

CHERRY HILL SCHOOL DISTRICT

Handout Packet

CODE OF STUDENT CONDUCT
PILOT PROJECT

- A. Code of Conduct Project Timeline
- B. Central Connections: Memo & Instructions
for Building Principals
- C. Character Education PowerPoint for
School Meetings
- D. The Character Education Initiative /
Resource Packet from PTA and
Cherry Hill Education Association

CHERRY HILL SCHOOL DISTRICT

**A. CODE OF CONDUCT PROJECT
TIMELINE**

CODE OF CONDUCT Tentative Project Timeline

June '07

Sept '08

EXPECTATIONS



L A U N C H

CONSEQUENCE GUIDELINES



CHERRY HILL SCHOOL DISTRICT

**B. CENTRAL CONNECTIONS: MEMO &
INSTRUCTIONS FOR BUILDING
PRINCIPALS**

Noyes, Mona

From: Reusche, Maureen
Sent: Monday, October 15, 2007 3:49 PM
To: Boxley, Broderick; Cafagna, John; Canzanese, Ed; Colon, Wilson; DeJesus-Woodruff, Eloisa; Homer, Robert; Kline, Mary; Koonce, Farrah; Malone, Terry; Meloche, Joe; Miles, Mark; O'Braza, John; Perry, Dennis; Rickansrud, Kirk; Rockhill, Karen; Sheckman, Stanley; Sweeney, Robert; Weinman, Susan
Cc: Gallagher, James; Chapman, Lawyer; Palmer, Lisa; Campbell, David; Solomon, Theresa; Akinskas, Joe; Burti, Neil; Coligan, Chuck; Dalal, Shilpa; Davis, Charles; DiGiacomo, Joann; Dunmore, Dorothy; Frynkewicz, Ted; Heller, Jeffrey; Hulme, Robert; Kosloff, Ira; Martine, Charles; McLeester, Betsi; Morales, Albert Moses; Pecker, Marsha; Riordan, James; Solomon, Lesley; Staffin, Allison; Terranova, Leonard; Coleman, Ashaki; Dashoff, Susan; Franklin, Israel; Herrero, Ruth; Lyles, Claudia; Moody, John W.; Mulhall, Lisa; Noyes, Mona; Reusche, Maureen; Sadwin, Valerie; Trongone, Anthony
Subject: Central Connections and Attachments
Attachments: I-1 Supplemental Materials - Textbook Approval.DOC; Character Ed Presentation.ppt; Oct 15 Connections.doc

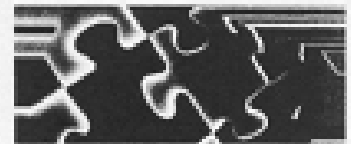
Good Afternoon,
 Attached you will find a copy of Central Connections (Oct 15th) and accompanying attachments.
 Hope you've had a good day,
 Maureen

Dr. Maureen Reusche
 Assistant Superintendent
 Cherry Hill Public Schools
 856-429-5600 ext. 310
 mreusche@chcls.org

<i>Our District Goals:</i>

- Continue to improve student achievement at all grade levels and close achievement gaps where they exist.
- Begin implementation of an integrated curriculum, instruction, assessment and professional development framework that will assure continuous student progress with an aligned PreK-13 educational program.
- Develop an action plan to improve school facilities with a focus on learning, safety, space, infrastructure and maintenance.
- Review special education programs to ensure that every child's needs are met in accordance with the Individual Educational Program (IEP) and in compliance with state-mandated program requirements.

Central Connections



October 15, 2007

Curriculum/Instruction:

- You were asked to review the policy pertaining to *Guidelines for Evaluation and Selection of Instructional Materials*. All feedback should be submitted to Claudia today. Document is attached.
- Attached to this message you will also find the Character Ed Powerpoint presentation Mona has prepared for you to use at your school. Please follow the timeline identified below:
 - October 23rd the BOE will readopt the tenants of Respect, Responsibility and American Citizenship
 - Inform your staff that the district is renewing these tenants within Character Education.
 - Between November and January you should develop a team (Principal, Guidance Counselor, GHEA reps, Nurse, PTA President and 5 other parents) to examine practices dealing with modeling, teaching, monitoring and rewarding Respect, Responsibility and American Citizenship. (Please direct specific questions to Mona)
 - By February 1st each school submits a report outlining plans (Mona will provide a guideline for the report) to operationalize the tenants of Character Education within the Code of Conduct.

