



Bonner Center for Character Education
and Citizenship

2012 BONNER CENTER ELEMENTARY SCHOOLS

**Cedarwood Elementary School
Clovis Unified School District
559-327-6000
Principal: Ms. Teresa Barber**

The signature program at Cedarwood is our Hawk Attitude program. Our Hawk Attitude is a list of descriptors that each student at Cedarwood should display as part of their personal character each and every day. Hawk Attitude covers a variety of areas of personal responsibility. The most recent addition to our Hawk Attitude has to do with the subject of computer communication and personal responsibility. Hawks are reminded that their cyber history will follow them and that they need to be very careful when communicating with anyone on the web as well as very guarded about anything that they post about themselves.

The Hawks of Cedarwood are proud that their Hawk Attitude helps to guide the behavior of all Hawks and makes it easier for all new students at Cedarwood to feel that they are part of a wonderful community. The Cedarwood Hawks feel that their Hawk Attitude helps to set them apart with the guiding principles of proper behavior and personal character at all times.

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**Centerville Elementary School
Sanger Unified School District
559-524-6000
Principal: Ms. Lisa Houston**

During the past two years, the Centerville staff has been trained in and implemented the Quit It Program (grades K-2) and the Olweus Bullying Prevention Program (grades 3-6th). The programs focus on providing all students with tools to prevent bullying, whether they are directly or indirectly involved. The curriculum includes role-playing activities and classroom meetings, which develop skills needed in recognizing bullying and the roles and responsibilities all students have in dealing with various situations. The anti-bullying curriculum is the foundation to the Centerville Behavioral Intervention program and has proven to be very effective in decreasing classroom and playground discipline.

Our peer mediators go through rigorous training in conflict resolution to assist their peers with problems they may be having. Students who are experiencing difficulties with another student or just want to talk to a peer about a situation are encouraged to meet with a mediator. Students have the opportunity to explain what they could have done to make a positive difference and are given the opportunity to correct their negative choice. If a student continues to make poor choices, then a peer counseling referral can be made.

Though the impact of Community of Caring can be hard to quantify, we have gathered data to analyze the effectiveness of our practice. We have examined absence rates, number of tardies, and the number and causes of suspension and referrals. Our records indicate that absence rates and the number of suspensions have dropped. Our analysis of incidents shows that there were no severe incidents in the last nine years.

There is qualitative change on campus that is moving us closer to our vision. Centerville staff has observed that students are more mannerly, willing to help staff and their peers and more readily take responsibility for their actions. It is visually evident that students are respecting our campus by helping keep it clean and free from graffiti. Visiting adults, including parents and business community members, comment on the positive feel and energy on our campus. With the reduction of classroom disruptions, teachers state they are better able to provide high quality instruction and focus on student learning and achievement.

When a joint effort is made between community and school, a strong feeling of ownership emerges. Centerville is a family-friendly school that strongly believes that student performance is directly associated with family involvement. An early introduction to strong ethical and moral behavior will benefit students at school and serve their future with a value-driven lifestyle.

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Clovis Elementary School
Clovis Unified School District
559-327-6100
Principal: Ms. Isabel Herrera-Facio

The staff, students and parents at Clovis Elementary work as an integral team to support the character development of each and every student. Several years ago the staff developed Core Values for our school. The Core Values of Kids First, High Standards, Mind, Body, and Spirit, Teamwork, Character Development and Competition give Clovis Elementary the framework and goals in which we work. The focus on developing strong character traits within our students also places emphasis on the importance of a climate of high expectations. At monthly meetings the staff discusses the environment of the school and if we need to make any adjustments in the programs or curriculum that we are currently utilizing in order to maintain a positive learning environment.

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 know it is 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.

Every Wednesday students, staff, and parents proudly wear their Jaguar Pledge t-shirts to further emphasize the importance of developing and maintaining strong character traits. The Jaguar Pledge reads as follows, "I pledge to be a person of good character, I will always be fair, I will be respectful and responsible, showing that I care. I will be a good citizen, doing what I must. I will be honest and reliable and worthy of your trust." Students wearing shirts earn a special treat at their recess time. Students not wearing shirts can recite the pledge by memory and earn themselves a treat. This allows all students the ability to earn a special treat. Our goal is to develop a community with high caliber character and that begins on the Clovis Elementary campus and follows our students throughout their lives. The Jaguar Pledge, which reinforces character expectations, can be seen on bulletin boards in every classroom on the Jaguar campus. It serves as a guideline for how everyone should behave on a daily basis.

To further promote Character expectations, thirty of our fourth, fifth and sixth grade students had the opportunity to be trained in a program sponsored by California State University, Fresno called Mediator Mentors. The Mediator Mentors Program has been implemented to promote peaceful environments among students. The students meet weekly for one hour of education in developing better perceptions of the feelings of others, show empathy, and build higher self-esteem. As pairs, the mediators work with their peers to find solutions to their conflicts. This has been greatly embraced by staff and students. Students wishing to meet with a Mediator Mentor team sign up for a time. A fifth grade teacher is the facilitator. The meetings are generally held during recess and lunchtime. The mentors feel so strongly about the positive effects of their meetings that they are willing to give up their recess time. Several students have taken advantage of the mediator meetings and feel it is an asset to our Character Counts Program.

One of the Character traits that the Leadership students focused on this year was that of caring. On Pearl Harbor Day the Student Council put on a school wide USO show. The show had performers from Clovis High School perform dances and the band played music while our student leaders did jokes in between performances. It was similar to the USO shows Bob Hope did years ago. While the USO show was running a teacher was videotaping it. The show was made into a DVD and given to the Central California Regional Family Assistance Coordinator who produced it in mass and sent it to our troops overseas. In addition The Jaguar student body participated in the Jump Rope for Heart event sponsored by the American Heart Association. In these very difficult times when families and staff are trying to make ends meet, we were proud to present the American Heart Association with a check of \$1,013.51 from the Clovis Elementary teachers, staff, administration, students and community. In addition our Leadership students sponsored the Leukemia & Lymphoma Society – Pennies for Patients and raised over \$1,500.

It is a school-wide teamwork approach that has been most effective in promoting success with the efforts of the classroom teachers. It is the school's responsibility to be positive role models and encouraging motivators for success that is essential to student development of character and values. Clovis Elementary is taking an active role in developing students who are well rounded and equipped for life long participation as productive citizens in our community.

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Del Rey Elementary School
Sanger Unified School District
559-524-6000
Principal: Ms. Susan Fitzgerald

Del Rey Elementary School has built a strong foundation on the core ethical values that make our school a Community of Caring School, the teaching and focus on the traits of respect, responsibility, trust, caring, and family continue to grow and evolve in building a more comprehensive character education program, which has become the culture of our school and is how we do business every day.

We are excited about the various criterion areas that have become internalized by students and staff and woven into our classrooms, our instruction, our school and our community. Through collaborative conversations and strategic interventions, we have incorporated changes to make our Community of Caring program more effective.

