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AN INTEGRATION APPROACH TO CHARACTER EDUCATION
IN THE HIGH SCHOOL

by
Janet T. Farrell

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree
in
The Graduate School
of
Rowan University
April, 2003

Approved by

Professor

Date Approved 4-10-07

Abstract

Janet T. Farrell An Integration Approach to Character Education in High School
April, 2003
Dr. Dennis A. Hurley
School Administration

Character education provides many opportunities for students to learn how to be responsible citizens in their schools and communities by developing moral and virtuous traits. However, this path to maturity seems to create many challenges for today's students. Recent events in public schools and today's society have demonstrated that society has failed to adequately help students to meet these challenges. Although blame can be placed on the family or schools, schools must address the dilemma and try to correct it. The implementation of a character education program at the high school level and the incorporation of this program into the classroom should become a natural part of the school day.

The main goal of a high school character education program was to reduce the total number of students being referred to the vice principals' offices, particularly for offenses that seem to lack character judgment. This character education program began with the students in the in-school suspension classroom for evaluative measures. In this way, areas of growth for the program's future success in the high school could be determined. The procedures for the implementation of a character education program involved individual discussion and small group character activities. However,

determining the exact effect of character education on students' choices was a complicated area to evaluate.

The data analysis procedure involved reviewing the list of 9th grade students referred for insubordination and/or disrespect during their freshmen school year (2001-2002). Once the character education program was implemented in the in-school suspension classroom during the 2002-2003 school year, in conjunction with individual discussions and character activities, the list of 9th grade students being referred for insubordination was reviewed again. The success of the program was determined if the same 9th grade students from last year (2001-2002), who were in the in-school suspension classroom for insubordination and/or disrespect, did not return to the in-school suspension classroom for insubordination and/or disrespect during the present school year. Although there was much more involved in the analysis of data than was previously considered, the character education program in the in-school suspension classroom was very successful.

Mini-Abstract

Janet T. Farrell An Integration Approach to Character Education in High School
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School Administration

The purpose of this study was to implement a character education program for high school students. Most elementary schools have already revised existing curriculum to accommodate for some form of character education. However, it was a much more difficult task to implement character education at the high school level. By the time many students reached the high school level, it was expected by parents and school personnel that character values have already been taught. The combination of adolescence, high school graduation requirements, and a lack of continued character education made the implementation of such a program at a high school level very challenging.

Acknowledgements

As is the case with all projects, the greatest acknowledgement that can be made is to all friends and family members. The amount of time and effort that was needed for the School Administration's requirements to be fulfilled was countless. These countless hours meant that personal obligations and expectations had to be placed elsewhere until time allowed. It also meant that many of my personal expectations could not be accomplished at all. It is for these reasons that I want my two sisters, Barbara and Jackie, to be recognized and acknowledged for their patience and understanding when my thesis project required more time than I could have ever planned.

Most importantly, though, there is one person whom I feel has dealt with the largest part of my frustrations, my tears, my countless hours in and out of school working on my thesis project, and the excitement attached to the completion of my thesis. Michael never allowed it to affect our relationship; instead he was able to help strengthen our relationship through my trials and tribulations. He was there from the beginning, and never once complained that I was neglecting him. Even though he completed the same program several years ago, he never once claimed to know more about the program or my thesis. Instead, he gave me all the support I needed, offered his help when he could, allowed me all the time I needed to vent, and listened to every one of my problems during the thesis's progression.

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Chapter 1

Introduction

Focus of the Study

One common question that both parents and educators are asking is: where has good character gone in the students of today? The education of students' characters is commonly appearing in most educational literature as missing from school curricula. Although the educational terminology of character education seems to be over discussed, the missing implementation of such programs is clearly understood by both parents and school personnel. Although there is no definitive reason for any lapse in character judgment, it is certainly true that many of today's students need to be educated about character judgment and values. It is clear that the parental role in character education is invaluable, but at the same time integrating a school program to help develop character is also invaluable. In times past, character education began in the home and was mainly reinforced in schools. It has now become apparent that character education is not always beginning in the home, and schools are in need of adding character education to already existing curriculum.

Most elementary schools have already established some form of character education and have implemented the new programs into already existing curriculum. However, it is a much more difficult task to implement character education at the high school level. By the time many students reach the high school level, parents and school personnel both expect that character values are already taught. The combination of adolescence and the lack of any basic character education makes the implementation of such a program at a high school level very challenging. However, it is of great value to

teach about good character choices, especially at a high school level. Most of the educational literature written since 1990 indicates that developing good character helps the students in the personal and emotional areas of their lives. Developing good character also makes notable changes in the discipline and academic concerns of many students. In the end, there is no question that character education is one of the most important pieces to developing children into becoming happy adults.