Professional Development:

- The district Professional Development Committee will meet on October 17th at 4:00 PM in Malberg
- The Rowan Sheltered English Instruction Training for elementary teachers offered in our district instead of at Rowan University has a few more openings. The meeting dates are as follows: October 24, 25, December 11, January 31, and April 2nd. Please let Theresa Solomon know by Wednesday if you wish to add any more teacher participants to the list.
- Elementary principals are asked to send an overview of the exit card responses & meeting notes from Friday's inservice directly to Maureen.
- The November 6th inservice is just three weeks away. If your teachers are participating in any of the county offerings, you should take care of registration ASAP. The Pine Hill offering for PE teachers is already full. The November 6th brochure was sent earlier this month.
- Please send your agenda for November 6th to Maureen on or before November 1st.
- A sampling of various travel related scenarios has been provided to our district solicitor for guidance related to travel and BOE approval. A response from the solicitor will be used to generate guidelines.

Assessment:

- During the November PreK-12 Principal meeting you will participate in a hands-on training opportunity examining Ed-Analyzer: a warehouse storing state testing data. Each principal will receive a user account. When that account is established, you will receive an email message. Save that message, you will need it for the training.

Follow-Up: November 1st is the target date to provide you with some guidelines to assist in preparation for the QSAC (Quality Single Accountability Continuum) process the district will engage in next year. Recall, we will need meeting agendas, minutes, and sign in sheets for specific gatherings - more info to follow by November 1st.

CHERRY HILL SCHOOL DISTRICT

**C. CHARACTER EDUCATION
POWERPOINT FOR SCHOOL
MEETINGS**

CHARACTER EDUCATION

The Why and How



*Developing Good Habits
of the Heart*

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What is character?

Character is what you do
when no one is looking.



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What is Character Education?

Character Education is the conduit through which youth are developed to be responsible citizens who understand the importance of and participate in the society in which they live.

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What is Character Education When We Break it Down?

RESPECT

RESPONSIBILITY

AMERICAN CITIZENSHIP

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Character Education is NOT...

- Acquiring the "right views"
- A single course
- A quick-fix program
- An education trend or latest fad
- An add-on program or curriculum
- A stand alone lesson during the school day

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WHY should Public Schools Model Character Education?

"The creation of an informed citizenry is the primary mission of the public school."

John Dewey

© 2002 by University of Virginia Schools. 2007

WHERE should Character Education be implemented?

EVERYWHERE young people are!

Home

School Community

- Classrooms
- Hallways
- Buses/Bus Stops
- Sports fields
- Extracurricular activities
- School grounds

Community at Large

- Places of worship
- Stores/Shopping locales
- Community Centers
- Entertainment Venues
- Neighborhood "hang-outs"

© 2010 The Family and Community Council

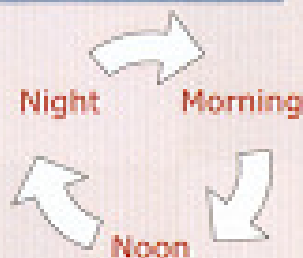
WHO should model Character Education?

Character Education needs to be **constantly** modeled by **EVERYONE** who comes into contact with youth.

- Parents
- Teachers
- Administrators
- Educational Assistants
- Bus Drivers
- Coaches
- Secretaries
- Cafeteria People
- Custodians
- Crossing Guards
- Clergy
- Neighbors
- Friends

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WHEN should we model Character?



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WHAT should we teach?

The Core Values/Standards agreed upon by our school/district community.

RESPECT

RESPONSIBILITY

AMERICAN CITIZENSHIP

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Life Skills Curriculum

- Self Direction & Determination
- Thinking and Reasoning
- Working With Others
- **Developing Character**
- Technology
- Information Literacy

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Our Shared Mission

To create schools that help children develop positive character attributes and become **respectful, responsible, thoughtful, participating members of our families, schools, community, and democratic society.**



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Example: **Defining the Agreed Upon Core Values (Standards)**

- Respect
- Responsibility
- American Citizenship

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RESPECT

*The student demonstrates an understanding of respectful behavior and conducts himself or herself in a respectful manner.**

*See Benchmarks. Make sure you pick up the yellow pamphlet!

