



Bonner Center for Character Education and Citizenship

2018 BONNER CENTER ELEMENTARY SCHOOLS

BIOLA-PERSHING ELEMENTARY SCHOOL
Central Unified School District
4885 North Biola Ave. Fresno, California 93723
Michael Ota, Principal

Our mission and vision is to provide an equitable and viable curriculum to allow every student to exceed beyond academic learning. Our staff belief of equitable and viable teaching and learning environment forms the foundation of our values. These traits are: A growth mindset for learning, Professionalism, Inspirational Leadership, Innovative Thinking and Perseverance.

The district guiding principles direct us as we support our children- "Every Student, Every Classroom, Every Day." These principles are at the core of what we do, as we believe that meeting the individual needs of our students is essential. Differentiation is the key to this work. As a team, we work diligently to ensure that we determine the most effective teaching practices and behavior interventions for our students. The other important aspect of our teamwork is to better understand the interests and needs of each child. Developing strong relationships are the critical component of our success with our students and staff.

Biola Pershing Elementary fosters an intentional approach to core values by encouraging character education woven in to all areas of curriculum. Big ideas and universal concepts are at the forefront of lesson planning. Within these broad concepts are ethical issues and higher level thinking. Current events and ethical issues are discussed collaboratively in social studies, science and language arts.

Equity and viable curriculum proactively creates a positive learning environment. When you walk on our campus, you will immediately notice how clean and beautiful it is. Students assist our custodian with keeping our flower beds clean, picking up trash, and assisting staff in the cafeteria. Campus Culture Team also monitor breakfast and assist younger students when needed. These school leaders are positive role models to other students.

Our biggest accomplishment at Biola Elementary is awarded the 2017 Healthy Schools Program Bronze National Award. Students altered their lifestyle by commitment to good health and

exercise leads to a positive life style. Biola elementary was only three schools of the Central Unified School District to receive this award.

The Biola Chamber of Commerce partners with the Fresno County Library to house a branch in the Biola Pershing School library that is open two evenings and on Saturday for our community to access library services. Patrons can check out either district or county library books and utilize the computers that are available. This program has provided the support needed by our families to increase literacy and develop a love for learning.

Each Veterans Day and Memorial Day we have a breakfast and special program to commemorate them. Our students sing songs, recite poems, and write letters to honor the men and women of the armed services. Even throughout the year, our Veterans stop by to visit our students because of the connections our students have made with them. The generosity of our community was evident. This was the case when we began collecting canned food items for our district Holiday Joy Program. Many of our families are the recipients of these donations, however, so many were willing to bring in their own food items. On the day at the event off campus, our students load a school bus to the food drive site and volunteered for the entire day.

CEDARWOOD ELEMENTARY SCHOOL
Clovis Unified School District
2851 Palo Alto Clovis, CA 93611
Matthew Lucas, Principal

At Cedarwood Elementary, we are focused on creating students who understand the importance of strong character and values. These students are our future leaders, so we strive to instill strong positive character traits and understanding of society and our democratic processes.

Student Council and a student Human Relations Committee help lead the student body in activities that spread awareness of topics. They also lead food and clothing drives as outreach to the community. We are no longer just here for building mastery in reading, writing and arithmetic, but also for developing competencies with technology and the variety of ethical issues that arise from those uses as well as a skill base, which allows our society values to continue to be promoted.

Our goal at Cedarwood is to educate all students in Mind, Body, and Spirit. When looking specifically at the character and civic goals, we want all students to model character throughout the day to prepare them for their future.

Cedarwood is striving to be a Digital Citizenship school. A Digital Citizenship school has all students learn lessons on the computer about the appropriate ways to use technology. Lessons take students through proper care of computers to the effects of social media and cyber bullying.

One of four main goals at Cedarwood is to ensure that each student feels psychologically safe. If students feel safe, then they are more apt to learn. We run Clovis Support and Intervention (CSI) groups on our campus where trained staff members meet with a group of approximately eight

students to discuss social or emotional concerns in their lives and build a level of mutual respect between peers and adults. It is a scripted program that creates a safe environment for students to talk about what is happening in their lives.

The student council at Cedarwood leads multiple drives to help the community. Socktober was a fundraiser where students collected socks to donate to the homeless in our area. We also have multiple canned food drives to support families in need at our school and in the community. We participate in Toys for Tots, an annual toy drive during the holidays where students bring new, unwrapped toys to donate to the community. Finally, a class decided that they wanted to do outreach to a third world country, so they raised money to help feed a little village through Heifer International. These fundraisers are just small examples of what the students are doing at Cedarwood.

Many of the grade levels also do Book Buddies. This is where upper grade students pair up with primary students weekly to help them read. Upper grade students coach the students and build relationships with the students. We also have two special education classes on campus.

There are quarterly essay and poster contests that focus on concepts relating to curriculum and character education. This is an opportunity for fourth through sixth graders to earn points toward Block C, which is an award that is given to students who meet standards in Mind, Body and Spirit. An example of the most current essay contest is the Martin Luther King Jr. contest. Students were to write on topics related to civil rights and tolerance.

CLAY ELEMENTARY SCHOOL
Clay Joint School District
12449 S. Smith Ave. Kingsburg, CA.
Brenda Sylvia, Principal

At Clay School, character and civic education are key components of our students' education experience. The school's mission statement is a reflection of the importance of citizenship here at Clay: "Our mission is to develop responsible and productive citizens with a passion for lifelong learning, by providing a standards-based education in a supportive and safe learning environment."

Clay School's character goals are that students learn to practice responsibility, act respectfully, make wise choices and be safe in all aspects of their lives. Our civic education goals are that our students help others by taking part in school, their community and in turn making the world a better place.

To develop responsible and productive citizens, Clay has created the school-wide behavior expectations known as P.A.W.S., which aligns to our character goals. The P stands for practice responsibility, A is for act respectfully, W represents making wise choices and S is for safety. These expectations are taught, practiced and modeled in every part of the school from the swing sets on the playground to carpet time in the classrooms. The first weeks of school consist of a

Field Day where classes rotate to different parts of the campus where student leaders facilitate a discussion of PAWS pertaining to their area of the campus.

While positive behaviors are reinforced, Clay staff also places an emphasis that discipline is learning. Behavior corrections are used as learning opportunities with the purpose of helping students be reflective and restorative.

Developing responsible and productive citizens means that character and civic education are interwoven in our curriculum. It is the bridge that connects what students are learning and whether or not they will apply them in their communities. At the center of our curriculum lies the "habits of character:" perseverance, collaboration, initiative and responsibility. All these qualities make for effective learners, as well as effective citizens.

Every year interested seventh and eighth graders compete to be part of the student council. Students decide what office they want to run for and prepare for a week of campaigning. They create posters with slogans that they came up with and prepare a speech to say in front of the students they will be representing. The student council organizes many events for the school.

Recently, our student council members headed a mission to collect items for Hurricane Harvey victims. They researched what was needed the most in the schools that were affected and created a list of supplies. From that list, they assigned specific items to each class. They were in charge of all collections. This exemplifies how our students are taking what they're learning about character and civic duties in the classroom and using them to help others in need.

Another example of student involvement through the curriculum is the fundraising for the sixth-grade science trip. In an effort to earn \$3000 for their class, each 6th grade student is expected to donate an evening to provide dinner service during our annual Dinner and Dessert Auction. Students learn that it is necessary to put the work in to reap the rewards. Students take part in our school community in many other ways: 6th-8th help in the cafeteria during lunch, honor choir go caroling at nursing/retirement homes and 8th grade helps organize the food drive during the holidays.

CLOVIS ELEMENTARY SCHOOL
Clovis Unified School District
1100 Armstrong Clovis, CA. 93611
Isabel Facio, Principal

The staff at Clovis Elementary believe that it is our responsibility to instill character and civic education to our students. The Clovis Elementary **Core Values** guide all staff in this mission. Teaching the concepts of character and providing for engagement of students in cooperative learning experiences makes for a more positive environment. When classrooms are intentionally engaged in discussions and activities about a person's character, the entire school has a more positive atmosphere.

The staff at Clovis Elementary works as an integral team to support the character development of each and every student keeping our Core Values at the forefront. This is done through **intentional** instruction, modeling, and providing opportunities for our students to participate with community service. The focus on developing strong character traits within our students also places emphasis on the importance of a caring learning environment with high expectations.

At the start of each new school year, students and staff participate in a **Behavior Assembly**. At this assembly administration discusses student expectations, school rules, and procedures. This is a positive way to explain to students how we behave on our campus. Students take pride in being a Jaguar and strive to be their best every day.

Special activities and assemblies such as **Red Ribbon Week and Anti Bullying Assemblies** are incorporated in our curriculum yearly to remind our students about living healthy and making good choices.

Each member of the Clovis Elementary staff is dedicated to students' success in academics and character development. They are committed to building positive relationships with students even outside of the school day. Clovis Elementary is a place where students feel psychologically safe and cared for. From opening their doors before the school day begins, to working through their lunch to help students, each teacher on this campus goes above and beyond for their students.