Reflection by staff have helped us develop new character education goals based on the fact that we needed to go deeper to help students understand how what they are learning through social studies and character education will help them become productive participants in our society as a whole. In fifth grade, for example, as students learn about the founding of our country, they are introduced to the democratic principles of citizenship, morals, and our responsibility to participate in our democratic process. We want our students to grow into citizens with both academic skills to succeed as well as civic virtue and good character.

Del Rey Elementary school is not only teaching and practicing character education within our school and community but we are also reaching out to schools and organizations beyond our district. We are raising student awareness and empowering them to make a difference not only at school, but also nation wide and globally in a variety of venues.

Community involvement and communication are important to the culture we continue to build. Not only do we have a monthly calendar with character traits, but the trait is also included in our weekly "Knightline" newsletter. This gives parents and students an opportunity to discuss the meaning and examples of the trait at home. In addition, grade level teams develop and send classroom newsletters, which describe classroom activities, as well as a focus on the monthly trait. It also includes photos and our families have loved it.

Classroom meetings based on Olweus and Second Step are always conducted Monday morning. We realize that many events, both positive and negative happen on the weekend, and we want to be sure that students start their week by getting the support they need. This has definitely had a positive impact in many ways, including self-esteem, avoiding hard feelings from weekend quarrels, and bullying. We have worked to weave CoC traits and bullying prevention into a cohesive program for our classroom meetings.

Our Behavior Support Team (BST) has evolved into Positive Behavior Intervention Support (PBIS) Team. The team consists of the principal, teacher, counselor, school psychologist, curriculum support provider, and parent. This team makes decisions based on data and collaboration.

Last year we read and discussed research on positive vs. negative reinforcement, collaborated with and trained the staff, and then implemented The Clothespin System of positive reinforcement, which includes rewards for students and teachers. In addition to our “Caught with Character” ticket awards we want to provide additional recognition for students by having a comprehensive intervention strategy “SHINE”. The SHINE rubric will be explicitly taught in the classroom meetings. Not only do students receive CoC tickets for raffles and prizes, they can receive SHINE tickets for exemplary recognition of character traits being used school wide. “Bus Bucks” from our bus drivers is also a way to encourage good choices and exhibition of character traits on the bus. Students are excited to come put their “Bus Bucks” in the office jar for weekly prizes.

Principal walk-throughs have evolved to include not only teacher feedback notes of positive reinforcement and opportunities, but also positive reinforcement for students. Students receive special notes and positive feedback. This has been a huge success and the children love getting notes and small gifts from their principal.

Our counselor conducts Peace Club, a club for girls in 4th-6th grade, who may not have the social interaction skills that they need to make friends. She meets with these girls to discuss tolerance, self-esteem, character traits, and positive choices.

Trust and collaboration have grown immensely over the years between parents, community and school. The implementation of The Parent Institute of Quality Education (PIQE), as well as The Latino Family Literacy Program has supported parent needs and has increased parent school involvement.

Those community entities that once supported us with visits or matching funds now support us with grants to improve our school in health, in fighting obesity, support in academic achievement through reading and technology, and the building and development of our character education program. The extension and depth to which we have grown as a school and community has resulted in Del Rey School being highly focused on building character and civic virtue.

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John C. Fremont Elementary School
Fowler Unified School District
559-999-0695
Principal: Mr. Glen Billington

The Fremont School community believes that instilling good character is central to the mission of our school. In order to accomplish this, our district established a Character Education Committee made up of educators, students, and parents to determine core values to be taught and develop an approach to character education. The committee developed Fowler's Big Ten Pillars of Character and decided that each would be addressed through classroom instruction embedded in the regular curriculum. In addition to the teaching of character traits, our school community has embraced the concept of service learning. It is our goal that every student has the opportunity to directly participate in at least one service learning project each year. During the school year, teachers and students develop display boards that tell the story of the projects they do and depict the process and success of their service learning. These boards are displayed at each district school's Open House in the spring as a "mobile museum" that moves from school to school. This provides the community of Fowler an opportunity to appreciate the wide diversity of projects completed by all students, from kindergarten through high school. It is our goal to keep character education at the heart of our identity as a school.

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Harvest Elementary School
Central Unified School District
559-271-0420
Principal: Ms. Robyn Miller

When parents and community think of Harvest, they should think of a character-based school, strong in teaching kids the value of character. Our Positive Behavior Interventions and Supports (PBIS) program is really the foundation for all of this. Through teaching students to abide by our school expectations of being safe, respectful, and responsible, reciting our Harvest Pledge each morning during announcements together as a classroom, teaching students that they are going to make mistakes but to learn from them, and to fail forward. As part of our PBIS program, students are reminded multiple times throughout the day of behavior expectations and rewarded in various ways for those behaviors. When students are off track, they are redirected and re-taught by teachers, administration, and others support staff and reminded of why it is important to use strong character in their daily interactions with others. By providing students with the feedback, reinforcement, and support needed, students of Harvest Elementary School will be prepared for success in their local communities, post secondary education, and work force.

At Harvest we provide students with many opportunities to get involved in community based projects and community and school site moral action. Students volunteer in a school site recycling program, Kid's Day, Pennies for Patients, and Holiday Joy (a local district food drive), as well as other moral action activities. Our teachers and staff encourage students to get involved

in these types of activities so that they learn to give back. There is always someone our kids can help, regardless of their own situation. Giving students opportunities to act morally and to practice good deeds allows them to truly see how their collective efforts can make a difference not only in our school, but our local community, our state, our country, and the world.

At our school, we recognize that school is not only about math, science, English, and social studies. It is about being an extra hand in developing well rounded, contributing members of our local community. Through leading by example, Harvest staff makes it a priority to demonstrate, encourage, teach, and reinforce strong character with our students. In a society where many families are victims of lost jobs, foreclosed homes, and other various stress factors, it is our job to step in to provide our kids with the support they need to be successful not only in school, but in the real world as well. Through leading by example, Harvest staff makes it a priority to demonstrate, encourage, teach, and reinforce strong character with our students. They are our future!

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Houghton-Kearney School
Central Unified School District
559-276-5285
Principal: Dave Holtermann

Character is one of the core values for Houghton-Kearney and Central Unified, and one of the main reasons we have further implemented the teaching and reinforcement of character. We believe at Houghton-Kearney we are growing the leaders of tomorrow and hence character is a foundational element of that belief. Houghton-Kearney has set goals to influence the hearts and minds of our students to live up to this belief.

The first goal was to implement a Positive Behavior Intervention and Supports (PBIS) system. Last year we put a team of teachers, students and community members together to create a system of traits around our motto of “Tiger PRIDE.” The term “PRIDE” stands for “Positivity, Responsibility, Integrity, Discipline and Excellence.” A student’s action(s) can attach to a trait in the term “PRIDE.” How those traits are demonstrated in all settings of the school is also taught to the students at Houghton-Kearney. Students are given positive reinforcement everywhere for demonstrating the “PRIDE” with “Tiger Bucks.” Those “Tiger Bucks” can be used for a weekly raffle and purchases from our “Tiger Store.” Our goal is to have character education embedded in every action we take. A student or staff member will always know the good character behind their actions. We also have a “Tiger PRIDE” award for which staff and students can nominate Houghton-Kearney staff members. The students or other staff completes a form that is shared during announcements as an opportunity to say thank you. One of those forms is randomly selected each week to allow the staff member park in the “Tiger PRIDE” parking spot for the next week.