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RESPONSIBILITY

*The student demonstrates an understanding of responsible behavior and conducts himself or herself in a responsible manner.**

*See Benchmarks. Make sure you pick up the yellow pamphlet!

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AMERICAN CITIZENSHIP


*The student understands the importance and consequences of Americans as sharing and supporting certain values, beliefs, and principles of a constitutional democracy.**

*See Benchmarks. Make sure you pick up the yellow pamphlet!

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Character Education: At Work in the Classroom and At Home


- Setting standards for behavior
- Capturing "Teachable Moments"
- Highlighting and celebrating the positive
- Integrating into the curriculum and everyday life



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CHARACTER EDUCATION HAS ALWAYS BEEN IMPORTANT...

- Especially now since everyday life isn't the same as it used to be when we had...

Nearby Extended Families		Culturally Alike Neighborhoods
More Shared Family and Community Activities		Mostly Two-Parent Families
Adult Supervision from Many Sources		Strong Influence From Churches, Synagogues, and Other Faith Communities

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CHARACTER EDUCATION IS EVEN MORE IMPORTANT NOW...

- As we see how these changes in society have impacted schools...

Increase in Diverse Beliefs, Habits, Cultural Expectations

Occupational and Social Mobility

Impact of Technology Activities

Community Sends Different Messages About Values and Goals

Profound change in Family Structure

Weakening of Extended Family and Neighborhood Connections

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So...since we know that Character Education is:

- An approach, an attitude, an enhancement to the curriculum that already exists.
- Continuously modeling the good
- A conscious effort
- Respect
- Developing personal responsibility
- A central concern for public education
- Necessary for effective citizenship
- A Way of Life!

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Character Education Pieces...

© 2010 Ohio Governor's Office, Revised 2011

We Have Connected the Character Education Pieces...

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Building Civic Habits of the Heart

Start with a solid FOUNDATION...

District/School Character Education Initiative and
OE's Eleven Principles of Effective Character Education*

* Be sure to pick up your Eleven Principles pamphlet!

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Civic Habits of the Heart

Proper SUPPORTS need to be developed, shared and practiced daily...

- Respect
- Responsibility
- American Citizenship

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Civic Habits of the Heart

THIS IS HOW WE ARE AFFECTING THE CLIMATE OF THE CLASSROOM...

Curriculum/Instruction
Specialized Curricula
Individual School Initiatives
Curriculum Infusion Initiatives

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Civic Habits of the Heart

WE HAVE ROOM FOR GROWTH AND EXPANSION...

Before & After School Options
Extra-Curricular
Athletics, Arts, Clubs,
Community-Based Projects

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And when everything comes together...

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To Refocus on Our Civic Mission

American Citizenship

CIVIC VIRTUE

Character Education (left pillar) | **Character Infusion** (right pillar)

Extra-Curricular (left pillar) | **Before and After School CME Care** (right pillar)

Community Support and Involvement (right pillar)

Character Education Initiative and CEP's Seven Principles of Effective Character Education

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Where do we go from here?

Schools, working with parents, teachers, and students, are architects building America's future citizens!

What are your plans and blue prints for the future?

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CHERRY HILL SCHOOL DISTRICT

**D. THE CHARACTER EDUCATION
INITIATIVE / RESOURCE PACKET
FROM PTA AND CHERRY HILL
ASSOCIATION**

American Citizenship

The student demonstrates the importance and consequences of Americans as sharing and supporting certain values, beliefs, and principles of a constitutional democracy.

- Understands that as citizens of the United States, we all have certain personal rights and privileges, which are contained in key historical documents such as the Constitution and Bill of Rights
- Understands that as American citizens, we are compelled to respect, accept and honor the rights of others that are secured by our constitutional government
- Understands that the rights set forth in the historical documents that secure our personal rights also reflect our shared values, principles and beliefs, and that it is these shared rights, values, principles, and beliefs that unite us, rather than ethnicity, race, religion, class, language, gender or national origin
- Demonstrates how respect for these shared rights, values, principles, and beliefs contribute to the continuation and improvement of American democracy
- Demonstrates personal and public character traits that contribute to the health of American democracy such as civility, respect for the rights of other individuals, respect for the law, negotiation and compromise, personal responsibility, civic mindedness, and patriotism
- Demonstrates an understanding of the importance for society that one accept responsibility for one's actions, adhere to moral principles, consider the rights and interests of others, and behave in a civil manner
- Demonstrates important personal traits such as self-discipline, self-governance, and responsibility that lead citizens to become independent and productive members of society
- Demonstrates compassion and respect for the rights and choices of individuals, that foster respect for individual worth and human dignity