The students stay connected to CSUF by participating in the Mediator Mentors Conflict Resolution Art Contest. Last year two students placed with their art work. Students from Clovis Elementary were honored with a first and second place. This year two students took first and third place. The winning students are recognized in the spring at an assembly. Clovis Elementary is very appreciative of our partnership with California University Fresno.

Quarterly awards are given to students, who demonstrate exemplary character, at a school wide assembly. A comprehensive co-curricular program, including interscholastic competitions in: athletics, chorus, band, drama, Oral Interpretation, and a variety of poster and essay contests is made available to students.

The Clovis Elementary staff, students, and community come together and generate money for very worthy services. Over the past three years the Clovis Community has raised \$6,838.94 for Pennies for Patients. We are signed up again to raise money next spring for this very worthy cause. Putting others first is a trait that we need to continue to remind ourselves.

COLE ELEMENTARY SCHOOL
Clovis Unified School District
615 W. Stuart Ave. Clovis, CA 93612
Marshall Hamm, Principal

Every student at Cole knows by heart our three character goals: Be **Positive**, be **Accountable**, and be **Wise** about safety. By keeping these three character attributes in mind, students start forming habits that will serve them well throughout their entire life. Having citizens that have a positive attitude, hold themselves accountable for their own actions, and keep a wise and sharp mind about the safety and well-being of all can't help but make our world a better place.

Character and civic education are infused throughout the core curriculum, while also being addressed with supplemental materials outside the core curriculum. Each week our elementary counselor Erica Green teaches lessons from the Second Step Curriculum Series. The series helps teachers facilitate classroom discussions around empathy, bully prevention, fair play, and other important issues that help students get along in a mutually respectful way.

Our caring staff is very approachable and always willing to help any student in need. We also have 12 staff members trained to facilitate CSI (Clovis Supports and Intervention) groups to help students from 1st-6th grade that are struggling with various life situations. Students that are going through divorce, death in the family, social interactions, and other emotional difficulties meet with CSI facilitators and other students going through similar situations. These groups provide students with support in a caring and non-threatening environment.

Just as teaching academics is meant to translate to students becoming creative, well-read, contributing members of the larger society, teaching character is designed to translate similarly to providing good, thoughtful, and caring citizens to a world in need of them. Learning great character at school is wonderful, but the ultimate goal is to instill qualities in our students that will benefit the world.

Our highly active and engaged Student Council members and PAC (Principal's Advisory Council) members contribute greatly to the decision-making process at the site. They all play an active role in organizing our canned food drive each fall and participating in Kids' Day each year, which raises money for Valley Children's Hospital.

Many of our upper grade students leave campus and head into the community for some 'real life' application of character education. In conjunction with Faith Community Church our 6th graders and cheer team members organized the canned food that was collected during the Cole Food Drive into Thanksgiving baskets for Cole families that are in need. Over 25 families received a full Thanksgiving meal with the turkey included due to the efforts of our students. Each winter our school choir students go to an assisted living facility to sing songs for the residents, and brighten their day. In the Spring, they head to Valley Children's Hospital to spread cheer through song to them as well.

DAILEY ELEMENTARY CHARTER SCHOOL
Fresno Unified Board of Trustees
3135 N. Harrison Ave. Fresno, CA 93704
Julia Cabrera, Principal

Character and civic education are important areas for public schools in America. Our students come to us from a variety of backgrounds, households, and individual experiences that have helped them come to understand the world around them. This variety adds richness and diversity to the classroom and to the school as a whole. In contrast, it also can mean a variety of attitudes and approaches to a learning community.

One current goal of Dailey's staff is to include several learning engagements, within each unit of study taught, that are directly connected to the development of attitudes or attributes (in the learner profile). This goal was determined through a staff reflection at the end of the 2016-2017 school year.

The civic education goals outlined for Dailey this year are two-fold: 1) How do we adhere to the expectation that units of study, and the learning experiences within them, are engaging, relevant, challenging, and significant in our world today? 2) How do we best guide students in taking personal action during and after our units of study? These goals were determined through staff reflection at the end of the 2016-2017 school year and through formal and informal conversations around the next steps for ourselves and our students, as a community of learners within a larger community.

Character and civic education are addressed in a variety of ways at Dailey. Our Primary Years Program prescribes a curriculum framework of essential elements- knowledge, concepts, skills (approaches to learning), attitudes, and action. As a community of learners, we all promote and practice the same attitudes (appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect, and tolerance).

In an effort to best equip our scholars at Dailey with the tools they will need as readers and writers in a country founded on democratic principles, staff began literacy instruction around the readers and writers workshop model launched through Columbia University's Teachers College Reading and Writing Project.

Staff, students and parents know that our students come first in all things. When making decisions, students are at the center of that decision-making process and what we feel is best for them. Student, staff, and parent surveys are sent out on an annual basis, are reviewed by staff and school action plans are drawn up on how best to address needs that arise from those surveys.

Our school took action this year collecting uniforms and school supplies for Hurricane Harvey victims in Houston, teachers and administration ran a booth at the local Chaffee Zoo Boo event, and students sponsored gift baskets for students at Fresno High School during the holiday season. Later this month, Dailey will join Cooper Academy and Fresno High School honoring veterans of our country in the Wreaths Across America event at a local cemetery. It is essential to all staff on our campus that we are the models of citizenship in our society and our world. Through us, we hope students are inspired and driven to take small actions on big issues.

ERIC WHITE ELEMENTARY SCHOOL
Selma Unified School District

2001 Mitchell Ave. Selma, CA. 93662
Sandra Aguilera, Principal

At a site level we instill these core values, via our PBIS model which advocates that all students and staff follow our school wide 4B's: Be Safe, Be Respectful, Be Responsible and Be Positive. Each of these school values directly interrelates with our district mission and goals towards helping each respective student attain academic and social success.

Ultimately, it is through the combination of our school based principles, coupled with our PBIS framework and dedicated staff members, that we are instilling and creating future leaders at Eric White Elementary that will contribute to society at large in the years to come.

Through staff input, in addition to analysis of our data, the following character education goals for Eric White Elementary were developed and are kept at the forefront:

- (1) All students will be safe, respectful, responsible, and positive (these are the 4Bs).
- (2) The Six Pillars of Character (Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship) will be taught and embedded in curriculum.
- (3) Our students will learn the importance of volunteerism and giving back to their community by helping those in need.
- (4) Our students will be recognized for following the 4Bs and be given "caught being good" tickets.
- (5) The amount of Cafeteria Behavior Referrals will be maintained at a low number, comparable to the 67% reduction from 2014/2015.

These goals were chosen to develop students socially, ethically, and academically by infusing character development into every aspect of school culture and curriculum.

Even as students are deployed to various classrooms throughout the day, they know what the expected behavior is at all times. All classrooms utilize a clip chart which tracks both exemplary and inappropriate behavior. There is a matrix displaying the school's expectations for each area of our campus.

In many classrooms students are asked to evaluate characters and civic responsibility, either fictional or real, to determine if they are conducting themselves appropriately according to the 4Bs: Be Safe, Be Respectful, Be Responsible, Be Positive. Classes utilize Kagan Strategies and have discussions and/or complete writing projects dealing with story characters, their surroundings, and how they relate to the 4Bs.

Social skills groups are offered by our school psychologists, and mental health is supported by our 3 district and one county mental health clinicians. Due to the focus and dedication of all staff, we have been able to provide a positive school experience for students that have had much difficulty, or have even been expelled from other schools.

Also, through weekly PLC meetings, teachers contribute ideas, lessons, and input to colleagues to implement and promote fairness, equity, caring, and respect. During all PLC meetings, data is shared with the goal of assisting all students to be successful in the concepts taught.

Eric White Elementary School makes it a priority for students to contribute in meaningful ways to the school, to others, and to the community. One of the ways is by having students who are in 4th - 6th grade get involved in Leadership Club. The students accept responsibilities and practice willingness to help whenever possible.

FAIRMONT ELEMENTARY SCHOOL
Sanger Unified School District
3095 N. Greenwood Ave. Sanger, CA 93730
Jared Savage, Principal

Support, Inspiration, Empowerment: These are the drivers by which we harness enthusiasm for learning and living each day at Fairmont School. Embodied by a culture that embraces differences and cultivates core ethical values, we pride ourselves in high academic standards and service learning.

We have created and nurtured a competitive yet cooperative learning environment that spawn's motivation, one that drives meaningful purpose and character education. We anchor ourselves in a *growth potential* mindset by finding creative ways to build the capacity of both teachers and students alike.

Through thoughtful input from staff, students, and families, we have created what is the most essential character civic education goals for our school. *Championship attitude, One team, Discipline, and Effort* are the traits that we cultivate and grow throughout our school.

