as evidence of our students' involvement and participation in our school community. Students who attend school on a regular basis, do not have discipline incidents, and participate in our school community are evidence of good character and civic virtue.

At last measurement, Pioneer Middle School had a 96.35% daily attendance rate, well above the state average. Currently there are three students on check-in systems at this time. The check-in systems are a new component to our Behavior Intervention this year as a Tier 2 Intervention for students struggling with behaviors. We are continuing to identify those students who would benefit from Tier 2 behavior interventions, to ensure we are providing appropriate support systems to aide in our student's success. In addition, we have social skills small groups who meet regularly with our school counselor to develop their social skills, in an effort to further support those students' academic and personal growth.

We believe that character education is not a stand-alone concept but rather an integral part of daily instruction. In addition to the integrated approach to the Character Education, specific time is also allocated in each grade level for intensive instruction to further support the educational program provided at Pioneer Middle School.

Passport day involves each grade level going to various non-classroom settings (i.e. the cafeteria, library, hallways, office, etc.) where a staff member teaches the students the expected behaviors and citizenship requirements in each area of the school using our P5 expectations...Students and recognized for modeling exceptional behavior at a morning breakfast where staff and parents celebrate their efforts.

At Pioneer Middle School, we believe building a positive learning environment is the foundation for academic success for all our students. That is why our PBIS and character education programs are so vital. These programs assist us in building a positive learning environment where students are safe in engage in learning opportunities and where staff have developed strong rapport with students to further support their academic success. Professional development this school year has focused on developing rapport with at risk students to further support them. In addition, many staff members volunteer to support students with extra and co-curricular activities further modeling positive behaviors with our students.

We have a number of extra and co-curricular groups that provide avenues for students to become involved. Our Leadership class, which includes our Student Council is very active in our school and community. Annually, they host a can food drive. This year they collected 1500 can goods to donate to local food banks. Our Leadership program also organizes our annual 5th grade visit to Pioneer Middle School. During this event our student leaders plan activities with our incoming 6th graders in an effort to assist these students in a positive transition from 5th to 6th grade.

In addition to Leadership, our CJSF club is also heavily involved in community-based activities. In addition to the individual community service hours, the club will also sponsor a school-wide pet supply drive...in support of the Kings County SPCA...Our music program is also involved in community based activities. They have performed at various community events.

Each year our 6th grade students participate in an oral history project relating to traditions. This project requires students to interview a family member regarding the tradition. They then write a report and prepare a presentation on the tradition. In addition, annually Pioneer Middle School opens its doors to the community for Grandparents Day. During this event “grandparents” are invited to attend class with their students where they are able to engage in learning activities alongside their students.

**Sanger Community Day School**  
**Sanger Unified School District**  
**818 L St.**  
**Sanger, CA 93657**  
**Principal: Mr. Johnny Gonzalez**

Character education is important in schools to help our students develop as global citizens and create moral communities. Character education is our responsibility in order to improve our students’ emotional, moral and intellectual development.

At Sanger Community Day School our character education goals are embedded in daily function guided by the 3 B’s: Be Here, Be Respectful, Be Productive. Second Step is taught weekly in

our classrooms and encompasses social/emotional learning. We implement community service hours, community projects and Restorative Justice to assist our students in learning guiding core principals and values. Once semester field trips are available for students in good standing. Through our Professional Learning Community meetings that occur weekly, the staff holds regular conversations about how to best address the 3 B's with our students, both as a whole school and individual student need. Our team is very clear on our purpose: improving our students' emotional, moral, intellectual and academic development.

Since its inception, the 3 B's continue to have a positive impact on both our students and staff. Continuous building of awareness in our school culture has lead to decreased behavior referrals and decreased suspensions. An increased focus on both tardies and attendance is also a part of monitoring our program of the 3 B's. Progress monitoring includes comparison data, year to year, of behavioral referrals and suspensions.

Throughout the entire school year our staff meets weekly in our Professional Learning Community (PLC)...The PLC has become an atmosphere of trust and respect where staff can work through solutions to improve areas of concern. Staff is constantly reviewing practices, and using peer walk through and other site visits. We want to provide a rigorous yet meaningful learning experience that prepares students for college and/or career. At our small school our students are encouraged to address any and all issues immediately. Students can speak with any staff member they are comfortable with in order to solve any problems or concerns. The school participates in the Healthy Kids Survey that helps us look at ethical and safety issues.

School Site Council made up of president, vice-president and activity director engages students and provides leadership. They develop school wide events such as mock student presidential elections; student rewards and student store; field trips to new and cultural broadening locations; ARC, Adventure Risk Challenge, which creates and develops leadership and academic skills; and dress up days. The officers create polls to gage student interest in upcoming events.

Student Council participates in the Sanger Unified Student Advisory Board. Their job is to share ideas to enhance learning; participate in choosing healthy meals; and communicate school and community concerns to the district superintendent. Youth Court provides all students an opportunity to participate as a juror on a peer jury. The Youth Court jurors listen to their fellow students' Education code violations; ask questions of both student and parent; and then issue appropriate consequences.

School issues are identified by all staff members through daily debriefing. Because we have a small staff and our school is a community day school with daily, sometimes hourly student, parent, and family issues, we close our day with an informal meeting and a discussion of the day.

CDS (Community Day School) is currently implementing Project Based Learning or PBL. PBL challenges students through deeper exploration of real world challenges and problems, such as how California's geology effected immigration to the Central Valley? This process includes students meeting with community members to create a project that answers the question and then presenting to the Sanger community. Prior to transitioning to other schools to continue their education, our students participate in one community project.

Structured opportunities for student reflection include both individual and group counseling through numerous service providers on our campus. These include: a one on one meeting with the principal to discuss the learning process and personal growth, prior to returning to any comprehensive school campus; and a School Site Counsel reflection in which the student population is surveyed regarding school programs, if those programs served their needs, and any suggestions for improvement.

Because we are a community day school, by nature we have many students with varying issues. Because we have so many differing expressions it is almost as if there exists a greater understanding of those differences. Everyone is so different there is no difference. It's a change for many of our students so much so, they finally feel they have found a home.