There are three poignant assumptions that need clarification in order to begin implementing a character education program at Absegami High School. The first assumption is that the student has already learned some character value traits in their elementary years. This assumption is imperative because the basic education of character development will be too immature for many high school students. The second assumption is that there is some reinforcement of good character at home. This assumption helps to focus on character education in school, and does not become overwhelmed by the lack of good character judgment being displayed at home. The third assumption relates to the target population of students who are involved in the program. The target student population of students for this program are those students who receive discipline referrals for insubordination, which assumes that students who are insubordinate are lacking some form of good character judgment. This assumption helps to target a certain population of students so that an evaluation can be reflective of the true success or failure of the program.

Purpose of the Study

The overall purpose of this study is the development and implementation of a character education program for high school students. The goal is to reduce the total

number of students being referred to the vice principals' offices. However, the specific purpose of this target study is the development of a character education program for students who are being referred for insubordination and/or disrespect. In this way, areas of growth for the program's future success in the high school can be determined. The program is initiated by first reviewing the list of students referred for insubordination and/or disrespect during their freshmen school year (2001-2002). Once the character education program is implemented in the in-school suspension classroom during the 2002-2003 school-year; the lists of students being referred for insubordination and/or disrespect are reviewed again. The success of the program is determined if the students from last year (2001-2002), who were in the in-school suspension room for insubordination and/or disrespect, do not return to the in-school suspension classroom for insubordination and/or disrespect during this school year.

Determining the exact effect of character education on students' academic, personal and emotional choices is a much more complicated area to evaluate than just comparing data. There is no question that the implementation of a formal character education program is needed at Absegami High School. It is also no surprise that when individuals have a core sense of character values, their individual choices will be influenced. It is true that a program of this magnitude can be evaluated by the student population displaying growth in their awareness of character values; a pre and post survey for example. It is also true that by reviewing the discipline records from one year to the next, and expecting to see a decrease in these numbers, there is yet another method for determining the success of the program. However, because character is only one variable for individuals and their subsequent choices, it cannot be ascertained that

character education is the one influence on personal, emotional, behavioral and academic choices.

Significance of the Study

Most educational literature describes the importance of character values and its education in schools. However, most of the educational literature and research details the implementation of character programs at the elementary level and not at the high school level. Although educational literature describes the need for character education at the high school level, little implementation of such programs is accomplished with high school students. Most of the literature agrees that elementary school students initially need to learn about character values and choices, yet high school students need to practice good character choices. It seems that high school students are perceived as being beyond character education if their elementary years did not provide a strong foundation of character education. The importance of character education being addressed with high school students who are approaching adulthood is undeniable. Many of the character choices that high school students make will have an irreversible impact on their futures.

The first significance of such a program contributes to some of the recurring social concerns of today's students. The social concerns of many students seem to evolve from a lack of simple, innate character traits. This is witnessed by both staff and parents alike. Developing and implementing a character education program at the high school will help students structure their personal, emotional, behavioral and academic lives from a perspective of inner character values. In New Jersey, and for purposes of this study at Absegami High School, it is apparent that the educational system is so directed towards the New Jersey Core Curriculum Standards that the time needed in the classroom to

emphasize character is just not there. Hence, a character education program that is school-wide, and not taking from specific classroom instruction, might aid in developing character.

The second significance of such a program is that it will make an invaluable contribution to scholarly research. Therefore, a character education program that begins in one focused area, targets one population of students, and specifies one or two specific character values, is the beginning of educational research for further implementation of character education at the high school level. The targeted character education program might eventually become school-wide, yet character education of this magnitude needs to focus on attitudes and inner values and not to take from specific classroom instruction and academic requirements.

Definitions

Character education - Character education is the formation of self-control or discipline. It has no education in moral content and there is no education of a person to a specific set of virtues or values. One of the single factors that distinguishes effective schools from ineffective schools is that the discipline is perceived by the students as legitimate rather than capriciously imposed.

Moral education - Moral education provides the content or the values that depend on a person's self-discipline to be exercised. Real moral education requires not just the exercise of the will and a capacity for self control, but also an appeal to the mind, to reason, to common sense, and to the agreed upon inner principles by which one judges.

Curriculum - The aggregate of courses of study given in any school.

Insubordination - The act of not submitting to authority.

In-school suspension - The temporary removal of a student from the regular educational setting and the placement of the student to an in-house, generally self-contained setting.

New Jersey Core Curriculum Standards – The benchmarks for the fundamental courses of study as determined by the New Jersey Department of Education.

Limitations of the Study

There are two limitations that stipulated weaknesses of the study. The first limitation of this study is the selection of an exact character education program designed for high school students. Most of the educational research discusses character programs that are designed for elementary students who remain with one teacher for the majority of the day. However, high school students need a character program that is designed with the assumption that the students are with many teachers during the course of the day. The movement of the students also means that individual choices need to be an integral part of the program. Therefore, there exists within the design of a high school character education program a limited number of character values to teach. There are many character traits that can be chosen, and attempting to select a program that will eventually fit the needs of a high school population of students is limiting. Targeting the in-school suspension classroom helps overcome the movement of students and helps to determine which character values to teach. The in-school suspension students are with one teacher during at least one school day. And, of course, the school administrators are aware of the character values that need to be addressed based on the reason for the in-school suspension.