Fairmont School promotes and fosters core values in all phases of school life. All teachers are responsible for teaching weekly forty-minute Social Emotional Learning (SEL) lessons to students. Topics such as positive relationships, seeking support and resiliency are engaging for students. The five values of Community of Caring: Respect, Responsibility, Caring, Trust, and Family.

Additionally, this year we created a leadership academy for students during lunchtime. Mr. Savage and Mr. Yeh meet with leadership students to discuss leadership characteristics and qualities that make individuals successful. Students analyze the psychology and motivational factors that influence behavior of individual and groups. Students offer ideas and propose solutions to challenges on campus, community, and around the world.

Fairmont's campus is a reflection of its values: accepting, inviting, honorable, respectable and humble. Teachers are having fun! Students are excited to learn! Teachers coach students to explore, investigate, and evaluate information so that they become independent thinkers and problem solvers within real-world situations. Thoughtful explanation, justification and rationalization, are fundamental norms for students in classrooms.

Fairmont is the heart of its rural community. Throughout the years, Fairmont has provided many activities for our community to enjoy and looked for ways to improve. During the holiday season our leadership students spearhead a community food drive which brings in enough food to feed

our families that need a little extra help. Our community also participates in a gift drive that brings gifts to struggling families.

FRONTIER ELEMENTARY SCHOOL
Pioneer Union Elementary School District
1854 Mustang Dr. Hanford, CA 93230
John Raven, Principal

Academically, FES prides itself on a curriculum that is both rigorous with standards based instruction and is based on research and best practices. Year after year Frontier has maintained some of the highest standardized test scores in the county. Outside of the classroom, FES students have multiple opportunities to become involved in athletics, student government, peer mediation, and other extra- and co- curricular activities. Frontier produces citizens with good character who are civically minded and are actively making a difference in the community around them.

At Frontier, the civic and character education goals for students are to be a positive influence in their school and community. We remind students regularly each day about this goal with repetitively reminding them of the school motto and acronym, “Follow your Frontier ABC’s: Always be respectful, Be your best, Choose to be safe.”

Character and civic education is addressed at Frontier Elementary School throughout the curriculum and grade levels in a multitude of ways including with the Character Counts program, student council, recycling clubs, sports, Buddy Squad, canned food drives, the Annual Nolan Eggert Blood Drive, and with the PBIS program. Lessons are addressed are also explicitly taught within the classroom and in the cafeteria assembly setting.

Character education is explicitly taught to all students at Frontier Elementary and integrated throughout the curriculum beginning with the first day of school. Students are introduced to the components of PBIS including the ABC’s, classroom and cafeteria clip chart system, and with posters reminding students of expectations. Additionally, at the beginning of each school year, we hold an annual “Passport Day” or “ABC Kickoff”, as it was known this year, in which students are taken around to different stations around the campus and the expected behaviors are modeled.

We ensure a clean and secure learning environment as well as a psychologically safe and caring school for our students by having Student Council participate in weekly campus clean up events, the Recycling Club picking up all recyclable materials and disposing of them properly, and ensuring our school is a No Bully Zone by educating students on bullying prevention.

At Frontier Elementary School civic service opportunities are made a priority for students because we feel this builds student leadership and awareness of the importance of giving back to the community. Students have the opportunity to participate in Student Council, Buddy Squad, the annual Canned Food Drive, and to encourage their families to donate for the Annual Nolan Eggert Blood Drive in honor of a student who passed away (son of prior Assistant Principal who was well known to the community).

GETTYSBURG ELEMENTARY SCHOOL
Clovis Unified School District
2100 Gettysburg Clovis, CA 93611
Nick Mele, Principal

Gettysburg Elementary School is dedicated to creating a positive school climate where each individual is praised for their contributions and celebrated for their accomplishments. From staff, to parents, to volunteers, to students, Gettysburg strives to be a place where all feel welcome, safe, appreciated, and respected. To achieve this goal, Gettysburg has taken an initiative in teaching character development, behavior education, cultural and civic recognition, and collaborative learning.

Gettysburg's character and behavior goals are defined as follows: to reduce behavior infractions by 25% from baseline data in 2016-2017, to increase safety perceived by students, and reduce incidents of bullying. To address these goals, Gettysburg has implemented the aforementioned programs in addition to monthly behavior/character lessons, support groups for students with social/emotional/academic needs, teaching/modeling/reinforcing school-wide behavioral expectations, and educating students on how to respond in situations where they feel bullied or are being labeled by peers as a bully.

Character and civic education is integrated throughout the learning experience at Gettysburg. For example, at the beginning of the school year, students participate in a rally where core behavioral expectations (Be Respectful, Be Responsible, Be Ready to Learn) are discussed in detail, with positively stated behavior expectations outlined for each area on campus.

Gettysburg is dedicated to creating a positive, safe, and supportive learning atmosphere. Classrooms are well-maintained and outfitted with modern technology to facilitate learning and student engagement. All students are educated by both teachers and administration on how to care for one another, how to respond when someone treats them unkindly, how to stand up for and be a friend to others, and how to act with respect and responsibility at school.

As a result, teachers model core values such as respect and equity by treating each student with dignity, taking the time to educate and recognize students for their behavior. All staff members are encouraged to acknowledge positive behaviors displayed by Gettysburg students, and make a distinct effort to praise and recognize positive behavior, demonstrating caring for all.

Throughout the school year, specific pro-social behaviors are addressed with an emphasis on student response. This includes Acts of Kindness week, where students are given behavior lessons on kindness and are given a different challenge each day to show kindness to those around them. Students also participate in service projects such as writing to heroes in the community including firefighters, veterans, and/or police officers to recognize and appreciate their service.

HANH PHAN TILLEY ELEMENTARY SCHOOL
Central Unified School District
2280 N. Valentine Ave. Fresno, CA 93722
Karen Davis, Principal

At Hanh Phan Tilley Elementary (Tilley Elementary) we encourage and extend our character and civic education goals throughout the entire school year. Our goal is to equip students with the knowledge of strong character traits and to provide an environment where they can practice and experience them. We are striving to instill students with a growth mindset and confidence in their ability to learn. We determine our yearly goals based on data of the community that our students are living in as well behavior data within our school.

Character and civic education are addressed throughout the year with a focus on specific character traits monthly. Throughout the year we explain, practice and focus on traits such as responsibility, trustworthiness, respect, caring, friendship, perseverance, etc. We provide students with civic education by providing a student government as well as awareness of community and world needs. Students, staff and parents have an opportunity to partake in fundraisers or events that make our community stronger and better.

The entire staff works hard to encourage and reward positive behavior on campus. Alongside our teachers is our janitorial staff who is on campus bright and early and into the late evenings to ensure that our campus is ready and safe for students. We recognize that some of our students have greater needs and therefore have responded with an intervention counselor. Our intervention counselor has teamed up with our school psychologist to create groups and opportunities to reach students with those higher needs.

In order to promote fairness equity, caring and respect for others, our entire school staff is consistently promoting and giving compliments to classrooms and to individual students who are caught practicing positive behaviors and attitudes.

We explicitly engage students in lessons of civic education and actively participate in fundraisers and drives. This year we had the privilege of participating in Pennies for Patients, where our students and staff came together and raised over \$1300 dollars for the fight against blood cancer. For the past few years, our school has also participated in the Holiday Joy Food Drive that collects canned goods for families in need.

Our after-school program participated in the “You Matter Day” where they made “Blessing Bags” of toiletries, snacks and a positive note for the homeless. Parents, after school staff, and students participated in distributing these Blessing Bags to the needy and homeless within our community. During the month of April, our school focuses on lessons and activities to raise awareness during Autism Awareness Month.

JACKSON ELEMENTARY SCHOOL
Sanger Unified School District
1810 3rd Street Sanger, CA 93657
Debra Santos, Principal

The mission of Jackson School is to help students become secure contributing members of our society. Our staff takes very seriously the need to explicitly teach character education on a daily basis. We have identified core ethical values as the basis of our character education program. The identified core ethical values are intentionally and comprehensively taught throughout the school's environment daily.

Jackson School bases its core ethical values on those from a national program-The Community of Caring. These core values serve as the backbone of the program and for the character development. The five core ethical values that we bring into our school are: responsibility, family, caring, respect, and trust. Implementation of these values are embedded across the curriculum, support for staff, family and community involvement, and service learning. Each of these five traits is displayed school wide in all settings.

Jackson Elementary School's character and civic goals is aligned with our mission which is to ensure that we support our students in becoming contributing members in society through the teaching of life skills. These supporting traits include: taking responsibility for their own actions, being leaders, honesty, trustworthy, supporting other students through kindness and respect, learning from past mistakes, perseverance, and following all rules and laws.

Teachers hold weekly classroom meetings which allows for students to interact in the lessons through sharing opinions, feelings, and making connections to the world they live in. Teachers guide these meetings to connect with the character traits that we hold our students and adults accountable to on a daily basis. In order for students to be successful in demonstrating character traits in the five core values, teachers and staff have weekly discussions with students about targeted behaviors and actions that positively demonstrate the core values.