Cherry Hill Public Schools

presents

Life Skills

Developing Character

by

The Character Education Initiative



"World Class Standards
For World Class Students"

LIFE SKILLS ~ including CHARACTER EDUCATION, are an integral part of each student's academic, personal and social growth. It is crucial that he/she progresses in the acquisition of those life skills which will assure success over the entire course of his/her life's journey. This brochure contains part of the LIFE SKILLS (Grades K-12) standards and benchmarks on *Developing Character* which has been adopted by the Cherry Hill School District.

Responsibility

The student demonstrates an understanding of responsible behavior, and conducts himself/herself in a responsible manner.

- Understands why personal responsibility is important, and understands the benefits of fulfilling responsibilities
- Does what one says he/she will do
- Holds one's self accountable for actions or failure to act
- Refrains from blaming others for one's mistakes
- Understands that one's actions have consequences both for oneself and for others, and thus conducts oneself in a way that considers those consequences
- Demonstrates self-control and self-discipline
- Uses good judgment
- Recognizes and defers to others in authority when appropriate
- Attends class every day unless legitimately excused
- Arrives on time for class each day
- Completes assignments in a timely manner
- Handles and treats with care all school property, including text and library books, computers, and other equipment
- Does not write on school walls, desks or other structures
- Does not take, without permission, items which do not belong to him/her
- Is honest and truthful
- Does one's own work and refrains from all types of cheating, within the realm of academic, co-curricular and extra-curricular

Respect

The student demonstrates an understanding of respectful behavior, and conducts himself/herself in a respectful manner.

- Understands why respecting one's self and others is important and necessary
- Is sensitive to the needs, interests and desires of others
- Speaks in a courteous, polite and respectful manner and tone to others
- Responds appropriately when addressed by others
- Demonstrates an appreciation of the rights of others by refraining from using foul, obscene, vulgar or otherwise inappropriate language
- Demonstrates an appreciation of the rights of others by refraining from using verbal and body language to ridicule, belittle, mock, harass or deride others
- Refrains from interrupting others' conversations
- Exhibits appropriate behavior in public settings by refraining from carrying on separate conversations and otherwise distracting or disturbing others during class lectures, assembly periods and artistic or other performances
- Abides by school/classroom rules
- Conducts one's self in a respectful manner during transitional time between periods
- Resolves conflicts in a peaceful and respectful manner, without resorting to violence or disrespectful speech
- Interacts positively with others, thus refraining from the utilization of threatening words or body posture
- Demonstrates an appreciation that one can learn from others by never intentionally excluding or making others feel unwelcome, stalked or inferior
- Intervenes by appropriate and respectful means when someone is mistreated

Cherry Hill Education Association
and Zone PTA
present...


Character Educative Initiative



Teachers & Parents...

WELCOME!

*To educate in mind and not morals,
is to educate a menace to society.*
-Thomas Jefferson-

 Cherry Hill Public Schools
Central Administration, Malberg
45 Ranoldo Terrace
Cherry Hill, NJ 08034

Website: www.cherryhill.k12.nj.us

Eleven Principles of Effective Character Education

by Ben Johnson,
Eric Schaps, and
Catherine Lewis
of the Character Education Partnership

1. Character Education promotes core ethical values as the basis of good character.
2. "Character" must be comprehensively defined to include thinking, feeling, and behavior.
3. Effective character education requires an intentional, proactive, and comprehensive approach that promotes the core values in all phases of school life.
4. The school must be a caring community.
5. To develop character, students need opportunities for moral action.
6. Effective character education includes a meaningful and challenging academic curriculum that respects all learners and helps them succeed.
7. Character education should strive to develop students' intrinsic motivation.
8. The school staff must become a learning and moral community in which all share responsibility for character education and attempts to adhere to the same core values that guide the education of students.
9. Character education requires moral leadership from both staff and students.
10. The school must recruit parents and community members as full partners in the character-building effort.
11. Evaluation of character education should assess the character of the school, the school staff's functioning as character educators, and the extent to which students manifest good character.