Another goal we have is to continually affirm the six pillars of the “Character Counts” program we have utilized for years; which are trustworthiness, respect, responsibility, fairness, caring and citizenship. Each teacher and/or class selects a student that exemplifies that month’s character trait. The “Tiger of the Month” award consists of a letter home, a special lunch, their name posted in our “Paw Prints” newsletter, and the student’s name read on the morning announcements. We also have a barbeque at the end of the year to which we invite all of the Tigers of the Month and student council members to complete our celebration of character for the year.

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Jackson Elementary School
Sanger Unified School District
559-524-6180
Principal: Ms. Adela Jones

Adults and students alike continue to model our core values: Respect, Responsibility, Family, Trust, and Caring and to follow our motto which is “Do the Right Thing”. We believe that recognizing positive behavior promotes positive behavior. To continue moving forward, we have added programs and activities to continue our journey of an exemplary character education program.

One of the biggest changes has been the implementation of a school-wide system to enhance our PBIS (Positive Behavior Interventions and Supports). We now have Jackson PRIDE! PRIDE stands for Personal Responsibility In school Doing the right thing Everyday. Schoolwide expectations were developed and are posted throughout the school to foster a safe environment. Every classroom has a character chart where students are recognized for having PRIDE and making good choices. Students can “clip up” for great behavior, and they are publicly recognized by either the teacher or principal. The biggest strength this system has brought us is we now have a common language throughout our school in our expectations.

To continue to foster our comprehensive approach and belief that a healthy child=healthy mind, we promote healthy eating and an active lifestyle which students understand transfers to a happy, healthy mind. Jackson has become a nationally recognized Healthy School, one of only 2 in the Central Valley and of 13 in California, from the Alliance for a Healthier Generation. Students now have healthy parties where fruits, veggie trays, and cheese and crackers are the treats. Our fifth grade students forgo the traditional Valentine’s Day Party and instead bring items to make sack lunches which are donated to a church to hand out to the homeless in our community. Our school counselor has also organized two clubs, Girl Power Club and Boy Power Club, to help promote social competencies and positive behaviors as part of our Tier two behavior pyramid.

Jackson students have continued to contribute to its community in other meaningful ways through social service activities. In addition to feeding the homeless, students participate in projects that include selling newspapers for Kid’s Day, an event that benefits Children’s Hospital

and Pennies for Patients, a cancer fundraising. Our Community of Caring Club meets every Friday and one of their ongoing activities is to walk to the rest home in town to read, sing, and visit with the elderly. Adding to our community service events, teachers and parents model caring and respect for others by participating in Sanger's Relay for Life, a 24-hour walk to raise money for cancer research. When a parent of two of our former students developed brain cancer this past month, our entire staff rallied and prepared meals for the family for a week. During the holiday season, staff members and parents help donate items for our needy students, such as toys, coats, and food. The Jackson community continues to embrace one of our sayings, "Every Jaguar, Every day, whatever it takes!"

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John Wash Elementary School
Sanger Unified School District
559-524-6320
Principal: Ms. Donna Vincenti

John Wash is a community of caring. We live the values of respect, responsibility, caring, trust, and family on a daily basis. Our student of the month assemblies are now titled Community of Caring assemblies. Our character trait of the month is seen on our school marquee, on our monthly newsletters, and talked about in our weekly parent phone calls and during our morning opening on our blacktop. We infuse these values during lessons and those teachable moments.

This year we have begun to give back to the community. Each grade level agreed upon a Service Learning Project that they wanted to do. They were all very successful and students were taking it upon themselves to visit businesses and request if they could place bins to collect coats or canned food outside their door. Reflection is a very important piece of giving. Students wrote about how it felt to give to others and learned that giving is better than receiving.

Our Multicultural Night has brought our diverse families together by having music, food, and inspirational stories told at the night of the event. This has turned out to be the highlight of our school year. John Wash Elementary is truly a Community of Caring.

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Liddell Elementary School
Central Unified School District
559-276-3176
Principal: Melody Burriss

In Central Unified School District, all schools are in the process of implementing Positive Behavior Intervention Support (PBIS). This is not a program but a culture shift. The main actions taken when implementing PBIS that are different from the school discipline system include:

- Identifying school-wide expected behaviors
- Creating a matrix of expected behaviors (what they do and don't look like in different venues)
- Teaching the expected behaviors through the matrix by identifying examples and nonexamples
- Rewarding the expected behaviors in a school-wide system
- Providing support for individual students that positively recognizes expected behaviors

At Liddell Elementary School we identified the Lion Laws as our expectations. We are respectful, responsible and ready to learn. None of this makes us unique. All of the schools in Central Unified have implemented actions similar to these.

Liddell Elementary students are recognized for exhibiting character in a variety of ways. We developed a system of privileges student earn through their behavior. These privileges are awarded to grade levels and afford the students the rights to make decisions for their selves such as when to dismiss from the cafeteria, where to sit, and the freedom of purposeful movement without permission. We have had several incidents this year where students have intervened and resolved conflicts by using the Lion Laws and communicating to their classmates the expected behavior. "We want to keep our privileges" is the most powerful phrase in these situations. Students are surveyed throughout the year to identify behaviors, such as bullying, that need to be addressed. The survey results are compared to determine needs and successes. Students are awarded "Lion Law" tickets for good behavior drawings and classes complete a "Celebrating our Greatness" poster for class recognitions.

Community Service projects are supported by the entire school. 2nd grade coordinates a project monthly, promoting it school wide. This year alone, two students have coordinated projects collecting used shoes for a needy community and teddy bears for hospitalized children. Fourth grade collects all of the recycling weekly and distributes it to the appropriate receptacles. Student Council assists with school-wide projects such as Holiday Joy, Toys for Tots and Kids Day. Our families, through our children, are very giving to our community.

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Lincoln Elementary School
Kingsburg Elementary Charter School District
559-897-5141
Principal: Ms. Jennifer DuPras

Our signature program that is highly prized is our Student of the Month program.

Each month, all 21 homeroom teachers thoughtfully select a Student of the Month. These students exemplify the overall qualities of good character. The parents of the selected students each receive a letter hand signed by the principal. The student is surprised at school when the teacher announces the Student of the Month and what specific actions or attributes he/she displayed to achieve the honor. The students each receive a seasonal folder with a photograph certificate, as well as a gift certificate from McDonald's. Single and group photos are taken. The photos are sent home as well as placed on the school website and the local newspaper each month. In addition, the principal takes all 21 students to lunch at the local McDonald's. Customers at McDonald's are always curious about the large group, and it gives the principal an opportunity to brag to community members about the wonderful citizens at Lincoln. McDonald's and Island Photography have supported the Lincoln Student of the Month program for eight years.