Jackson School staff is intentional and proactive in addressing character education at all grade levels throughout the school day in various forms. Lessons are not separate entities from the school day, but rather infused as part of what we model and practice. All staff at Jackson hold themselves to the highest possible level of ethical behavior and model core values.

Jackson students contribute to their community in other meaningful ways through social service activities. Our Community of Caring Club has implemented Random Acts of Kindness and Reflective Activities.

Our Student Council provides opportunities for leadership as each student has a role in planning school events. They collaborate to organize theme days, have weekly meetings, arrange events after school, lead students in the flag salute, provide fire prevention tips, and report back to their classmates about council decisions and upcoming events. They each take on a leadership role that positively impacts campus activities.

JAMES K. POLK ELEMENTARY SCHOOL
Central Unified School District
2195 N. Polk Fresno, CA 93722
Geoff Garratt, Principal

The staff at Polk Elementary School believes in building positive character and behaviors in every student. Pioneers live the following belief statement every day: *Polk Pioneers will Strive for Five by being Respectful, Safe students who Follow Directions and Strive for Excellence in a peaceful manner aiming for success in every classroom, every day.*

Character education refers to helping students acquire those virtues that will help them live positive lives. Central Unified School District shares in this belief that this is a critical component in education. This is embedded in who we are as an organization and a school. Just as critical thinking is important to a student's success academically, it is also equally important for a student's character development.

Our overall goal as a school is to create a positive school culture for our students, staff, and the community we serve. Our goals, both in the short and long term are established as a collaborative team. Goals are determined as we look to continually improve and refine the tactics and strategies to meet each individual student's need.

Character Education is not embedded only within our classrooms, but is evident in all settings at Polk Elementary School. Polk fosters a proactive, intentional and comprehensive approach to its core values in all phases of the school day with the following:

- Social skills groups with our school psychologist
- Behavior Academies (During the week)
- Pursuing Victory with Honor Medal when participating in extracurricular athletics
- Student participation in Autism Awareness Week/Curriculum
- The Ned Show for students in grades TK-3 (Theme: Never Give Up, Encourage Others, Do Your Best), The Kindness Adventure assembly for students in grades 4-6

As a staff we have made a commitment that we will promote and model fairness, equity, caring and respect every day, in every location on campus, for EVERY student. We hold ourselves accountable, and staff ensures that students and employees are recognized for modeling these traits at an exemplar level.

Our student body, leadership team (student council), peer mediators, and cheerleaders actively participate. According to our teachers, here are some of the ways our school gives to our community:

- Coats for Kids (Site distribution to students)
- Holiday Joy (Site collected non-perishable food items for families in need within our school district)
- Community Events (Breakfast with Santa, Doughnuts with Grandparents, Dad and Mom)
- Letters to veterans (Students write letters to a local veterans facility)
- Performing Arts Program at local bookstore (choir)
- Toys for Tots/Farmers Market (Camp Polk After School Program)

JEFFERSON ELEMENTARY SCHOOL
Sanger Unified School District
1110 Tucker Ave. Sanger, CA 93657

Samuel Polanco, Principal

It is essential that we, as educators, prepare our students for the future. We have a great responsibility to teach students core content areas, such as reading and math, but arguably more important, civic education and character development. The future of our democratic society rests on the students we serve in our classrooms.

At Jefferson, we believe that our students will collaborate, communicate, think critically and be creative in an engaging rigorous environment supported by universal access. To support our students' collaborative and communication skills, we have implemented character and civic education through Second Step (a social and emotional learning program), Positive Behavioral Support Systems (PBIS), and school wide themes such as "Have You Filled A Bucket Today?" and, more recently, "Kind is the New Cool."

In addition, our teachers integrate civic and character education within their instruction in English Language Arts, Social Studies and Science. Our goal for the school is to foster a safe learning environment in which students have the skills necessary to be a contributing member of the 21st century.

At Jefferson, we promote civic and character education both through a variety of activities, explicit instruction through social and emotional learning programs and embedded instruction throughout our curriculum, specifically social science and science.

We also promote a psychologically safe environment by promoting clear expectations school wide, implementing school-wide PBIS, having restorative justice practices in place of suspensions, and constant professional development for our teachers and staff to promote a culture of continuous learning. For students who need additional emotional and behavioral support we have SAP groups, Hands Off Academy, Girl Power club, and Special Friends Club.

The adults at Jefferson Elementary go beyond their duty obligations in order to provide a successful school experience for the students. Teachers frequently spend time after school planning and volunteering at events.

Our students have made donations to Hurricane Harvey victim's this fall. Students recognized how natural disasters can negatively affect people and therefore food and water donations were made to help those less fortunate. Each year Jefferson hosts an annual pajama drive to collect warm pajamas for families in need. Student Council leaders find ways to contribute to serve others each year and have helped organize school-wide events for coin collections for HOPE Sanger (a local non-profit dedicated to bringing resources to our families who are in need or homeless).

LIBERTY ELEMENTARY SCHOOL
Clovis Unified School District
1250 E. Liberty Hill Rd. Fresno, CA 93720

George Petersen, Principal

The Liberty staff believes that character is the most important curriculum they teach. Reading, writing, science, math and PE, all build upon the moral choices the students make every day to stay engaged with rigorous curriculum and to work collaboratively with their peers in the learning process.

The mission of Liberty Elementary School is to provide students with programs aligned to state and district standards which foster lifelong learning, service to society and a commitment to the Spartan concept to be the best in mind, body and spirit.

A portion of curriculum for character education is delivered through Liberty's CHARACTER COUNTS! Program. Staff members teach the six pillars: trustworthiness, respect, responsibility, fairness, caring and citizenship. These pillars are introduced to students at the beginning of each school year during *Character Counts!* week.

Liberty teachers schedule time in their instructional day for team building. Activities that allow students to get to know one another are spiraled into each month. The staff also trains students how to interact with each other, learning to listen and to respectfully disagree. As they grow to appreciate each other and collaborate properly, student learning increases. Student collaboration has also instilled the value for diversity.

Liberty has a Personal Responsibility (PR) Program in which each child is accountable for and monitors his/her own good behavior. PR involves both academic and social behaviors. The great majority of students earn the reward activity at the end of each quarter. Activities have included a movie with snacks, a day to play electronic or board games, or extended recess. Programs for recognition of student achievement and citizenship are designed so that each student has the opportunity to be recognized.

The school utilizes its Student Council as student leadership and a community service program. The Safety Commissioner helps the school's administration conduct safety drills throughout the year. The Rally Commissioner helps the school design and set up for school rallies. The Athletic Commissioner helps the school organize and monitor playground equipment. The entire Council helps with the school's fundraising for charities. For example, Student Council members assist in organizing the school's annual *Pennies for Patients* and the *Canned Food Drive*. Student leaders also assist the school's Parent Club charities.

LINCOLN ELEMENTARY SCHOOL
Kingsburg Elementary Charter School District
1900 Mariposa St. Kingsburg, CA 93631
Matt Stoval, Principal

To protect the foundation of democracy in America it is important for all citizens to share in and express common values central to our constitution. Schools that teach character education report higher academic performance, improved attendance, reduced violence, fewer disciplinary issues,

reduction in substance abuse and less vandalism. It is easier to teach children who can exercise patience, self-control and diligence, even when they would rather be playing outside.

Our character education is based on PBIS (Positive Behavioral Interventions and Support). Our school-wide behavior expectations are SOAR. S = self-control, O = on-task, A = achievement, R = respect. Students do a passport day on the first day of school where they learn what it means to SOAR in all of the different locations in the school. These expectations are reviewed in the classroom and other locations throughout the year.

Lincoln School unites through the PBIS program. Through this program, teachers support positive behavior both inside and outside of the classroom. We reinforce this process through the use of Blue Slips where we recognize students for using Self-Control, being On-Task, Demonstrating Achievement, and showing Respect to themselves and others.

Fairness, equity, caring and respect are demonstrated by teachers, janitors, secretaries, lunch workers, and other staff in the way they interact with students. Our personal responsibility program promotes these qualities on the playground, intramurals, lunch time, and classroom. We hold assemblies and teachers demonstrate these qualities. Our school counselor also comes into our rooms to provide lessons to encourage these behaviors.

Our students learn and demonstrate their civic responsibility through a variety of projects including donations of food, Christmas with Dignity, care packages for soldiers, and showing appreciation to local service authorities. The 3rd grade curriculum specifically addresses civic duties as well as community heroes.

Our students learn about giving back to the less fortunate in our community by collecting food and toy donations for KCAPS (Kingsburg Community Assistance Programs and Services). Our students mentor other students in the classroom and on the playground. Teachers will pair up students to help struggling students which creates a team atmosphere in their classrooms. Recently our students participated in our Jog-a-thon fundraiser to raise money for: field trips, reward trips, prizes, cultural experiences, etc. This year some of our third-grade students volunteered to plant flowers at our local Kingsburg High School.