Character education is a work in progress. It is not a job of the day but, consequently, we all. Whenever we choose not to show respect for our children's best interests...

What is the most difficult job in our nation?

On a personal level, most people would say it is helping a child develop, whether as a teacher or as a parent. Raising children is a full-time job in itself. They don't come with a warranty that if not completely satisfied, you can return them for a full refund. The youth of today require a lot more time and energy because of the amount of 'things' available to them, good and bad. We all agree on one thing - helping children become responsible adults is a tough job.

Since the Summer of 1999, Cherry Hill Education Association and Zone PTA have been discussing character education and ways to work together with our school families in raising good kids. A task force was created which included a parent and a teacher from each school. This group became the Character Education Initiative (CEI), and has been meeting ever since. CEI is determined to "act" now instead of having to "react" later.

What exactly is Character Education? Character education is built on that common ground of values, attitudes, and behaviors that our democratic society agrees must be taught to young people in order for them to become responsible, caring, participating members of our nation. This is a vital mission. The future health and security of our nation rests on how well we do our jobs. Across the nation, schools are implementing character education as an integral part of their curriculum. Rather than being the latent fad, it is the school's oldest mission.

What is the next step?

We all agree that parents have the primary responsibility for their children's education in ethical and moral behavior. But school is the place where children from many backgrounds first meet views and beliefs that may be different from their own. You can help your child, and all of our children, to learn positive lessons from such exposure.

What can you do?

...Think about character and reflect how important it is.

...Read character education materials and commit to becoming an active part of this mission.

...Begin/join a discussion group in your school or community to share thoughts and ideas with others.

...Give us feedback of your ideas so we can continue this joint effort. We would love to hear from you.

If character education efforts are to continue to be successful in the Cherry Hill School District and the extended community, we must recognize the need to work together. We need to consider one another as teammates, working together to help children grow into good citizens. We have an important mission!

Mission Statement

The Character Education Initiative is a collaborative effort between

Cherry Hill Education Association and Cherry Hill Zone PTA.

with the support of the Cherry Hill School District Administration.

to promote character education in the school district and community.

The mission of the Character Education Initiative is to promote the teaching and modeling of character education and thereby create schools that help our children develop positive character attributes and become respectful, responsible, thoughtful, and participating members of our families, schools, community, and democratic citizenry.

All of us are role models, whether we want to be or not. Children are constantly watching our attitudes and behaviors. The question is whether we will be a positive or negative role model. Someone once said, "The footsteps children most often follow are those we thought we'd covered up." The more we practice good character traits, the easier it will be to make this a permanent attitude in our lives, inside and outside of school.

During the coming year, you will be given many opportunities to hear about character education, you will be able to share in it's continuing development, and you will be able to see it at work in the schools and community. We are committed to all children and their futures.

100 Ways to Promote Character Education

1. Hang pictures of heroes and heroines in halls and classrooms.
2. Institute a student tutoring program.
3. Promote service clubs with real missions for the school community.
4. Be vigilant about preventing and stopping scapegoating of one child by other children.
5. Create recognition programs that acknowledge something besides academic, athletic, or artistic achievement.
6. Seriously and thoughtfully grade student behavior and contribution to the community.
7. Create a code of behavior for your classroom (& school) to which students & teacher agree.
8. Invite parents to observe and contribute to your classroom.
9. Choose a personal motto and share it with your students.
10. Promote a "virtue of the month" and study it.
11. Share a personal hero and tell the students why he or she is your hero.
12. Regularly weave into your discussion of stories and history and other subjects asking, "what's the right thing to do?" and follow up with a discussion.
13. Help students to see that the "good" in students is more than academic success.
14. Treat ethical issues like other intellectual issues — get the facts, gather evidence, weigh consequences, make a decision.
15. Structure opportunities for your students to do service in the community.
16. Lead by example. For instance, pick up the discarded piece of paper in the hall. Clean the chalkboard out of respect for the next teacher.
17. Don't allow unkindness of any kind in your classroom.
18. Don't permit swearing, vulgar or obscene language in classrooms or anywhere on school property.
19. Involve parents in student misbehavior through notes, calls, visits.
20. Write, call, or visit parents to praise their child.
21. Make it clear that students have a moral responsibility to work hard in school.
22. Use ethical language with faculty colleagues.... "I have a responsibility to....," "the courage of her convictions caused her to....," "my neglect led him to...."
23. Include the study of "local heroes" in your social studies classes.
24. Institute an honor system for test-taking and homework assignments.
25. Create a charity. Collect donations and have the students decide on their distribution.
26. Reinforce the moral authority of parents, urging students to take their moral problems to their parents. Discuss with students why this is sometimes difficult.