Students and parents are delighted with the recognition received from the classroom, principal, and the community as a whole due to acknowledgement in the local newspaper and our district website. Students are well aware of the criteria needed to become Student of the Month, and many students make it their personal goal to be a Student of the Month every year. Siblings have friendly rivalries to become Students of the Month as early in the school year as possible.

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Lincoln Elementary School
Tulare City School District
559-685-7350
Principal: Mr. Don Dargo

Lincoln Elementary School has a long rich history and an established reputation throughout the greater Tulare community as a school that truly believes in educating the whole child, which includes a strong emphasis on character education. During the 2009-2010 school year, the Lincoln staff embarked on a project to further define character education with the ultimate goal of creating a meaningful and uniform framework of character standards for its students. Staff began its journey with a book study of *The Essential 55*, by Ron Clark. From this study, it was decided that Lincoln Elementary could benefit by establishing 10 essential rules of conduct and a pledge that would enhance and support the six pillars of Character Counts! Tailored to meet the values and expectations of the Lincoln community, the following would serve as the foundation of Lincoln's character education program:

The Essential 10

1. Answer all adults respectfully by saying, "Yes, Ma'am" or "No, Sir," or "Yes, Mrs. Nunes," or "Yes, Mr. Dargo."
2. Respect other students' comments, opinions, and ideas.
3. Be respectful at all times. Do not show disrespect with gestures.
4. Always say, "Thank You" when you are given something.

5. Transition from one subject and/or classroom to the other swiftly, quietly, and orderly.
6. Keep the restrooms clean. Always flush the toilet and wash your hands after using the restroom.
7. Be responsible for your own trash in the classroom, in the cafeteria, and on the playground.
8. If someone bumps into you, even if it was not your fault, say, "Excuse me."
9. If any child is bothering you, let a teacher know.
10. Always be honest . . . tell the truth.

The Lincoln Pledge

- I will always be a responsible citizen.
- I will always respect my parents and teachers.
- I will graduate from high school and work hard to attend college.
- I will always do my best . . . and a little bit more.
- I will never smoke or take illegal drugs.
- I will never join a gang.
- I will be responsible for all my actions.
- I will get a job and work to make a living.
- I will never blame anyone for what I have done.
- I will help make the world a better place.

If we continue to remember this pledge, we will all help to make our part of the world a better place to live.

"The Essential 10" and "Lincoln Pledge" have become an integral part of Lincoln Elementary School. Throughout the campus and in every classroom, large colorful posters are on display of these two important documents. Daily morning announcements include student government representatives leading the entire student body in recitation of passages found in the "Lincoln Pledge" and "The Essential 10." During Character Counts! assemblies, students are also provided opportunity to recite the Pledge, and make the connection to the 6 Pillars of Character. In bold and almost the theme of the school is the statement, "I will always do my best . . . and a little bit more." The importance of this statement is most evident during CST testing, and in the comment section of report cards. Beyond these external representations of "The Essential 10" and "Lincoln Pledge," the students and staff at Lincoln school have truly "taken to heart" the goals they have established, and strive towards achieving them.

Staff and students have made a commitment to the clear expectations of character outlined in the "Lincoln Pledge," and "The Essential 10." Staff members understand that good character is primarily a parent responsibility, but the task must also be shared with schools. On a daily basis, Lincoln staff takes role modeling seriously during interactions with students as well as adults. For example, students are taught to respect each other and adults. During class discussion, or informal conversations on the playground students are reminded by adults on campus of statements found in the "Essential 10," such as "Respect other students' comments, opinions, and ideas." Rarely, do you see students on the Lincoln campus criticizing or poking fun at other

students for having a differing idea or opinion. Instead, students have been taught to disagree politely or “to concur.”

Since the inception of the “Lincoln Pledge” and “The Essential 10” incidents of discipline are few, and incidents of suspension for Lincoln are almost nonexistent. Most notably, last year Lincoln Elementary was selected to house the District’s Support School, which includes students with severe emotional behaviors. It was the goal of the District and Lincoln to provide these students with the opportunity to learn how to interact appropriately with other students as well as adults. The decision was made to allow Support School students a chance to play at recess with Lincoln students. What occurred was remarkable and testimony to the success of the “Lincoln Pledge” and “The Essential 10.” Lincoln students soon befriended the Support School students, and by example, patience, and understanding helped them drastically improve their behavior. The improvement was so great, that several of the Support School students now have received special recognition at Lincoln’s Character Counts! assemblies, and in the local newspaper!

Though, the “Lincoln Pledge” and “The Essential 10” have been foundational for Lincoln’s successful character education program, other important components are worth mentioning. Lincoln has set in place a prevention education curriculum: Second Step: Violence Prevention (Kindergarten, 1st, 2nd, 3rd), and Too Good for Drugs (4th, 5th, 6th). Also, a major focus for the current year is Anti-Bullying curriculum, which was introduced in August by a school-wide multimedia assembly. Students also have opportunity to be given special recognition on “The Wall of Excellence,” which is on display in the cafeteria, depicting photos and a small write up for those that have received special recognition for their achievements with Character Counts!, attendance, District benchmarks, and success on State testing.

Quite clearly, Lincoln Elementary School is well on its way in developing students of character, and future citizens of character. As stated in the concluding statement of the “Lincoln Pledge,” and as most Lincoln students can tell you, “If we continue to remember this pledge, we will all help to make our part of the world a better place to live.”

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Madison Elementary School
Central Unified School District
559-276-5280
Principal: Mr. Dave Tenny

Good character is fostered in the classrooms and on the campus at Madison Elementary School. Every month each class chooses a Warrior of the Month based off of the character pillar that is featured that month. The Warrior of the Month is announced over the intercom, has their name published in the Warrior Insider, is given a nice certificate with their picture, has their picture posted in the cafeteria, and is given a pizza lunch on the last Friday of the month. Classroom activities such as rewarding good character by having lunch with the teacher on Fridays, writing activities such as “I like Johnny”, group points and rewards, character pillar descriptions over

morning announcements, and classroom discussions about the monthly character pillar. These examples are all used to foster character development. Additionally every classroom does a grade level essay based off of the featured monthly character pillar and displayed on each classrooms character counts bulletin board. Character development is further encouraged by our Block M, Exceptional Warrior Award program where students earn points for good grades, positive behavior, community involvement, and extracurricular activities.

Another opportunity that students have at Madison is to participate in the Valley Children's Hospital fundraiser "Kids Day". The Fresno Bee provides a special edition newspaper for the students to sell to the public on this special day. The earnings from the newspaper sales contribute to the Children's Hospital and our students glean a sense of empathy for those children who are ill and in need. Our Madison campus also participates in a recycling program where blue bins are placed throughout the campus to encourage students to take care of our environment at school by recycling.