LINCOLN ELEMENTARY SCHOOL
Sanger Unified School District
1700 14th St. Sanger, CA 93657
Johnny Gonzalez, Principal

Character and civic education are important for students in American schools to gain more knowledge about the community around them and how to best serve their communities. It is our responsibility as educators to not only maximize student learning but also provide opportunities for character development and in turn foster a sense of belonging and connection to school and community.

Our school has outlined specific goals in reference to character. The acronym for these goals is RAMS. The R stands for "Respect Self and others". The A is "Act Responsibly" while the M stands for "Must be ready", referring to that our students must always be ready to learn. Finally, the S stands for safety first. Our school values safety, not only the physical safety of our students but also the emotional safety of them as well. We always encourage our students to demonstrate their "Mighty RAMS" traits on a daily basis.

The values that serve as the foundation of the community of caring program are Respect, Responsibility, Caring, Trust and Family. The adoption of these programs was a part of a greater push within the community of Sanger to teach our students about the importance of being positive and responsible members of their school and their community.

We are continually striving to improve and promote positive behavior interventions and supports. Within the last year, we have put together a Multi-Tier Systems of Support Team (MTSS) that consists of two intervention teachers, two general education teachers, the resource specialist teacher, the school psychologist as well as the principal and curriculum support provider. The intent of putting together such a large team of staff members is to take a holistic approach when it comes to serving our students. Different team members can take look at student academic needs, as well as their socio-emotional and behavior needs as well.

Our staff members at Lincoln elementary work tirelessly to provide a positive and safe environment for our students. We take great strides in promoting the values of fairness, equity and respect and that starts with the opportunities that we provide to our students. What sets our campus apart from many others is our mindfulness of inclusion. Lincoln Elementary serves all of our special day class students who are in grade levels TK-5 for the entire district.

Our staff recognizes that a part of helping our students stay connected is to help their parents stay connected as well. Lincoln elementary holds regularly scheduled events such as Muffins with Mom, Donuts with Dad, Grandparents Day, Multicultural Night, Literacy Night and Movie Night in order to have our parents and community members participate at events at school. Our students are heavily involved and work diligently to help these events happen.

LONE STAR ELEMENTARY SCHOOL
Sanger Unified School District
2617 S. Fowler Ave. Fresno, CA 93725
Lori Welch, Principal

As a **Community of Caring** school since 2003, we believe that it is our duty to take an active role in nurturing the core values of **Respect, Responsibility, Caring, Trust and Family**. In order to become productive citizens in a democratic society, students must understand how to respect individual differences and get along harmoniously with others.

In the classroom, Lone Star teachers infuse character education throughout all subject areas. During language arts instruction, opportunities abound for rich discussions and written responses related to character traits and moral dilemmas.

Teachers are also trained in the **Second Step Program** and the **Anti-Bullying Components** embedded within the program. Each week, classroom meetings are held featuring topics from these programs so that students have the opportunity to work through scenarios that prompt them to use positive problem-solving techniques.

The teachers, staff and parents at Lone Star work collaboratively to model fairness, equity, caring and respect for others on a daily basis. As adults, we know that our **actions speak louder than words** and that if we want our students to develop great character, we must demonstrate it.

Providing a safe and healthy environment for our students is the highest of priorities at Lone Star. The outstanding teachers, staff and families at Lone Star ensure that every Eagle has access to a clean, secure, safe and caring learning environment. Our community takes great pride in maintaining a clean, graffiti and vandalism free campus.

The **Lone Star Student Council** provides students with many opportunities to demonstrate their leadership skills at school and within the community by organizing and being involved in numerous activities throughout the school year. The **4-H Club** is very aware of the agricultural heritage of the Lone Star community and holds meetings and events at our site. They participate in the annual Fresno County Fair craft and livestock shows.

The Lone Star staff and parents make a collaborative effort to see that families have an opportunity meet and socialize together as a community. Many such activities scheduled throughout the year include: **Back-to-School Night, Lone Star Carnival, Literacy Night, Winter Program, Muffins with Moms, Donuts with Dads, Movie Nights, Grandparent's Day, Family Dance Night, Multicultural Night, Open House, Talent Show, Kindergarten Program, and 6th Grade Promotion Celebration.** These events help foster a deep sense of community among staff, students, parents, and truly establishes us as a Community of Caring.

MADISON ELEMENTARY SCHOOL
Sanger Unified School District
2324 Cherry Ave. Sanger, CA 93657
Stephanie R. Rodrigues, Principal

With an ever changing society and the constant need to understand one another as we grow, we as an educational system must address the need to build up our students, teach them the elements of good character, and begin to foster children who are conscience of one another.

The moral imperative of character education in schools cannot be denied. To teach children through a holistic lens, we must not only focus on academics, but also begin to show students the inner workings of society. Just as all negative behaviors are learned or taught, so are those that are good. "Caring for one another, a sense of community, respecting your peers and adults, being responsible for your actions, and trusting each other." Foundations for which we must build our

schools so that adults are interacting and modeling for students, and students are being shown how important their role in this world truly is.

The goals for the staff are to continually learn and grow in our knowledge of character education, to find new ways to engage in these new learning's with our students, and to continue to monitor the social emotional growth of our students in order to address their needs. The goals for the students of Madison Elementary are to develop a deep understanding of Respect, Achievement, Control, and Effort (RACE) and know how each affects all that we do.

Madison Elementary promotes core values, positive social interaction, and healthy decision-making through a variety of programs and practices. We begin each day with the morning bulletin announcements, which consist of pertinent information, student birthdays, and the reading of the names of the Mustang Gold winners, to reinforce the message that character counts. We have also participated in the Fresno County Health and Nutrition wellness program and have won a Fitness Challenge Award.

Community outreach continues to be a focus at Madison and civic education is always in the forefront. In collaboration with our PTA, students have gathered food donations and food baskets to be distributed for Thanksgiving and during the holidays to help those families in need. In addition, Madison has held its third annual clothing and food drive called the "Madison Market".

Our student government group has taken a larger role on campus allowing them to experience what is it to make influential decisions. They have taken over the school green-house, begun composting our foods, and engaged in lessons around taking care of the school with an environmental awareness. Even the Madison robotics club has branched outside of the initial building of projects and are currently using their robotic creations to solve real world problems.

MADISON ELEMENTARY SCHOOL
Central Unified School District
749 W Barstow Fresno, CA 93704
Christine Pennington, Principal

The Madison staff believes that by teaching our young Warriors expectations in the form of the Warrior Way, and helping them connect to their dreams, the students will experience global success. We believe that it is our responsibility to prepare our students to be positive, contributing members of our society. We strive to provide our students with an understanding of the civic responsibilities and to develop each student's connection to the Madison community.

Madison Elementary draws from many wonderful resources in order to develop our character education goals. We work with all of the Character Counts pillars, emphasizing a character trait every month by having students respond to weekly scenarios tied to each pillar. We also focus on character, and use it for the basis of our Warrior of the Month award.

Another excellent means of supporting the Warrior Way at Madison are behavior scenarios tied to current discipline issues that we share in our daily announcements which teachers use as

discussion starters and writing prompts in each class. The student responses are then read over the announcements throughout the week, and posted in classrooms and in the office. We also provide agendas with character education and bully prevention woven in with goal setting, as a tool to develop well-rounded students. Our support staff visit each classroom to present on anti-bullying and positive behavior.

Madison Elementary has character education, civic education and positive behavior reinforcement woven into the fabric of the school. Civic education is woven into our curriculum through classroom discussions and school-wide scenarios. Our new kindergarten through sixth grade Wonders English Language Arts curriculum has character and civic learning woven throughout.

Our amazing staff at Madison goes above and beyond to promote and model our Warrior Way. Each member of our staff works hard at setting a positive tone, and demonstrating respect to one another and to our students. Whole Brain Teaching, which is a method that seeks to create a positive culture and maintain rigor, is implemented in many classrooms. The staff at Madison has been together for many years, and as a result, is incredibly respectful and supportive of one another, which serves as a wonderful example for our students.

When students make poor choices, they are given the opportunity to give back to our community through a variety of ways including campus beautification, cafeteria support, or volunteering in classrooms or in the library. Our student populations is also involved a number of community service projects. Students are encouraged to give back and are recognized for doing so at our awards assemblies. This focus allows students a better understanding of their connection to Madison and the global community.

MAPLE CREEK ELEMENTARY SCHOOL
Clovis Unified School District
2025 E. Teague Ave. Fresno, CA 93720
Gina Kismet, Principal

We believe character education is paramount in what we do as it teaches the necessary habits of thought and deed that help people live and work together as families, friends, neighbors, communities and nations. As a public school our role is to help cultivate our future. Character education at Maple Creek is a learning process that enables our students to understand, care about, and act on core ethical values such as respect, justice, civic virtue, citizenship, and responsibility for self and others.