27. Have sayings on the wall that encourage good character, such as, "Don't wait to be a great person! Start now!"
28. Share stories of ethical conflict, especially ones involving students in their present setting. Don't hesitate to write it and have them struggle to put their views on paper.
29. Celebrate birthdays of heroes and heroines with observance and/or discussion of their accomplishments.
30. Have students write their own sayings of significance and display on walls.
31. Reward students for bringing in articles about ethics and moral issues. Use them in class discussion.
32. Discuss campus "issues of character" on a regular basis (vandalism, good deeds, etc.)
33. Make classroom expectations clear, and hold students accountable for them.
34. Strive to be consistent in dealings with students; avoid allowing personal feelings to interfere with fairness.
35. Admit mistakes and seek to correct them. Expect and encourage students to do the same.
36. Read aloud a "Two-Minute Story" everyday to begin or end the school day. Choose stories that are brief, yet value-centered.
37. Consider ethical implications when establishing classroom and school policies and procedures; be aware of what messages they send to students.
38. Explain the reasons for a particular school or classroom policy, action, or decision. Help students to understand "why," not just "what."
39. Have students discuss the ethical and character-developing elements of being a good student.
40. Teach your students about competition, helping them to see when it is valuable and when it is not.
41. Talk to your students about why you're a teacher. Explain how you understand the responsibility and importance of teaching.
42. Let your students know about your community service. Tell them about volunteering in a food bank, coaching Little League, or teaching religion at your temple or church.
43. Teach students to analyze the media critically. To what extent do their messages encourage living a life of character?
44. Bring recent high school graduates back to talk about their successful transitions to college, work, or the military. Ask them how good moral habits have helped in their adjustment.
45. Invite local adults in to talk about how they have integrated the concept of character into their adult lives.
46. Help reinforce students' empathy. Ask them questions like, "how would you feel if no one would play with you?" or "how would you feel if someone made fun of your name because they thought it was strange sounding?"
47. When conflicts arise at school, teach students the importance of respect, open-mindedness, privacy and discretion. Do not allow conversations that are fueled by gossip or disrespect.
48. Overtly teach courtesy. Teach students how to listen attentively to other students and adults, and to avoid interrupting people.
49. Read and discuss biographies of accomplished individuals. For students in upper grades, encourage them to be discerning, seeing that an individual may have flaws but still be capable of much admirable action.

50. Assign older students to assist younger ones, such as seniors paired with freshmen, to show them the school.
51. Emphasize from the first day of class the importance of working hard and striving for certain standards and achievement.
52. Encourage high school students to become more active in their community by attending city, town, or school board meetings.
53. During the election season, encourage students to research the candidates' positions.
54. Encourage high school students to volunteer for voter registration drives, and if eligible, to vote.
55. Teach students how to write thank-you notes. As a class, write thank-you notes to people who have done thoughtful things for the students.
56. Give students sufficient feedback when evaluating their work. Demonstrate to students that you are making an effort to communicate to them how they are succeeding and how they can improve.
57. Have older students sponsor a pot-luck supper for their parents. Have students cook, decorate, serve and clean-up.
58. Begin a monthly "gift-giving" from your class. Have the class perform some service to the school, such as decorating a hallway.
59. Work together as a class or school to clean classrooms or school grounds on a regular basis.
60. Demonstrate your respect for other religions and cultures. Talk to students about the moral imperative to act justly toward others.
61. Stand up for the "underdog," when he or she is being treated unfairly. Use this as a teaching moment.
62. Have children in self-contained classrooms take turns caring for their class pets, taking them home on weekends or holidays. Talk to them about the need to care for other living creatures.
63. Start or expand a class or school recycling program. Talk the general principles of carefully using what you have, and not wasting.
64. Highlight certain programs in your school, such as S.A.D.D. or the National Honor Society, that may already be emphasizing character.
65. Have students volunteer to clean up their community. With parental support, encourage students to build a community playground, pick up litter, rake leaves, grow plants, paint a mural on the side of a building, or clean up a local beach.
66. Dust off the school song (alma mater). Teach students, especially the newest ones, the words; talk about their meaning, and include it in every school activity.
67. If your school doesn't have a school song, sponsor some sort of contest for students to write one. As a school community, talk about what kinds of ideas should be included in the school song.
68. Emphasize and teach the significance of school rituals. Talk about the importance of recognizing certain rites as a community and properly acknowledging them.
69. Encourage students to look in on elderly or sick neighbors, particularly during harsh winter months.
70. Start a pen pal exchange between your students and students from a distant state or country. Share the infor-