Other community service opportunities include our Healthy Parent Cooking Classes that are open to all parents. Our weekly Positive Parenting classes are held in English and Spanish and are open to all families who wish to attend. We also partner with the Community Food Bank. The Madison Leadership Students box and distribute the food to our Madison community after school. These programs help to foster good health for our students, families, and community. This is a positive way to provide information on good nutrition and cooking to keep our students and their families healthy. In turn, they will interact better socially, continue to improve academically, and make better character choices.

Acknowledging student achievement is another way to foster moral actions in our young Warriors. Awards are given throughout the school year including Good Citizenship, Warrior of the Month, and Warrior of the Year to deserving students who exemplify the pillars of character for each month. In sports, a "Victory Medal" is awarded by the opposing team to the athlete exhibiting good sportsmanship. These awards build good character in our students and encourage all students to strive for superior character.

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Monte Vista Elementary School
Porterville Unified School District
559-782-7350
Principal: Mr. Apolinar Marroquin

Our legacy of character development continues to provide a sense of family as the Home of the Grizzlies. Our school marquee proudly displays our monthly pillar of focus as provided by the CHARACTER COUNTS! program. Since 2006, Monte Vista has actively promoted the Six Pillars of Character upon which our character education goals are based. The school marquee, numerous banners and the outside columns of our school buildings are visual artifacts of our six-year history. In addition to the physical outward signs, which demonstrate our commitment to

character education, our group of dedicated staff, students, parent and grandparent volunteers model the core ethical values, which support the mission statement of Monte Vista School. Our mantra states “We come to school to learn: Be Safe, Be Respectful, Be Responsible.” You can ask any student on campus why they come to school and they will say, “To learn!”

At Monte Vista, we feel that promoting and teaching the Six Pillars of Character sets the mood and expectations for student behavior for the entire school year, so we have chosen to continue the effort of beginning our school year with a “CHARACTER COUNTS! Kick Off Week.” Parents join in to help us prepare and organize the kick off assembly and orchestrate daily lunchtime activities. At the assembly, students learn what good behavior looks like at Monte Vista School, and are recognized for being nominated as a CHARACTER COUNTS! Kid of Character by their teachers. Students selected for the pillar of Trustworthiness are asked to stand and be recognized while the entire school cheers them on. We recognize each pillar’s nominees in this way. This weeklong event provides daily reminders that good character is valued at our school. Individual classrooms participate in a door-decorating contest judged by a team of teachers, parents and community members.

Our CC! Kick-Off Week sets a tone for the year when promoting good character. Following the kick-off week, every Tuesday is dedicated to Character Counts. Students are encouraged to wear their CC! t-shirts, “Caught Being Good” and “Famous Grizzly Quotes” are read on the morning announcements. Quotes written by Monte Vista students are read each morning and focus on the monthly pillar. An additional weekly inspirational quote is presented to the students and a final reminder tells the students, “Remember, you come to school to learn! Have a great Grizzly day!”

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James K. Polk Elementary School
Central Unified School District
559-274-9780
Principal: Mr. Jack Kelejian

At Polk we focus on both academics and behavior with the response to intervention model for both. In other words, we believe in teaching behaviors and character similar to how we teach academics in all settings. The main update to our program has been discussing our progress of our implementation as a staff with both our character education and our positive behavior interventions and supports implementation (Strive for Five) together with our behavior team, principal’s advisory committee, PTA, student council, and staff meetings on a monthly basis. This has helped us hold ourselves accountable for our goals and has ensured that all staff including custodian, yard duty, cafeteria, librarian, etc are all part of the implementation. We have committed to monitoring our implementation of character education and behavior in every staff meeting. In addition we have added some additional elements to our program that have demonstrated great effects:

- Teaching behavior and character similar to how we teach academics (classroom behavior lessons and Second Step lessons utilized for this purpose)

- Established Positive Behavior and Character Team with a diverse representation of the staff
- Implementation of Strive for Five Expectations School Wide
- District and school Vision and Mission statement encompasses Character
- Passport Behavior Teaching Day- Students went from station to station to learn
- Reward System school wide, classroom, and individual (Character Award winners monthly and positive referrals to parents)
- Classroom Compliment Chart- Classrooms get to fill in their chart for demonstrating good behavior and character. The class that fills the chart gets an incentive along with the teacher
- Recognizing teachers and school staff demonstrating good character and strive for five
- Incorporating Behavior and Character in the after school program
- Utilizing moral action activities when working with students (Example: Students who use to be bullies create behavior lessons to younger students on how to teach empathy and respect)

Polk staff was involved every step of the way in preparing for the Bonner Award application. As a staff, we believe in teaching and modeling behavior and character with, and helping students acquire, those virtues or moral habits that will help them individually live good lives and at the same time become productive, contributing members of their communities.

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Ronald W. Reagan Elementary School
Sanger Unified School District
559-524-6780
Principal: Mr. John Hannigan

Reagan Elementary is a strong Response to Intervention school for both academics and behavior. This year, we focused on strengthening the behavioral side of our Response to Intervention pyramid. As a result, we created a system to teach our students positive behavior with S.O.A.R., which stands for Self Control, On Task, Achievement, and Respect. We created a behavior grid with our school wide expectations and rules that are posted in all settings. As a staff, we agreed on a S.O.A.R. signal that is utilized by staff as a visual reminder and prompt for students to display appropriate behaviors in all settings. To positively reinforce students for displaying appropriate individual, classroom, and school wide behaviors, incentives are incorporated and aligned with the taught school wide expectations.

All staff, including our custodian, cafeteria workers, librarian, office manager, noon aides, and bus drivers, hand out “Caught S.O.A.Ring” tickets to students who demonstrate positive character traits throughout the day in the classroom, on the playground, in the library, and in the cafeteria. Each Friday afternoon during announcements, S.O.A.R. tickets are drawn for students to come up to the office and choose a prize from Mr. Hannigan’s Treasure Box. Our increased focus on behavior has had a tremendous impact on our school and community culture. We believe that making our expectations clear and using a common language, have resulted in a positive atmosphere for all students, families, and staff. As a result, our office discipline referrals and suspension rates has decreased by over 75% from any previous school year, which means more students in school learning.

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Red Bank Elementary School
Clovis Unified School District

559-327-7800

Principal: Mr. Kevin Peterson

Red Bank 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. This is evident in Red Bank's mission statement that "we will work together to meet the needs of every student by developing self-sufficient problem solvers who strive to be exemplary in mind, body, and spirit." The philosophy that all students may become productive, contributing members of society is one that is adhered to by the Red Bank team through Clovis Unified School District's Character Counts program and implementation of an interactive leadership system. This concept and expectation is continually and consistently promoted at Red Bank through verbal and written communication, awards presentations, teachers, staff, and administrative role models as well as an extensive co-curricular program.

Embedded in the Red Bank 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 California State Standards is a fun combination at Red Bank.

Students who are "caught showing good character" receive coupons that go into a drawing for a Character Counts luncheon every three weeks with the principal. Quarterly awards are given to students at a school wide assembly who demonstrate exemplary character.