Beginning day one, students were regularly taught and reinforced the character pillars of; trustworthy, respect, responsibility, fairness, caring, and citizenship. Then in 2016, after assessing the effectiveness of our character education, Maple Creek launched the BARK as a renewal to our philosophies on teaching character. The BARK was established collaboratively by a quality improvement team (QIT) of staff referred to as our Positive Behavior Intervention and

Supports team (PBIS) which represents our K-6 teaching staff, school psychologist, and administration.

A component to the BARK program is the student's ability to be reinforced based on their demonstration of our BARK character education. Our school functions as a small community with an opportunity to develop civic responsibility. Just as members of a society are expected to contribute and impact their community, Maple Creek students are experiencing similar interactions.

We have developed instructional lessons that are taught once monthly within the classroom environment. Teachers lead these lessons with facilitated discussions. Our adopted curriculum has integrated community and civics lessons that focus on reading, writing, and discussing the responsibility of a community and the roles members of a society play. This curriculum has a continuum from kindergarten to sixth grade.

From our front office staff to our campus monitors each staff member has been educated on our BARK character matrix, and each staff member reinforces our shared and high expectations. Our office staff went so far as to establish a BARK treasure chest to reward students with outstanding character. Our library encourages students to recognize teachers with a "shout out" for the difference they make.

Additionally, we partake in the "red bucket" campaign, collecting food prior to Thanksgiving to share with families in our community. While setting classroom goals for quantity of food to collect, teachers discuss the social responsibility for donating food. These conversations are sensitive, but necessary from the school as they teach student to be cognizant of the needs of those around them.

MCKINLEY ELEMENTARY SCHOOL
Central Unified School District
4444 W. McKinley Ave. Fresno, CA 93722
Colette Bolger, Principal

It is the moral imperative of our schools that we teach all students the necessary social skills to prepare them for college, career, and community. At McKinley Elementary, we focus on developing the ability to have successful peer relationships, interact respectfully and responsibly with authority figures as well as peers, and leave McKinley civic minded, so students may contribute and give back to the community. Teaching students to be problem solvers and to think critically through a situation, while understanding other perspectives is crucial. Through Character Education we can agree on principles while valuing differences as we critically evaluate other viewpoints.

The for the past 7 years the character goal for our school has been for all students to embody our P.R.I.D.E. expectations (be Prepared, act Responsibly and Respectfully, show Integrity, Demonstrate Self Discipline, and show Empathy). The expected goals for students are to resolve conflicts, to be resourceful and use words appropriately.

Character Education is infused throughout the subject areas and help students to make ethical connections. The utilization of the 7 Habits and Depth and Complexity prompts to teach multiple perspectives, ethics, rules, patterns, are examples of how we infuse character education across all disciplines. As we prepare our students to lead themselves they are motivated to take on leadership roles within the school. Our students lead classes on PRIDE walks, discussing the positive behavioral expectations in all areas of the school.

All adults on site are held to the same standards. The administration recognizes staff and parents for demonstrating the 7 Habits and PRIDE expectations. 7 Habits and PRIDE posters are posted in every classroom and incentives are used to reward positive behavior all throughout the campus. McKinley uses multi-level incentive system for individuals, classes, and grade levels which include a special student led Leader of the Month awards assembly, Student Store, Caught Being Good tickets, McKinley Bucks, Banners, and PRIDE rewards 5 times a year.

Students at McKinley Elementary are provided opportunities to contribute to the school, to others, and to the community through a partnership with Fresno State University Peer Mediators for students in grades 4-6. Students help one another to solve conflicts on the playground and it empowers students to become problem solvers. The McKinley Student Council members help to organize and attend community events that provide an opportunity to give back to their neighborhood. Our students support and work Holiday Joy Food Drive, Cross age tutors, Campus Beautification before and after school to promote cleanliness and maintain the school grounds.

PINEDALE ELEMENTARY SCHOOL
Clovis Unified School District
7171 N. Sugarpine Ave, Pinedale, CA 93650
Debra Bolls, Principal

We believe at Pinedale Elementary school that we are in the business of educating our students with character in EVERYTHING that we do. From office staff to teachers, to support staff, to community partnerships, we ALL firmly believe that we have a moral responsibility to prepare our students to be the best in mind, body, and spirit. As we think about our students, we not only see them as they are in the present, but as future citizens who will make a positive impact for the Pinedale community, our city, our nation, and potentially our world.

Pinedale's character and civic education goals are embedded in the mission of the school. ***“To provide a safe, nurturing environment that promotes academic excellence and personal growth. Through partnership with our community, we will create a culture that ensures success for ALL students.”*** This mission was created by staff and community to provide a foundation for the present and hope for the future. Student, staff and families must feel “safe” at school for true learning and community to exist.

Pinedale is a Character Counts school highlighting the timeless character pillars - Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. These character traits are embedded in the life of our school from monthly student recognition, morning announcements, athletic and academic awards, to positive classroom interactions and routines.

Teachers are encouraged to explicitly teach monthly pillars through lessons and examples with resources provided by our Character Counts coordinators.

Our teachers at Pinedale utilize district approved curriculum and resources to help teach and model the Character Counts pillars. Recently Clovis Unified adopted Reading and Language Arts curriculum that lends itself to providing lessons on importance of citizenship, respect, and responsibility. Curriculum units were designed around character laden themes such as government, voting, citizenship, rules, community service and our roles in becoming good citizens for furthering our democracy.

Creating a clean, secure, and psychologically healthy learning environment is one of our top priorities at Pinedale. Many of our students live in unstable environments due to circumstances beyond their control therefore we strive to make the campus a safe haven for all. We are proud to have thirteen trained staff in CSI (Clovis Support Intervention) on staff who lead small groups with our most at-risk students.

Our teachers are relentless in creating classroom environments that promote caring environment through established norms and school-wide expectations such as SOAR. Morning meetings, Class Dojo, Whole Brain Teaching strategies, AVID, and Kagan Structures are just a few of the ways our teachers create and promote classrooms of character. Our teachers work to build relationships with their students or other adults on campus so they are connected and respected in a positive way.

QUAIL LAKE ENVIRONMENTAL CHARTER SCHOOL
Sanger Unified School District
4087 N. Quail Lake Drive Clovis, CA 93619
Kim Lambosky, Principal

Educators must revitalize civic learning and character education in our schools to ensure our students are equipped with the knowledge, compassion, and skills demanded for active civic life. Children do not innately learn how to be good and active citizens, it must be taught. Some of the benefits of Civic education include: critical thinking skills, promotes collaboration, problem solving, community/current event awareness, tolerance, how to be socially responsible, an appreciation for history, as well as a willingness to contribute to civic action. Character education is important to develop a student's sense of compassion/caring, community/family, trust, respect, and responsibility.

Quail Lake Environmental Charter School seeks to include the following goals in its character and civic education program: knowledge of the processes of American democracy, to make learning real through hands-on project based learning, awareness of current events, concern for the environment and our resources, respect, kindness, persistence, and a sense of community. By equipping our students with these fundamentals, they will be able to foster and protect the kind of society expected by all Americans.

At Quail Lake Environmental Charter School our intention is to “make learning real” by incorporating integrated units of study based in Universal Design for Learning and Project Based

Learning principles. These units provide cross-curricular opportunities, Community of Caring values, environmental awareness and implications, and civic learning opportunities that require students to work in groups to create the desired outcomes.

Our teachers, custodians, food service, and support personnel all take an active role in making sure all students are treated and treat others with kindness and respect. They model positive social behavior by treating their colleague with mutual admiration and respect and hold each other to high standards of professional conduct.

Quail Lake students are also exposed to service learning projects at our school and the greater community. These relevant opportunities give our students real world experiences, a respect for others, and a chance to engage in the tenets of civic learning.

In 2017, Quail Lake Environmental Charter School has partnered with Fresno County's Civic Learning Partnership as part of the Democracy School Program. This program allows us to deepen our commitment to prepare our students for the future and focus on those values and skills critical to the rights and responsibilities of U.S. citizenship.

RIVER BLUFF ELEMENTARY SCHOOL

Central Unified School District

6150 W. Palo Alto Fresno, CA 93722

Michelle Bergmann, Principal

The staff, students, and parents at River Bluff Elementary work as a connected team to support the character development of each and every student. A few years ago, a committee comprised of student council members, parents, and staff developed a mission and set expectations for our school. Our mission states that all students will learn, and all students will read, lead and succeed. Our three expectations, known as the "3 in Me", are: Do what is right, Be the best you can be, and Treat others the way you wish to be treated.

The staff understands that effective schools seek to develop and reinforce character traits such as caring, citizenship, respect, responsibility, and trustworthiness, through a systemic approach that includes adult modeling, curriculum integration, and a positive school climate. When students are in a positive learning environment they are more apt to want to attend school and not miss out on what is happening. We take seriously our responsibility to promote and encourage ethical values as the basis of good character and development of our children in becoming productive and engaged citizens.

Our school believes it is important for students to exhibit good character qualities, both in and out of the school setting. As students make mistakes it is our goal to guide students to fail forward and comprehend the feelings and rights of others and how their behaviors may have a negative impact on others within the school and community.