The second limitation of this study is the large student population at Absegami High School. There are approximately 2,006 students at Absegami High School who all

come from varying socio-economic backgrounds. This large population will eventually contribute to the effectiveness of a school-wide character education program. Absegami High School, like many high schools, has never had a formal character education program. The assumption has always been that good character values and choices are taught at home and then reinforced in the elementary school years. By the time students reach the high school level, students lacking in good character values are frequently making poor character choices. These students are then referred to the vice principals' offices, are dropping out of school, or are being expelled. Poor character education begins to be equated with discipline only. It is for these reasons, and some others, that many high school teachers do not recognize the importance of teaching character values to high school students.

Setting of the Study

The Greater Egg Harbor Regional High School District is comprised of two high schools, Absegami High School in Galloway Township and Oakcrest High School in Mays Landing. The school district is a regional high school district that services six townships with a land area of 272 miles. Both high schools in the regional school district serve students from grades 9 through 12. Absegami and Oakcrest High Schools coexisted in the same building until Absegami's own building was completed in September of 1982.

The Greater Egg Harbor Regional High School District's Board of Education structure consists of a Superintendent, an Assistant Superintendent, a Business Administrator and nine Board of Education members. There is also one Principal and three Vice-Principals for each of the two high schools. With the exception of one or two

years, the school budget has been approved for the last twenty years. However, the school budget for the 2002-2003 school year was defeated.

The school district is located in a middle class, rural-suburban community 10 miles from Atlantic City and 50 miles from Philadelphia. Major highways, such as the Garden State Parkway and the Atlantic City Expressway make it very convenient to access these metropolitan areas. The economic base of the community is primarily small industry, trades, agriculture, and tourism. The taxpayers are blue collar workers and laborers. The advent of the casino industry and the construction of a large retail shopping district have contributed to the economic development and revenue of the community. Not only have the casinos and shopping districts added to the economics, they have also contributed to the rapid population growth in the high schools. This population growth has increased dramatically over the past ten years.

This growing economic base supports an extensive educational system consisting of kindergarten through 8th grade school districts, one regional high school district comprised of Absegami and Oakcrest High Schools, and a district alternative school (Duberson). Within the regional school district there are also two educational facilities of higher learning. The first is located in Mays Landing and is adjacent to Oakcrest High School, the Atlantic Cape Community College. This community college offers a two-year associate's degree in several fields of study. From time to time, the Greater Egg Harbor Regional High School District has shared sports facilities and educational opportunities with the Atlantic Cape Community College. The second is The Richard Stockton College of New Jersey which is located in Galloway Township and within three miles from Absegami High School. The Richard Stockton College is the area's only

four-year college. It offers a variety of majors leading to a bachelor's degree as well as a limited master's degree program. Furthermore, because The Richard Stockton College lies within the Greater Egg Harbor Regional High School District, the college has enabled both the Absegami and Oakcrest High School students to take advantage of its many facilities and to participate in its cultural events. Another educational facility located in Mays Landing which is not a facility of higher learning, and is located only a few minutes from Oakcrest High School, is the Atlantic County Vocational Technical School. The Greater Egg Harbor Regional High School District may also take advantage of some of these vocational programs.

The site of this study is Absegami High School which is a large comprehensive high school. Absegami was built to overcome the rapid population growth in the school district and was originally able to accommodate 1200 students. By 1990, an addition was already needed to accommodate the new population of 1800 students. This addition provided ten classrooms for arts and crafts, industrial arts, five new offices for guidance counseling, and a career room. There was a new sports field and an enlargement of the administrative facilities. In 2002, another population increase of students in recent years forced a second addition to Absegami High School's building. This recent addition, which is just now being completed, accommodates the current population (October 18, 2002) of 1,986 students and modernizes the high school building. The addition, which is expected to be completed in 2003, consists of fourteen classrooms and two additional science labs. There is also a new, state-of-the-art performing arts center that seats 800 people and an additional cafeteria that has a seating capacity of 150 students. Structurally, the building is attractive and well maintained.

Instructionally, the high school offers a traditional academic curriculum for grades 9 through 12 in English, Social Studies, Mathematics, Science, Health and Physical Education. Additionally, the school presents elective offerings for students in the fields of Business, Drama, Performing Arts, Music, Technology, Media, and Visual Arts. The Media services provide an extensive resource for students through printed material, as well as through computer technology and internet access to various libraries and colleges. The school based television production studio provides hands-on opportunities for students interested in the field of Communications. The library and the computer lab houses CD-Rom terminals with internet access for teachers to use as a resource, for class work and assignments, and for students to use. The Special Education Department meets the educational needs of approximately 14% of the student population (New Jersey School Report Card, 2000-2001) who have been identified as needing special services. The high school also offers twelve Advanced Placement courses in which students may earn college credit for rigorous courses such as English, European History, U.S. Government & Politics, United States History, Psychology, Calculus, Biology, Chemistry, Physics, French and Spanish. The students are well prepared for the Advanced Placement Program's examination with over 78% of the examinations taken resulting in the awarding of college credit for these courses taken at the high school level. Honors courses are offered in English, History, Mathematics and Science. The amount of time students are involved in instructional activities is 5 hours and 53 minutes as compared to the state average of 5 hours and 46 minutes (New Jersey School Report Card, 2000-2001). The extra-curricular offerings at the high school are equally extensive, providing 44 extra-curricular activities and 12 interscholastic athletic teams. There is

also an intramural program open to the students who desire to participate in the intra-school competitions.