A comprehensive co-curricular program, including interscholastic competitions in: athletics, chorus, band, drama, Oral Interpretation, Art Club, and a variety of poster and essay contests, is made available to students. Students are also encouraged to participate in student leadership and government. The activities are designed and administered to teach skills and provide a vehicle to develop positive character traits. Students are allowed to experience success and failure in many contexts, as well as address issues relating to values. At sporting events "Athletes of Character" from the opposing team are recognized and awarded a certificate at the end of each A Team game. These athletes are selected by displaying good sportsmanlike conduct and playing with character.

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Sanger Academy Charter School

Sanger Unified School District

559-524-6840

Principal: Ms. Christy Platt

Sanger Academy Charter School's 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 student's success. Community of Caring is important to Sanger Unified School District and members of our community, the SACS staff has worked to integrate character education into their academic curriculum as well as athletic and co-curricular activities. SACS' staff, students, and parents believe that these core values, along with the strong educational commitment will provide an educational experience which will ensure our students have every opportunity to be a successful, contributing member of our community.

SACS incorporated the five traits of a Community of Caring; Respect, Responsibility, Family, Caring and Trust into its academic and behavioral plan for the school. Additionally, we also actively implemented the Olweus Bullying Prevention Program. The foundation for this program is the discussion time that students receive during their class meetings that focus on the definition of bullying and the four anti-bullying rules-

1. We will not bully others.
2. We will try to help students who are bullied.
3. We will try to include students who are left out.
4. If we know that somebody is being bullied, we will tell an adult at school and an adult at home.

SACS believes students who show a dedication to enrichment opportunities and competition, whether they are academic, practical, artistic or creative, are students who show a passion and dedication to learning and doing what is right. We believe this is a quality that ensures success.

The Community of Caring program also adds to the culture of SACS. It instills a sense of purpose to the work of students. It goes beyond academic learning and encourages practical application in dealing with social situations and giving back to our community while supporting our family oriented culture. Our goal is to instill in our students a sense of community and a willingness to help others who are in need. This year, SACS has participated in numerous activities within our community and all students are encouraged to join in our efforts. We highly believe that students learn best by action. Within our community of Sanger, several opportunities have arisen to put our values into action; whether it is by helping to raise money for a sick child or providing food and clothing to local families in need, we strive to contribute in a positive way.

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William Saroyan Elementary School
Central Unified School District
559-276-3131
Principal: Mr. Brad Edmunds

At Saroyan Elementary we believe it's essential to provide a safe and nurturing learning environment that promotes the values of Character Counts!, recognizes diversity, promotes respect, and encourages students to strive for excellence. It is our aim to provide learning experiences that result in measurable growth for all students, to help them reach their potential for success in college, career and community.

Saroyan Elementary employs our Positive Behavior Intervention and Support education program, which focuses on attributes of character like trustworthiness, respect, responsibility and being ready for success at all time. Our school believes that it is important for students to display good character qualities, both in and out of the school setting. Everyone makes mistakes including students; it is our responsibility to assist students in learning from their mistakes and to become better citizens in the process. Saroyan believes in a firm, fair, and consistent assertive discipline model with students. Behavior expectations are clearly stated throughout the school. It's important for students not only to understand the "why" of their mistakes but how to correct them which creates a positive school wide climate for all.

Saroyan Elementary uses a variety of things to promote character and positive behavior traits throughout all aspects of our school. Some but not all include:

- Caught Being Good!– Every day students can be Caught Being Good just for well being good. The program is designed to catch kids when they least expect it for displaying behavior that is responsible, respectful, safe and trustworthy. There is no limit to the amount of tickets they can earn in a day or week and at the end all the tickets are entered into separate drawings one for primary grades and one for upper grades. Six students are selected randomly and their names announced over the intercom to come down to the office and pick out a prize and there are some great prizes.
- Peer Mediators– This program teaches our students leadership and responsibility skills by training them to resolve conflicts between other kids on their own. The mediators are trained on listening, respecting, and gaining trust of their fellow students so when a situation arises they can insert themselves into the conflict and settle peacefully. They are an important asset to the school and their assistance in the cafeteria and playground have resulted in fewer discipline referrals and exhibiting more caring and fairness among each other.
- Positive Behavior and Supportive Interventions – Last year our staff sat down and developed further expectations we wanted our students to learn to enhance Character Counts! We came up with our PBIS expectations that are Stallions are always Respectful, Stallions are always Responsible, Stallions are always Safe and Stallions are always Ready. Triple RS! Our Stallions are not only expected to know these four things but to exhibit them as well.

Setting high expectations for students and parents with important ethical values is a continuing goal for our school. Saroyan strives to meet our goals in preparing our students for success in college, career and community by consistently reinforcing a caring, nurturing atmosphere of trust between teachers, parents and staff.

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Sequoia Elementary School
Sanger Unified School District
559-524-7500
Principal: Mr. Karl Kesterke

Sequoia Elementary consistently promotes core ethical values and strong student character as a part of our culture. We believe that self-esteem is critical to the development of the whole child, as is evidenced by our participation in a wide variety of activities and programs designed to support this belief.

We believe that students should be recognized for their good behavior rather than being identified for their mistakes. Every classroom has a progressive color-card behavior chart where students pull cards based on their classroom behavior. If a student breaks a school rule they pull a card. Each additional infraction results in another card pull. Students who pull cards are given the opportunity throughout the day to improve their behavior and “pull up” to get their card back to green which indicates a good day. Students that stay on green every day each month are recognized at our monthly awards as a member of “Team Green.” Students who model exceptional behavior in class or who model the Community of Caring values are recognized with “Wildcat Gold.” Wildcat Gold students from each classroom receive a special prize each Friday following the morning announcements. Aside from our progressive discipline charts within each classroom, we have additional opportunities for students and classrooms to be recognized for good behavior inside and outside of their classroom. A P.A.W.S. (Practice safety – Act responsibly – Work hard – Show Respect) behavior matrix was created by the PBIS (Positive Behavior Intervention Support) Team and approved by the staff. The matrix focuses on the three behavior hot spots on campus: the classroom, the playground, and the cafeteria. The behavior matrix was posted throughout campus to insure consistent implementation. Parents and students were also given copies of the matrix to support clear understandings of Sequoia behavior expectations. All staff members on campus carry P.A.W.S. tickets that are to be given to students whose behavior exemplifies the initiative within the behavior matrix. Students tear their tickets in half, with one half going into a weekly drawing and the other half is collected until the student has 10 tickets that can be cashed in for the monthly prize. A compliment form is given to each classroom which track the number of compliments, based on good behavior that a classroom receives. At the end of each month, the classroom in each building with the most compliments receives a classroom prize and the teacher receives a “duty free” pass.

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Springville Union Elementary School
Springville Union School District
559-539-2605
Principal: Ms. Connie S. Owens

The Springville Union School community strives for excellence in all aspects of education. We believe that multi-faceted, accomplished students are the product of inspired, enlightened teaching. At Springville Elementary, all members of our school community; teachers, parents, family, staff and students plan an important role in providing an opportunity and environment for excellence in education.