Character education is a culmination of standalone lessons as well as the many opportunities within Social Studies and literature studies involving character topics. Students are encouraged to identify and discuss good (and "bad") character decisions in the stories.

Character education is an integral component of a student's education each day at River Bluff. Our staff continually and consistently models morals and manners for our students. The River Bluff day begins with an enthusiastic "Good Morning" from our office staff, as well as teachers, to all students and parents as they enter our doors.

Our student council representatives lead our student body and staff in supporting various community events. Holiday Joy is a community event of donating non-perishable food items, and Toys for Tots are a continual success which benefits many Central Unified families each year. The Pennies for Patients program is another heartfelt event for our school. Over the past 2 years, River Bluff has raised over \$8,000 for the Leukemia and Lymphoma Society. These service project events instill a sense of desire and responsibility to make a difference in the lives of others.

SANGER ACADEMY CHARTER SCHOOL
Sanger Unified School District
2207 9th Street Sanger, CA 93657
Mark Coleman, Principal

In the present political climate, it is more important than ever to help our students develop into well-informed, community minded, virtuous citizens. School systems in America have a moral imperative to foster democratic ideals, teach critical thinking, and provide opportunities for students to engage in community service. All of these civic actions provide rich learning experiences for students, which in turn, prepares them to become positive, virtuous contributors to the community.

Sanger Academy Charter School's (SACS) charter is based on the philosophy of educating the whole child by promoting core values of honesty, integrity, trust, and the pursuit of academic excellence. Our charter has a compact, which is an agreement between the school, students, and parents to promote good character, values and students' success.

This year, SACS will increase character and civic education in all classrooms and in all content areas. As a school site, we understand the value in moving slowly and building a strong understanding and foundation. Our leadership team and secondary history teacher have examined the HSS framework and can clearly see the scope and sequence for civic learning in all grade levels.

The adults at SACS take great pride and hold a great deal of responsibility in modeling positive behavior for the future of this nation. Staff members have high expectations of student behavior and academics, and model those behaviors in daily. Student behaviors are addressed by examining the whole child, and SACS staff always give students the opportunity to improve and rectify their behavior.

At Sanger Academy, we are excited to provide more opportunities for our students to contribute to the community in meaningful ways. Our sixth grade students are in the process of

constructing fantastic "Genius Hour" projects to extend their sphere of influence and civic experience, rooted in standards-based curriculum.

In the past several years, SACS has engaged all students in Pennies for Patients, canned food drives for Hope Sanger, a relief drive for Hurricane Harvey, and a winter wear drive. We also participated in the student mock election in 2016, giving students the opportunity to vote in a presidential election and on ballot initiatives. These activities extend opportunities for all students, from kinder to eighth grade, to serve their communities in various capacities.

STARR ELEMENTARY SCHOOL
Fresno Unified School District
1780 West Sierra Ave. Fresno, CA 93711
Charles Reynolds, Principal

As educators, our charge is to prepare our students for college and career readiness in order to be productive and valued members of society. This is the reason that we believe that character and civic education is a vital part of our educational system and thus an important area of focus for our school. We want our students to see beyond their place in this world and how they can make a positive impact.

We pride ourselves on the fact that our goal is to instruct the whole child. Below are our Mission and Vision Statements:

Mission Statement: *We strive to develop well-rounded learners at grade level and beyond by focusing on the whole child in an inclusive community with high expectations and a positive growth mindset.*

Vision Statement: *Starr is a safe and inclusive community where the staff, families, and PTA work as a team to promote achievement academically, socially, and emotionally with a culture of high expectations and a positive growth mindset.*

At Starr, we address character and civic education both integrated and separate, depending on what is being taught. We integrate our character and civic education through our Wonders ELA, writing, social studies and Second Step and Class Meeting curriculum. Students are taught how to participate in academic and social conversations throughout the day. We use class meetings to build community and highlight the family/community aspect of our school that we are so proud of. It helps them to stay connected with each other and their teachers.

Teachers and classified staff purposefully make authentic connections with all of our students. Our students are shown value, despite any differences or challenges they may face. We look for ways to promote acceptance by educating our students first. Starr has a strong Autism Inclusion program where staff utilizes the tools learned to support students as they navigate the different curriculums. Staff gives presentations to classes that have students with Autism in order to demystify some of the behaviors that cause students to have questions, such as their need to have sensory breaks, their rigidity when it comes to conflict and how some of the characteristics of Autism affect their learning.

We are always looking for and planning and developing various ways for our students to engage in service learning experiences that take them outside of their world and give back to others. Our

belief is that students can give back in many ways without the need for a tangible reward or the expectation that something will be given to them.

Valley Children's' Hospital-This project came from a desire to give to children in the hospital games, books, stuffed animals and supplies that they could use throughout the day while cooped up in their hospital room. We challenged our students to bring in as many items in order to make the patient's day a little brighter. There was no reward for the class that brought in the most. The message of this drive was that kind deeds done without need for a reward can bring about a feeling of pride.

SUNDALE ELEMENTARY SCHOOL
Sundale Union Elementary School District
13990 Ave. 240 Tulare, CA 93274
Cindy Gist, Principal

Sundale Elementary school staff and community have always sought to create a climate inside and outside of the classroom setting that supports good character. A natural adoption of the CHARACTER COUNTS! Six Pillars of Character further defined this road map to *core ethical values* embraced at Sundale School.

As part of the CHARACTER COUNTS! Framework, the Six Pillars of Character have defined Sundale School's *character education goals* to center around: Trustworthiness, Respect, Responsibility, Fairness, Caring and, Citizenship.

The school works towards teaching student civic learning by having students learn by doing. This is accomplished through our career classes, student's participation in clubs, programs, classroom projects, and leadership opportunities.

Curriculum integration is evidenced through various resources at Sundale School. The CHARACTER COTINTS! Staff share amongst themselves lessons which align with the pillars. Lessons have also been collected and are now included in the library resource materials for staff to utilize. A visit to the library provides guests with the visual pillar of the month bulletin board, books aligned with the pillar of the month as well as Accelerated Reader Resources aligned with the pillar of the month.

Ensuring a secure, safe and caring learning environment involves all staff, students and parents of the Sundale School community. Modeling the pillar of citizenship is evident when you see that the classrooms are clean, orderly and provide a safe learning environment reflective of student work and current curriculum.

Giving back to your community is truly a civic virtue and a prominent component of the pillar citizenship. Sundale School takes into consideration meaningful contributions to the school, to the community and outside the community.

Parents, school board members, staff and students work long hours to make their campus a better learning environment. From family work days on the weekends with the school board hosting the

dinner, to the World Ag Expo food booth fundraiser for both the 8th grade trip and the fine arts department, these activities work to help make Sundale what it is.

In supporting Sundale School's mission that students should participate in community service, all seventh grade students must enroll in a one-semester Service Learning Class. This class supports the local Light House Rescue Mission through donating toiletries to the moms and children and by making blankets for them during the winter. Additionally, these students visit our local Convalescent Home, Twin Oaks, and play bingo.

TEAGUE ELEMENTARY SCHOOL
Central Unified School District
4725 N Polk Ave. Fresno, CA 93722
Ruben Diaz, Principal

The existence of our democracy is fully dependent on the civic awareness and responsible actions of its citizens. The establishment of democratic policy has long governed Americans in efforts to promote a society in which democratic values can best be put into effect. While we strive to promote these values through rules and regulation, the method in which we are bound to see true efficacy is through education. More specifically, educating our students about the importance of and connection between character and civic education must lay at the forefront.

Teague Elementary School's community of administrators, teachers, staff, stakeholders, parents, and students share the philosophy that civic learning and character education must be demonstrated and taught in all areas of campus. It is our goal to create and maintain a positive campus culture and an environment that motivates students to be responsible leaders within our school and local community.

Integrating character and civic education into our curriculum, processes, and programs is the highest priority at Teague Elementary. Educating students in civic responsibility can be seen through not only our curriculum, but through our recently piloted grade-level Positive Behavior Support Plan. Our recent attempt to merge positive reinforcement, restorative justice, and choice theory into a system that reinforces core ethical values began yielding great success immediately.

Over the course of the three years, the Teague Elementary community of staff, students, and parents worked in unison to implement the beginning tiers of our Positive Behavioral Interventions Support (PBIS) program. This program was adopted in order to improve social, emotional and academic outcomes.

As a community of our own, Teague strives to present opportunities for students to grow in a direction best suited for their role in a larger community. We have a wide range of support for students seeking ways to improve their character and address conflict that may hinder their ability to be their best self. For example, counselors, social workers, school psychologists, and other staff members have worked together to configure small groups that address social skills needed to positively interact with one another.