The Principal of Absegami High School has served the school for one year. There are three Vice-Principals who handle all of the discipline and supervise the various activities. There are five building administrators who serve as supervisors for the various educational departments. The faculty consists of 130 staff members, including eight guidance counselors. The faculty education of Absegami High School demonstrates that 30% have earned more education than a Bachelor's Degree. The breakdown of this education is as follows: 70% have their BA/BS degrees, 28% have earned their MA/MS degrees and 2% have earned their PhD / EdD degrees. There are also teachers' aides for the library, the media arts and the Special Education Department. The number of students to faculty for Absegami High School is 12.8:1 and the state average was 11.8:1. The faculty attendance rate in 2000-2001 was 96.6% and the state average was 96.3%.

The students who attend Absegami High School are residents of Galloway Township and Egg Harbor City. They come from diverse racial, ethnic, and socioeconomic backgrounds. The student population consists of 61% white, 15% African-American, 13% Asians, 9% Hispanics and there are only three Native Americans which are Native Indian or Alaskan. The student mobility rate in 1996-1997 was 25.5% as compared to the 2000-2001 student mobility rate of 13.9% (New Jersey School Report Card, 2000-2001). The student population is approximately 2,006 of which 602 are freshmen, 532 are sophomores, 463 are juniors, and 409 are seniors. Of the entire student body, 12% are identified as having special needs and 2% are identified as Limited English Proficient (New Jersey School Report Card, 2000-2001). Student attendance was

92.8% as compared to the state average of 92.7%. The dropout rate of the students at Absegami High School was 2.4% as compared to the state average of 3.0%. The statewide assessment (HSPT) results demonstrated that 87.8% of the 11th grade students passed the test in October and April as compared to the state average of 85.8%. There are approximately 300 students who walk. The remaining student population is provided transportation which includes after-school programs and extra-curricular activities.

The parents and community are given a voice in the operations of Absegami High School through several organizations. The Principal's Advisory Council consists of students, parents, community members, school board members, faculty, and administration. The Principal's Advisory Council meets regularly to share concerns with the Principal regarding the operations of the school. This group establishes goals for the entire school community. There is also the Parent Teacher Student Association (PTSA) as well as the booster club for Performing Arts and many of the athletic programs.

Organization of the Study

The remaining chapters describe the basis for the development of the study. Chapter 2 focuses on the current research for the integration of character education in public school curriculum. The literature review supports the beliefs of character education programs in public schools and illustrates some of the difficulties of implementation. Chapter 3 describes the design of the study. Chapter 4 is the presentation of the research findings. Lastly, Chapter 5 analyzes these results and develops conclusions from this data. Additionally, implications and suggestions for further study are made.

Chapter 2

Review of Literature

The History of Character Education

At least as far back as the time of Greek civilization, people have always debated about the purpose of education. Throughout history, from the lyceum of the Greeks to the catechetical school of Alexandria, and from the medieval university in Europe to the 19th century colleges in the United States, the moral development of students was an essential part of education. From the founding of Harvard in 1636 until after the Civil War, college presidents, who were typically clergymen, taught a capstone course in morals to those about to graduate. The course was often a combination of moral philosophy, theology, and what has now been identified as psychology (Allen, 1993).

Almost all universities as early as the 1890's, most of which were originally founded exclusively by Protestant churches, continued to hold compulsory chapel services, and some even required attendance at Sunday worship, even up to the time of World War II. Although these compulsory religious services were not reliable indicators of effective moral education, they did represent a consensus strong enough to support mandatory religious observance (Allen, 1993). Duke University represents a classic example of these religious services no longer being mandatory on university campuses. When Duke University adopted its founding bylaws in 1924, its mission statement read, "The aims of Duke University are to assert a faith in the eternal union of knowledge and religion set forth in the teachings and character of Jesus Christ, the Son of God." One of the university presidents of Duke University, Nan Keohane, claimed that both the school's motto and the university bylaws made her uneasy because of the religious focus

(Allen, 1993). Keohane believed that this emphasis on religion halted the yearning for discovery and the commitment to seek for truth; the two hallmarks of a great university (Allen, 1993). Today, one has to look long and hard to find clear affirmations of religious and moral purposes for higher education. It is only at some fundamentalist campuses that any religious services are even found. With the rise and then dominance of science, the foundational elements of religion ended at the college and university level. As a consequence, the formation of morals and character has gradually disappeared from the campuses of higher education.