At Springville School, we strive to provide endless opportunities to develop our students through academic excellence, character education and producing a well-rounded student body through athletics, music, drama and the arts. We are one of very few schools who continue to offer music classes, drama, daily athletics, and oral communication performances year after year, to ensure students are exposed to a wide array of knowledge and abilities during their education.

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Sundale Union Elementary School
Sundale Union Elementary School District
559-688-7451
Principal: Ms. Cindy Gist

Schools can promote core ethical values as the basis of good character by setting the standard. Taking the opportunity to communicate with the students the importance of good character must be taken advantage of. As students make poor decisions, one must take the opportunity to discuss the character traits that were violated. Having students write about their actions and connect it to the CC! pillar. The language needs to be used throughout the day by all staff and shared with parents so it becomes part of the common language at the school. Students need to have an understanding of what trustworthiness, responsibility, fairness, caring and citizenship mean. Through providing character education in schools, it provides a complimentary climate to support good character as well as productive citizens in our community.

Having the core values of good character embedded in everyday teaching through literature and the core subjects brings the conversation into the classroom as a natural component. This helps to be proactive, by using characters within the literature as examples for students to make the connection to real life situations. This ensures a better understanding for all and an opportunity for students to role-play situations that they may be a part of sometime in their life. Educating our parents through parent education classes and messages on all notifications that go home, as well as on the school's website; recognizing students for their outstanding behavior and Character, such as with luncheons, positive phone calls home by the principal, morning announcements, and staff development continue to foster the character development amongst our students.

Schools can provide opportunities for moral action with by giving back to the community. This is truly a civic virtue and a prominent component of the pillar citizenship. In order to maintain a balance between volunteering, raising money and pursuing the common good, the following opportunities are strategically organizes for students and staff to contribute: donations to the

Women's Shelters, Collecting items for the needy, Fundraising for the Children's Hospital, singing during the Holidays at the local Convalescent Homes, and providing gifts to children who are less fortunate.

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Tipton Elementary School
Tipton Elementary School District
559-752-4213
Principal: Ms. Stacy Bettencourt

The vision of Tipton Elementary is providing instruction that integrates character development and academic achievement for all students. Tipton's Educational Programs challenge their students to the highest levels of academic excellence and provide them with ethical decision-making tools to support their choices in life. In addition, students are educated and encouraged to be participating citizens and successful leaders of the 21st century.

An essential part of the overall vision of Tipton is the adoption of the character education program CHARACTER COUNTS! Over 630 students walk Tipton's campus daily and are exposed to the character development messages surrounding their environment. Posters, quotations and banners are displayed in the school offices, classrooms, library, and the multipurpose room. Teachers have supported the infusion of character education by realigning their classroom rules to mirror the Six Pillars of Character found on the disciplinary forms and the Person of Character Posters hung throughout the campus and classrooms. Our parent involvement and utilization of community resources assist in bridging the gap between the home and school. This collaboration provides a sound partnership so that students hear a consistent message about character traits essential for success in school and life.

Tipton has added a new elective class for 7th and 8th grade students, which focuses on promoting good character and positive life choices. In such a short period, achievements have been seen through the support of local media advocating Tipton School's efforts by highlighting what Tipton Students are doing to help their local community. Through aligning classroom curriculum, Tipton's upper grade students have made progress in connecting with our community and becoming productive citizens. An elective class called, Make a Difference was created to expand students' knowledge and create a broader awareness of community needs in a society. The quote from Edwards Everett Hale, "I am only one...I cannot do everything, but I can do something..." begins the class followed by students reading and researching different organizations and people that have made a difference in the world.

Tipton School may be considered the hub of the community, yet our school considers the community a vital resource and contributor to student success ethically and academically. A perfect example of this relationship exists within our TES Kiwanis Afterschool Program. The name is a testimonial to the supportive relationship among our school and the local Kiwanis Organization. Our afterschool program is a major contributor to the proliferation of character

education among our youth and community members. In December 2010, we began introducing the Six Pillars of Character every month for the students to become familiar with the behavior expectations in association with each pillar. As of August 2011, our program implements the Six Pillars of Character throughout the discipline plan, homework assignments, and daily activities. It is the goal of the TES Kiwanis Afterschool Program to cultivate productive students with good character transferring this behavior to their home, community and school environment. This enables them to become strong in their daily decision-making skills as they mature into adults. Promoting character education continues to evolve and the students, staff and local community that Tipton School serves have graciously embraced the culture change.

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Valley Preparatory Academy Charter
Fresno County Office of Education
559-225-7737
Principal: Shelly Melton-Lether

Valley Prep believes the school's mission of core academics and character education integration reflects how an educated person will succeed in the 21st century.

The mission of Valley Preparatory Academy Charter School is to be a safe and healthy environment providing opportunity for all students to become lifelong learners through excellence in character development, academic skills, and physical wellness. Our core values: TRUSTWORTHINESS, EMPATHY, CITIZENSHIP, and DILIGENCE represent the overarching themes of our character traits practiced each month. These traits include trustworthiness, empathy, respect, citizenship, caring, fairness, honesty, courage, responsibility, diligence, and integrity. Our school motto, "Character is our Keystone", connotes the vital importance of character as the key component that holds our school together. This year our school wide initiative is called "Build a Bridge".

Morning "greet and meet" was established early in the beginnings of our school. The practice was expanded after reading Dr. Hal Urban's book: Lessons from the Classroom. Students are greeted by their teachers at each classroom door daily. With the implementation of WiseSkills Character curriculum, every classroom begins the school day with the morning meeting that supports character education development and life skills. Teachers also thread character throughout all subjects.

Each month, Valley Prep joins together for a school-wide assembly and celebration of the monthly character trait. Parents attend the celebration as cross-graded teams take turns presenting. The assemblies focus on best character practices (music, videos, skits, recitations, etc.) rather than individual student recognition.

Valley Prep values a student discipline plan that is fair, restorative, and consistent. Our school discipline plan is patterned after The Discipline That Restores book and model by Dr. Ron

Claassen and Roxanne Claassen (Fresno Pacific University). DTR focuses on peer mediation, respect agreements among teachers, students, school and staff, and cooperative conflict resolution using The Peacemaking Model. The Peacemaking Model allows students choice in deciding how to resolve conflicts. Students also learn anti-bullying skills, and problem solving through critical thinking. The middle grades use the peer mediation curriculum, Making Things Right, designed by Roxanne Claassen to learn peer mediation skills.

Recently our school premiered its new Patriot Leadership Award rubric. Leadership is open to all students in third through eighth grades and recognizes achievement and improvement in all areas of school life. Students set personal goals and work toward accomplishment and recognition of these goals. Older students are encouraged to be role models for younger students as a way to demonstrate leadership.

Valley Prep students participate in grade level appropriate service learning throughout the academic school year. The service-learning component of the curriculum is designed to show students how their student initiated learning and actions can make a purposeful contribution to their community. Service learning projects are integrated into the core curriculum and linked to the state content standards. Examples of past and current service learning include making and donating blankets to homeless shelters, canned food drives, animal shelter fundraisers, researching and contributing to the Fresno Historical Society, gift-giving for children whose family members are in need, and serving at local community food distribution site.