Teachers have discovered numerous, meaningful ways to connect students to the world around them, and show them that they can make a positive impact. Students have had opportunities to make positive changes on our campus, in our local community, and even across state borders. All service learning projects are tied to our current curriculum and standards. For example, students have had the opportunity to write letters of encouragement to veterans getting ready to travel on the Central Valley Honor Flight, write letters to hurricane victims in Houston, collect and send school supplies to a Houston school, collect and donate food for those in need, and a variety of campus beautification projects.

VALLEY OAK ELEMENTARY SCHOOL
Clovis Unified School District
465 E. Champlain Fresno, CA 93730
Julie Duwe, Principal

At Valley Oak, we believe we are not only here to educate young minds, but that we are helping produce viable community members for the future. It is imperative that we as educators provide opportunities for children to develop in character and civic learning. It is our job as adults, to teach these skills to ensure a productive future for all.

As Americans, we live in a democratic society. It is only right to teach our students that their voice matters and not to passively sit back as others make decisions. We want our students to value that right and know that in order to make change; they need to be actively involved in their role as students on our campus.

Implementing Character Counts curriculum school wide has been our goal for the past several years, as well as involving more of our student body in the student council and other leadership opportunities. These goals have been determined by a need for students to understand the basic character virtues that they were not coming equipped with on a regular basis.

We believe in educating the whole child in mind, body and spirit. This is achieved by being intentional in the programs we offer and the experiences our students have while attending Valley Oak. Each grade level is slightly different in how they deliver instruction relative to character and civic education. In grades 3-6, this curriculum is embedded in the Benchmark stories of the adopted reading series as well as the social studies curriculum.

Staff at Valley Oak show reciprocal trust with other staff members, students and the parent community. We are always looking for teachable moments to spotlight a student doing something outside the normal scope of the day. This might include helping a teacher with something in the classroom or leading a hand to a peer in need. The adults on our campus model this in a simplistic way everyday as well. Adults are showing this in many different ways, taking another class of students into their classroom if a teacher needs to leave for an emergency, they might take someone's yard duty who is not feeling well or buy a colleague coffee just to show kindness.

Valley Oak is fortunate to have three special education programs on campus. The three programs consist of preschool and kindergarten students who have various special needs ranging from

Down syndrome to autism to medically fragile. Many of our general education students elect to help in these classes, encouraging vocalization and social interaction.

Throughout the year, our student body participates in many community service projects. In the fall, we pull out our “Caps for Kids” and donate a dollar to benefit children with cancer. Teachers also share lessons that go along with this organization. During the holiday season, we collect “Coats for Kids” and non-perishables to benefit families throughout the Clovis West area and the community at large.

VIRGINIA R. BORIS ELEMENTARY SCHOOL
Clovis Unified School District
7071 Easton Clinton Fresno, CA 93737
Erin Gage, Principal

Teaching standards charge us with the important goal of ensuring students are college ready as well as prepared to meet the challenges of the 21st Century. Our goal is to equip our students with high levels of academic skills and ethical values so each is able and eager to become a positive, productive citizen.

We agree with these role models of character and have intentionally committed ourselves to boldly integrating character education within our daily pursuit of building an excellent academic foundation. Boris Chargers will practice good manners, positive mindset, ethical decision-making, and reaching out to peers and the community at large. They will leave Boris with the determination to better themselves and the lives of others.

Another early activity is one of civic duty --- students campaign for leadership positions, creating posters and speeches outlining the qualities they have relevant to their desired position. The student body takes their right to vote seriously, voting online for the candidate they feel would best fill the position, then awaiting the results with anticipation.

Later we address the six pillars of character (citizenship, kindness, caring, trustworthiness, responsibility, respect) during a week of celebratory and educational activities. Students create posters, write essays, and decorate halls depicting acts of good character.

To build a psychologically healthier and safer environment, we provide intervention via our Multi-Tiered System of Support to guide students to better choices. We have five trained CSI (Clovis Support and Intervention Program) facilitators on staff who work with small groups of students discussing past choices and possible future real-life scenarios.

Boris teachers formed a partnership so students hear a consistent message about good behavior and good deeds. We are conscious that our daily interactions with each other are examples for our students. We practice the belief that every student belongs to each of us. We work to learn student names so we may greet them on the playground and in the halls. We are visible at all events to support students and our parent community. It is common for staff members to provide

tangible support by donating items and money to families in need due to financial hardship, illness, fire, or the loss of a family member.

Boris serves the community sending 'artwork of appreciation' to the Veteran's Memorial Building, donating winter-wear to Coats for Kids, singing for the elderly and infirm, collecting money during Valley Children's Hospital's Kids Day, gathering items for Hurricane Relief efforts, making cards for seriously ill children, and delivering thank-you letters to local community service officers. Our campus welcomes community members, encouraging them to attend our band, orchestra, choir, and fund-raising events regardless of whether or not they have children attending Boris.

WELDON ELEMENTARY SCHOOL
Clovis Unified School District
150 Dewitt Ave. Clovis, CA 93612
Ray Lozano, Principal

Weldon Elementary School reflects the educational philosophy of the Clovis Unified School District (CUSD) that each student shall be given an equal opportunity to reach his/her greatest mental, spiritual, and physical potential. The philosophy that all students may become productive, contributing members of society is one that is adhered to by the Weldon team through Clovis Unified School District's Character Counts program and implementation of an interactive leadership system.

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 in the classrooms through student interactions with their teachers and their peers. Teachers demonstrate the traits by modeling core beliefs and behaviors for students to emulate.

Additionally, character development is enhanced by our schoolwide Positive Behavior Interventions & Supports (PBIS) program. PBIS is a multi-tiered approach to social, emotional, and behavior support. PBIS signs reminding students of behavioral expectations are posted throughout the school.

Embedded in the Weldon Elementary school curriculum is a focus on the significance of reasoned moral and ethical choices which promote fairness, equity, caring, and respect for others. This is evident in daily lessons and curriculum in each classroom. Students learn to evaluate situations and make positive and constructive decisions as they examine events. A greater understanding and acceptance of student diversity is manifested throughout the school language arts, writing, and social science curriculum. The integration of character education with district and Common Core Standards is a fun combination at Weldon.

Positive social development and group cohesion is fostered through partnerships across grade levels in support of the school mission: Weldon Elementary is committed to teach reading comprehension to meet the needs of every student. Reading buddies meet weekly, providing students with the opportunity to work on social, as well as core academic skills promoting understanding and acceptance for others.

Weldon Elementary School provides students the opportunities for civic learning and service learning tied to the curriculum. Annually, Weldon staff and students participate in the Fresno Bee sponsored Kid's Day' Staff members start selling papers at 6:45 in the morning and sell at corners around the Weldon community until the school day starts.

Teachers are having their students write thank you notes to staff members instead of holiday cards. Teachers also assign the Secret Homework Project periodically throughout the quarter. After discussing possible acts of kindness, the homework that night is to perform a small act of kindness when they get home. The school has done a variety of fund raisers, such as canned food drives and funding for the Miss Winkles Pet Adoption Center.

WILLIAM SAROYAN ELEMENTARY SCHOOL
Central Unified School District
5650 W. Escalon Fresno, CA 93722
Patricia McCurley, Principal

Our valley and our district have a rich diverse community that has many different needs which requires that the schools within our community provide for and meet the needs of every student and every family, every day. By balancing our student's academic and social and emotional development we provide our community, state, and nation with quality citizens that will continue in the development of our great nation. It is our moral calling to prepare our students to be not only academically successful, but also with American Character and Civic Virtues that will keep our Nation strong and vibrant.

Each year our goal is to decrease student suspensions by teaching our staff a variety of methods to handle situations that actually teach the students cause and effects of behavior. We have and continue to see great results from this and from the use of restorative justice. It is also our goal to increase our students understand and knowledge of their civic duties as they grow and mature in to young adults.

At Saroyan we believe in infusing character and civic education throughout the year in order to develop a long-term understanding of how it affects our community. We begin character education at the beginning of the year with lessons designed specifically to teach the students expectations and effects of character development through our Triple R-S. Administration has all students attend an assembly to begin the year with the expectations of demonstrating the Triple R-S in every aspect of school and in the community. Then the teachers continue those lessons through the use of their curriculum in English Language Arts as well as in teacher designed lessons to highlight specific targets in alignment with our goals. Our Wonders curriculum teaches aspects of character like friendship, kindness, responsibility, and awareness of needs of others.

Our students make blankets and then donate them to a local shelter to help women and children. These lessons set the foundation for the students in our school and community. Our students have and continue to write letters to troops to provide love and support to members of our

military. We also participate in Kids Day to support Valley Children's Hospital by selling newspapers and donating the money. The entire school participates in the Holiday Joy canned food drive to help feed Central families in need. The students sort all of the food, box it up and redistribute it to families in need. This opportunity provides our students with a start to finish understand of the project and why it is so important to help others.

Through service based learning projects students will make connections to real world situations, thus creating a motivational learning environment. After learning about service jobs in the community our students collect goods for families. The students identify what the need is, sort the items, prepare care packages and then redistribute to identified members in the community with a need. Our students also learn to write letters and communicate with people in a professional sense.