Moral and character development at the primary and secondary schools took a similar path to the development seen at the college and university level (Heft, 1993). Common schools, established by Horace Mann in the 1830s, had a reading from the King James Bible as a regular part of each day's lesson. These common schools did not hesitate to work at the formation and education of character development in students. This was done through discipline, the example of teachers, and the curriculum itself. In most places throughout the country, these schools were able to keep a religious and moral focus.

However, the movements that pushed colleges and universities to marginalize character education were also affecting primary and secondary schools. The 1963 Supreme Court decision which struck down the practice of reciting the Lord's Prayer and reading aloud sections of the Bible for religious purposes in the public schools marked the major break with the explicit education of character development. The main reason for the Supreme Court's decision was that the United States was no longer able to be considered a Christian nation (Kennan, 1993). In other words, the religious and moral

consensus of a Christian nation that legitimized the development of character could no longer be counted upon. Since there is a close connection between religion, morals and character development, many teachers have come to conclude that if religions differ, then morals and character must also differ. In the absence of a moral consensus, teaching any one type of morality seems no longer possible. Schools have avoided teaching different moralities since that could appear to be promoting one religion or another. This could also lead to confusion, or even relativism, by suggesting that there is no behavior that is morally right or wrong and only behaviors based on different subjective preferences. As a consequence, since the late 1960s, most public schools have steered carefully away from overt discussions of morals and character. Besides the religious complexities posed by religious pluralism in the United States, other research indicated that some of the problems with character education are related to the cultural and moral upheaval of the late 1960s marked by the nation's polarized positions on sexual morality, the use of drugs, racial injustices, and the morality of the Vietnam War (Kennan, 1993).

Today in the United States, where there is a strict separation of church and state, and where there is great religious pluralism, the formation of students' characters through our public schools has become a widely debated matter. However, there is a growing consensus that at least certain accepted virtues such as honesty, fairness, and respect for others can and ought to be taught (Rusnak, 1998). That such virtues exist presumes that ethical habits can be separated from specific religious traditions. Character education should be pursued, but whether ethical virtues can be separated from specific religious traditions remains a difficult question to answer.

Moral Education versus Character Education

The first difficulty with the potential integration of a character education program was in determining the guidelines of a character education versus a moral education. Up until the 1960s, character and morals were two terms that were interchangeable. It must be determined whether the teaching of character can be separated from the teaching of morals and religion. Most individuals throughout history assumed that the teaching of character and morality were inseparably linked. Even the religious wars of the 17th century attempted to separate ethical principles from religious beliefs. It was argued that ethical principles could be established by reason, a common possession of everyone. In contrast, religious beliefs contained a presupposing faith in a particular religious tradition. The assumption that commonly held ethical principles can be determined through the use of reason alone has in recent years come under considerable fire. Many researchers claimed that it is not easy to separate basic character from morals and religion. Moreover, they thought it is very difficult, if not impossible, to formulate through reason alone the common ethical principles that would determine character development and education (Starrett, 1994).

The second difficulty with the integration of a character education program was in the possibility to teach character and not affirm at the same time the importance of morals and religion. Many researchers had even raised the question as to whether it was even possible to define goodness without some level of God. Furthermore, research pointed out that the ability to affirm the dignity and equality of people, without religious concepts, was an even more difficult chore (Allen, 1993).

A third difficulty with the integration of a character education program was that teachers are reluctant to teach character because of the close connection between character, morals and religion. In a 1993 public opinion poll (Elam and Lowell, 1993), the Wall Street Journal showed that the majority of the American public answered yes to the following question, "Should our public schools teach standards of right and wrong?" However, only 33% of teachers agreed. The teachers who did not believe that schools should teach the standards of right and wrong were concerned about the close interpretation of moral education to character education.

Objections to Character Education

Educators seemed to be most opposed to teaching character education in public schools. This seemed most surprising since it was obvious that the art of teaching any grade or subject could be made easier when students had some of the fundamental values that composed good character judgment (Elam and Lowell, 1993). First and foremost, our country's strong separation between church and state was one of the most important objections to character education. This made educators hesitant to teach any character values for fear that they would appear to be promoting some religious orthodoxy (Lickona, 1991). As a consequence, school administrators and educators tacitly and tactfully avoided all ethical discussions. Another objection to character education in schools was the belief of educators that ethical issues should be taught only by families and churches, partly as a matter of prerogative, and partly because ethics are based on opinion and subjective preferences rather than on science or some other verifiable basis (Etonioni, 1993). A third objection to character education in schools was that a number of educators believed they already lacked the time to teach the material they had to teach

per curriculum standards. Therefore, adding courses on ethics to their already crammed curriculum seemed impossible (Hauerwas, 1994). The fourth objection to character education in schools was the growing indifference to the need for common character values among the public. To elaborate on the issue of common character values, there was even a growing consensus that certain character values should be universally promoted. Many educators believed that good character judgment was such a private matter that no common ground was really possible or even desirable. And lastly, some educators believed that they were basically incompetent to teach morality (Ryan, 1994). Not only did some educators lack professional training in ethics, but many educators disagreed amongst themselves on ethical issues. In summary, the five main objections of school administrators and educators to teaching character in public schools was the existence of religious pluralism with the separation of church and state, parental privilege, the lack of time in already existing curriculum, the common character values and the lack of trained educators.