mation your students learn about their pen pals' lives. Encourage discussion about how life must be like living in that community.

71. Use the curriculum to teach character. For example, in language arts class, have students assume a character's point of view and write about it. Regularly ask questions requiring students to "walk in someone else's shoes."
72. Use constructive criticism, tempered with compassion. Help students do the same with each other.
73. Emphasize good sportsmanship in sports, games and daily interaction with others.
74. When making school policy, allow students participation and responsibility in some decisions. Have them research the various ramifications of different policies and present their findings to the administrators and faculty for discussion.
75. Collect interesting, thought provoking quotes worthy of reflection, discussion, and writing, such as, "the truth never becomes clear as long as we assume that each one of us, individually, is the center of the universe," (Thomas Merton). Ask students to do the same.
76. Develop a list of suggested readings in character education that teachers and administrators can use as resources.
77. Develop a school motto.
78. Institute a character honor roll.
79. Foster the development of students' self-esteem by providing opportunities for genuine academic and social challenge and achievement.
80. Include in faculty/staff meetings and workshops discussions of the school's "moral climate," and the desired goals for the moral life of the school.
81. Develop a "School Code of Ethics." Refer to it in all school activity and policy. Disseminate it to all school members. Display it prominently throughout the building.
82. Begin an "exchange network" or "bulletin board" by which teachers and administrators can share their own "100 Ways to Promote Character Education."
83. Include anecdotes of commendable student behavior in the school newsletter to parents.
84. Start a school scrapbook, with photos, news stories and memorabilia reflecting the school's history and accomplishments. Include all school members in contributing to and maintaining the collection. Show it off to school visitors.
85. Publicly recognize the work and achievements of the school's "unsung heroes—" , the custodians, repairmen, secretaries, cafeteria workers and volunteers — who keep things running every day.
86. Assign reasonable amounts of homework that stimulate and challenge students while teaching the importance of self-discipline and perseverance in learning.
87. Design a school pledge that students recite weekly. Include it in school documents, especially those intended for parents.
88. Institute a dress code, explaining its role in promoting an educational environment conducive to learning.
89. Use homeroom periods for activities that develop community and cohesion among students, and a sense of attachment to their school.
90. Create opportunities for parents and students to work together on a school project: for example, a dance,

symposium, dinner or field trip.

91. Be attentive to the physical appearance of the building. Involve all school members in the shared responsibility or partnerships with students groups.
92. Seek ways to involve local businesses in the life of the school, perhaps through mentoring opportunities or partnerships with student groups.
93. Establish a newcomers' club for newly hired personnel and entering students.
94. Invite local employers to talk to students about the importance of good moral character in the world of work.
95. Have athletes and coaches collaborate to develop a code of ethics for athletics.
96. Sponsor a public forum on character education in your community.
97. Ask each school organization to design a logo symbolizing a character trait representative of the club's mission.
98. Provide a bimonthly occasion for teachers to gather with their colleagues and study a text of literature, history, philosophy, or other subject area that bears on ethics.
99. Develop for parents a bibliography of books they can read with their children to stimulate conversation about good character.
100. Sponsor an after-school reading club for students, with age-appropriate literature focused on enduring moral lessons.

This list was compiled by the staff of the Center for the Advancement of Ethics and Character at Boston University, with input from numerous teachers and administrators. If you would like more information about the center's membership program or the Character Education Network, please call the Center at (617) 353-4568 or write to: Boston University Center for the Advancement of Ethics and Character, 605 Commonwealth Avenue, Boston, MA 02215

Another primary resource is the *Smart and Good High Schools Integrating Excellence and Ethics for Success in School, Work and Beyond* available for download on <http://www.cortland.edu/character/highschool/index.asp> and CEP's Eleven Principles.