Valley Prep staff affirms that the most significant part of our character program is our commitment to positive relationships. We frequently remind and encourage each other that character makes the difference. Visitors to Valley Prep frequently comment on the caring climate. In 2011, Valley Prep was recognized by CEP (Character Education Partnership) as a California State School of Character.

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Weldon Elementary School
Clovis Unified School District
559-327-8300
Principal: Mr. Ray Lozano

Weldon provides a meaningful character education program implemented in all classrooms at all grade levels. As one example, on a school-wide basis, during the month of October, all students studied the value of 'Trustworthiness.' Classrooms focused on being honest in making decisions as part of our two week Red Ribbon Week celebration that ended with a parade through the community. This year's Grand Marshall was television personality Margot Kim from ABC Channel 30. Ms. Kim led the parade along with Clovis Unified School District Superintendent, Dr. Janet Young.

Students and their families, as well as the instructional staff, are involved in the character development process at the beginning of each school year. All character pillars are discussed within classrooms and displayed in the school cafeteria year round. In an effort to promote awareness, each week, staff recognizes Character Counts by wearing a “Got Character?” shirt every Wednesday. Weldon Elementary places an emphasis on a particular Pillar of Character each month. Weldon’s PTC recognizes Warriors of Character (WOC) each month. One student per classroom is selected by the teacher for displaying good character with their actions and words. PTC awards each Warrior of Character with a shirt. Each week at Weldon Staff Meetings, one staff member is awarded the Pillar of Character Plaque. This award recognizes staff members who go above and beyond in all they do. Principal Ray Lozano awarded the first Pillar of Character. Each subsequent recipient then selects a staff member to recognize and does so by explaining why they have selected the individual. The Pillar of Character for the month is disseminated to the school’s stakeholders via staff calendars, parent newsletters, and the school website. Additionally, the Character Pillar of the month is reiterated on morning announcements each week.

Weldon Elementary School uses the Time to Teach Program. This is an evidence based classroom management model that uses practical, proven, and powerful strategies. All of the strategies are research based and allow teachers and administrators a school-wide discipline approach that yields positive results – more on task, accelerated learning, and happier students. With this program, students gain a feeling of security through rules and routines. These rules and routines reinforce the skills that every student must have in order to be a successful learner, and allow a teacher to be a fair disciplinarian. The Teach To’s establish a safe and effective learning environment and manage the increasing number of students with troubling behavior to create school-wide discipline policies that are applied consistently and supported by staff, parents, students, and administrators. Discipline policies ultimately set the tone for the operation of the entire school. They establish clear boundaries of tolerance and promote proactive, positive learning environments. Students are taught the expected behavior and held accountable to follow the expectations. This helps students behave at school, at home, within the community, and allows teachers more time to teach.

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Wilson Elementary School
Selma Unified School District
559-898-6730
Principal: Ms. Brenda Sylvia

Woodrow Wilson Elementary of Selma Unified strives to implement character education and behavior development through its signature program, Positive Behavior Intervention Systems. In the last few years, Wilson has implemented this program through a PBIS team consisting of Resource Specialist Director, Site Principal, Program Manager, Teachers, Speech Pathologist, and District School Psychologist. A series of certificated and classified staff developments took place in which we began maturing our school expectations from the 3 B’s (Be safe, Be

Respectful, and Be responsible) to an expectations matrix used to teach specific behaviors each area of our campus. Teachers gave feedback and created their own matrices for classroom expectations. Faculty also worked to create systematic behavior logging through the creation of our office referral and ICU positive reinforcement tools. Our students and staff worked together to further the expectations message around campus through a training video where faculty portrayed non-examples and student portrayed examples of following expectations about campus. Service learning is a constant with activities and events available to our student body that reflect the monthly character trait.

This year, Wilson Elementary continues to fine-tune our character education through:

- continued character student of the month awards ceremonies
- a campus-wide card chart system
- monthly incentive celebrations for positive behavior
- monthly referral reports from our data collection tool to aid in collaboration and action planning among the staff
- continued training for staff in order to keep the positive message clear and consistent.
- explicit direct instruction and role play for solving dilemmas such as bullying and gossip.
- expanding our site's repertoire of strategies available to students as they resolve conflicts

Many other sites are looking to Wilson as an exemplar of teaching its student to show great character traits day in and day out.

Wilson prides itself on the implementation of PBIS, but accredits its positive effect on student behavior to the support from the community, parents, and teachers. Wilson teachers are consistently kind, fair, and respectful in a way that motivates their students to be safe, respectful, and responsible. The classroom and campus climate encourages the students at Wilson to be leaders in our community that show exceptional character.

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Wilson Elementary School
Tulare City School District
559-685-7260
Principal: Mr. John Pendleton

Members of the Wilson staff understand the importance of character education in public school and work diligently to create an environment at school that supports the concept of mutual respect and adherence to the principles found within CHARACTER COUNTS!

Our "balanced approach" to how school should operate on a daily basis is clear and based on the principles of tolerance and dignity. Members of our staff realize that developing and maintaining a strong academic program is dependent on positive relationships. As a Program Improvement School, we also understand that real school improvement begins with healthy relationships that

are based on mutual respect. It is not by chance that the “Golden Rule” serves as the guidepost for what types of behavior we promote and expect from all members of our school community.

In an effort to strengthen our approach to character education and clearly define Wilson as a unified school community, students, staff, and parents were re-introduced to three key character traits taken from two previously used character education programs. The values of Courage, Honor, and Respect were adopted as our Core Values. In doing so, members of a very diverse school community who had previously identified themselves with a school name or mascot, now identified themselves through their adopted core values. Known as “The Three Feathers of the Warrior Nation,” these values now serve as a guide to daily conduct and a gateway to CHARACTER COUNTS!

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Wilson Elementary School
Sanger Unified School District
559-524-6900
Principal: Ken Garcia

Our on-going task at Wilson Elementary is to continue to refine and upgrade our academic and social programs to meet the needs of the world that our students are facing now and in the future. We are working on improving our systems of positive behavioral supports for our students.

Through collaborative discussion and planning, our faculty and administration has created a school-wide plan and is in the process of sharing it with support staff and students to advance our current system of positive behavior into another level of support. It is our hope that this will enable us to build sustained values and good character that will last for a lifetime and become motivated intrinsically. Around the campus, students will be encouraged and reminded to:

1. Believe – Believe in ourselves and others to do the right thing.
2. Achievement – Achieve to our full potential both in and out of the classroom.
3. Respect – We will respect everyone’s right to learn and achieve.
4. Kindness – Be kind to each other at all times.

Our Bulldog B.A.R.K. Program will recognize and inspire students to practice character-building habits in the classroom, hallways, cafeteria, playground, library, and restrooms and be recognized for the strides they make as individuals, as a classroom community, and as a school community.