In addition to the five main objections of teachers to character education being taught in schools, there were five additional points that needed careful consideration before the integration of a character education program was even possible (Rusnak, 1998). First, although there is a growing consensus among the public, parents and educators that character development needs to be taught to today's students, educators were not in agreement with how this implementation should occur. Second, public schools must take charge with character education because students were not learning the basic values of character at home. Third, although some values such as honesty and fairness could be taught like other subjects, they were best taught indirectly, that is,

through the actual practices and atmosphere of the school and through the example of students' peers and teachers. Fourth, the debates over teaching morality in our public schools stands the larger chore of addressing religion in our public schools, not the debate over teaching character in our public schools. The alternative is that we excluded character education from our public life and then, given that the most deeply held values of the United States typically had their roots in religion and particularly religious traditions, we impoverished our public life and discourse and relegated character education and development to the private and personal sphere (Schlosser, 1998). And fifth, the key to integrating a successful character program was in the choosing of the exact character traits to be taught which would include the most basic form of character values.

The Identification of a Character Education Program

The Wall Street Journal printed the 1994 public opinion poll (Lageman, 1994) where the public and parents were surveyed to determine common character traits that the public believed the schools should address. The public opinion poll determined that the public believed schools should teach the following elements of good character values: respect, responsibility, perseverance, fairness, honesty, compassion and civility. In addition, the 1993 Gallup poll (Elam and Lowell, 1993) also reported that 90% of the American public polled believed that public schools should also teach racial tolerance and the Golden Rule; do unto others as you would have them do unto you. In summary, the public and parents came to an agreement about what values should be taught in public schools, yet teachers were still not of the same opinion that character education should be taught at all in public schools.

Once consistent character values were determined for a character education program to be considered, how that character education program would be integrated into public schools was essential for success. Educational researchers determined that character education programs should aim to promote students' maturity across a broad spectrum of ethical functioning, including ethical reasoning, ethical emotions and ethical behavior. In the language of everyday life, people tended to distinguish the ways they think, feel and behave in relation to character values, with the expectation, for example, that good people should not say one thing and do another without feeling guilty (Rusnak, 1998). Most research for character tended to focus investigations and data on only one of the following three areas of character growth and change. The first was ethical reasoning, including the making and understanding of character judgments. The second was ethical emotions, including empathy, shame, and guilt. The third was ethical sensitivity and behavior, such as the helping behaviors of individuals and the resistance to temptation. Fortunately, there was a growing trend among educators and researchers to recognize that an aim of character education was to develop ethical people in the broadest sense. This broad overview, as stated above, included the education of students' thoughts, feelings, and behaviors.

Strategies to the Implementation of Character Education

It was very difficult to identify the most effective strategies for promoting a comprehensive character education program for public high school students. Although there were many reasons for the difficulty in creating a comprehensive character program, one of the greatest obstacles was that character is highly interrelated across an entire lifespan, which potentially yielded numerous types of complex interactive patterns.

This was not an obstacle that schools could easily alter. All students were inevitably products of their families, their environments and their cultures (Rusnak, 1998). However, it is believed that if the fundamental values of character were being taught in public schools through a character education program that promoted thinking, feeling and acting with good character judgment, our student population could be positively impacted as they approached adulthood.

A character education program that consisted of the character values of respect, responsibility, perseverance, fairness, honesty, compassion, civility, racial tolerance and the Golden Rule combined with an education about thinking, feeling and acting with good character judgment, helped educational researchers to compact three effective strategies for a character education program. The first strategy needed to address some of the life differences amongst students and yet needed to be designed with the simplicity of the character lessons. In this way, students learned and retained the most information about good character when the curriculum combined good teaching strategies with these simple character lessons.

The strategy being used here, simply stated, related to returning to the basic concepts of the Golden Rule (Allen, 1993). One of the most effective lesson development programs for character education diffused character choices throughout the curriculum. This program required that students experienced personal growth as well as skills development. The students were taught the connection between character and academic success. When teachers embedded character education in their curriculum, the classroom became a more caring, respectful, and inclusive community. The second strategy was in character questioning related to real life situations. Furthermore, in discussing the

approach to character questioning in real life context, it seemed most likely that character situations would be more relevant and interesting to students than the same questions raised in hypothetical situations. It was agreed amongst educational researchers that values were communicated by the entire school at various times, not just by teachers and by course content, but also by behaviors in corridors and cafeterias, on athletic fields, and in extracurricular student activities. A sociology professor at George Washington University, Amitai Etzioni, maintained that all sorts of outside-the-classroom experiences, including sports, imparted a moral formation that deeply affected students (Heft, 1993). It has also been shown through research that character education involved more than an individual thinking about his or her values, it required the participation in a community from which values can be internalized. There is an ancient Chinese saying that goes “if I hear, I forget; if I see, I remember; if I do, I understand.” It is a mistake, then, to separate intelligence from discipline, or discipline from virtue (Heft, 1993). Those who support character education programs strongly recommended various forms of service for students, service that takes the students outside their own lives and makes them aware of the needs of others.

The third and final strategy was in the placement of good character role models in the lives of the students. School administrators and teachers should not think of themselves as impersonal conveyors of facts and ideas. There was a very real interpersonal dimension to all effective character teaching, a dimension that was heightened when one strives to educate others in good character choices. It was important to focus on how teachers teach. This was at least as influential on student learning as the explicit curriculum of what teachers teach. Good character role models provided students

with an interpersonal connection between themselves and some adults who modeled good character choices. It was suggested by many researchers that young people, as they passed from the early to older stage of development, had a natural inclination to adopt role models who functioned to bridge relationships. This is where authority is externally defined and helps students grow into a more mature stage of development that is characterized by independent choice. Another theory about role modeling good character judgment was that character values were caught rather than taught (Hauerwaus, 1994). There was definitely a distinction between the explicit and the implicit values of an institution. The explicit values were those found in the school's charter, its mission statement, and in its curriculum. The other values, the implicit values, were the ones which actually drive the school, the ones which determine the actual budget decisions, how faculty members were chosen, and what pedagogical techniques were used. When the two sets of values were in sync, a consistent message was sent and received; when the two were in conflict, the implicit message was the one that most affected the students. In support of character development being caught and not taught, it was believed that if the two sets of values were not in sync, it was best that students learned the implicit values from their teachers, the role models of good character (Hauerwaus, 1994). Some examples of the good character values that teachers demonstrated in the classroom were in the teaching methods chosen and used, the grading and testing techniques used, and how teachers treated colleagues and students.

Chapter 3

Design of the Study

Introduction

Developing a school-wide character education program in a high school is very complicated. The reason for such difficulty lies within the schedule at the high school level. Students are not with one teacher for the entire day; rather, they travel from subject to subject, teacher to teacher. At the elementary level, students are with one teacher for the most part of the day. This type of scheduling situation helps to develop a character education program that can be implemented at both a school-wide level and a classroom level, with no direct interruption of any subject and its curriculum. Teachers at the elementary level can implement a character education program with some connection to all subject areas. Although a character education program at the high school level can be implemented school-wide, this cannot be achieved without choosing which subject area should be incorporating character education into its already state-mandated curriculum.

Despite the project's long term goal of developing a high school level character education program that is filtered into all school concepts and programs, the project's short term goal is to begin a character education program in a smaller setting; the in-school suspension classroom. By choosing the smaller educational setting and one in which poor character choices are frequently made, the long term goal of designing a school-wide character education program is much more easily designed and implemented.

The Target Population

The original target population are 10th grade students who were referred to the in-school suspension classroom for disrespect as 9th grade students. Once the program was underway, and more specific research was gathered to describe the referral category for disrespect, the target population was altered to also include those students referred for insubordination. The ambiguity of the school's descriptions for both referral categories, disrespect and insubordination, are so closely related and aligned, that the target population was amended to include the 10th grade students who are referred to the in-school suspension classroom for either disrespect and/or insubordination.

The Research Design

There are two character education programs operating in conjunction with the in-school suspension classroom and the target population of 10th grade students. The first character education program involves implementing character activities in the in-school suspension classroom. The character activities are chosen based on prior knowledge about the referrals for the students who are in the in-school suspension classroom. The activities are also selected to be activity based and interesting, yet are also aimed at developing the students' attitudes and character. Although most of the activities are directed towards the referrals for disrespect and insubordination, it is more imperative that the activities are directed towards good character choices. Most importantly, each activity is selected because it has the potential for classroom discussion about making good character choices. Once the activities are selected, they are then organized, grouped and titled with character headings.

The activities are implemented at least twice per week during alternating days and school periods in an attempt to target the students on different days of the week and during different times of the day. The attendance records for the character education activity lessons are compared to the target population list to determine which of the students are part of the targeted classroom character education program. These attendance records are then used to evaluate the program.

The second character education program includes individual discussion sessions with each of the students to encourage reactions about the referrals for insubordination and/or disrespect and individual reactions to the time spent in the in-school suspension classroom the previous year. This initial contact helps to develop communication with the students about their past choices. It also serves to determine what they are learning from their poor character choices. Within one month of the new character education program having been implemented in the in-school suspension classroom, it a revision needs to be made to direct more attention to the target population of 10th grade students. The classroom activities are developing very well, but unfortunately, the target population is not always a part of these activities. In order to revise the program, and ensure that the activities are discussed with the target population, mini activity sessions are introduced twice per month through individual counseling sessions with each of the targeted students. These mini activities, through individual counseling, serve to follow up with the students about ongoing character choices. They also provide an open and educational environment to discuss any new referrals.

The Research Instrumentation

The research instrumentation is the carefully selected variety of character development activities. The character development activities are interesting and appropriate for high school students and include the following created character titles: attitude, good character, self control, self respect, respect, courage and communication. The activities are chosen based on the areas of poor character choices cited in the referrals for disrespect and/or insubordination. Within each of these character titles, at least five activities are selected and filed within the character folders to support the overall discussion of good character choices.

The chosen character titles support a well-rounded, conclusive character education program. Additionally, each of the character education activities within the program provides for a designed flexibility to the instructional leader. Based on the needs of the students in the in-school suspension classroom, the activities are adjusted accordingly. The activities also provide for much discussion between the students and the instructional leader. This open forum for discussion supports and helps the students to correctly make good, solid character choices presently and in the future.

The Data Collection Approach

There are three methods for collecting data. The first method of data collection involves the school discipline report identifying the 10th grade students who were referred to the in-school suspension classroom last year for either disrespect and/or insubordination. This list of students is reviewed each month to identify any new 10th grade students being referred for disrespect and/or insubordination. The annual discipline

report is then used to identify the same students from last year (9th grade) who were referred to the in-school suspension classroom for the same two offenses.

The second method of data collection involves the classroom character activities. The activities are planned for twice per week and are intentionally planned if any of the targeted population of students are in the in-school suspension classroom. Although the character activities are difficult to formally evaluate, the overall success of the activities is observed by both the educational leader and the teacher in the in-school suspension classroom. However, the formal data collection method is a comparative method. The discipline report identifying the target population is compared on a monthly basis with the attendance list for the in-school suspension classroom.

The third method of data collection involves the character discussion sessions for the target population. The bi-monthly sessions provide much open discussion about the referrals for disrespect and/or insubordination. However, on a much broader scale, these character discussions also provide much discussion about making better character choices in all actions, in and out of school. Again, the discipline report identifying the target population is compared on a monthly basis with the attendance list for the in-school suspension classroom. In addition, a comparative list is created monthly about the number of character discussions with each student on the target population list and the depth of conversation during these discussions.

The Data Analysis Plan

The analysis plan for the implementation of a character education program at the high school level consists of comparative data. The targeted population of students consists of all 10th grade students who were referred to the in-school suspension

classroom for disrespect and/or insubordination during their 9th grade year. However, this targeted population of students is only part of the final analysis plan if they are referred this school year for either of the same two offenses. Once a student appears on the final analysis plan, comparative data is then created identifying all offenses this school year. The number of days in the in-school suspension classroom, the number of days in the in-school suspension character activities, and the number and intensity of individual character discussion sessions are then tallied for evaluative purposes.

Chapter 4

Presentation of Research Findings

Introduction

Character education at the high school level is a very valuable program, yet it was a program that was difficult to design and implement. Through developing character and character choices, students become more adjusted with personal, emotional, behavioral and academic issues. As educational research indicates, improvements in character choices help students in many areas thereby helping the student to become a more complete individual. Yet, for reasons that are clear, and still others that remain unclear, character was a difficult item to address at the high school level.

The Different Components of the Program

There were two components to this high school character education program. The first component consisted of character activities in the in-school suspension classroom. These activities were carefully chosen to accommodate the needs of the students being represented in the in-school suspension classroom for that particular period of the day. The second component consisted of individual character sessions with much discussion and mini character activities.

The program was developed with both components being utilized to enhance the character lesson. There was a limited amount of information about high school character programs. Most of the information was designed for elementary school students. Therefore, the combined character program was designed to specifically meet the needs of high school students. The developed program seemed to meet both the social needs (in-school suspension activities) and the personal needs (individual character sessions).

The program was also designed with three assumptions about the student population and character education. First, it was assumed that the development of good character starts at an early age. The assumption was that character development needed to begin at home and continue to be developed and reinforced at home. Second, character education and good character choices should continue to be coordinated from home in conjunction with school programs. Instead of the home and school combating some basic issues of character education, both home and school character education programs should work together. Third, in order for the character program's development through the in-school suspension classroom to be initiated, it should be assumed that students who are referred for discipline issues lack good character choices and decisions.

The short term goal for the initiation of the character education program at the high school level was to reduce the number of repeat offenders referred to the in school suspension classroom. In house research showed that many of the students who were referred and disciplined would repeat the same pattern of offenses the next time. Therefore, the program's success was determined if the same students were not being referred for the same discipline issues once the character program was in operation. On the other hand, the long term goal for the initiation of the character program at the high school level was to begin a program of this magnitude in a smaller setting of the in-school suspension classroom, revise the program as needed, and then bring the program to the entire high school.

There were limitations to the long term goal of creating a school-wide character education program. One of the most difficult limitations revolved around the high school's master schedule. The students were present with each subject teacher for 45

minutes during which time they were required to develop and learn the select course's curriculum. The teacher was already under many time constraints to teach a certain amount of course material to prepare the students for graduation and/or college. Therefore, the teacher was not always able to add any selected character activities to an already existing curriculum, especially if the activities were not already a part of the course's curriculum. To avoid this limitation, a certain subject would have to be chosen and then the course's curriculum revised to add character education.

Monitoring and Revising the Program

Once the character education program was operating, monitoring the results of the program design involved some revisions. The first revision that needed to be made was in the actual collection of information and data used to create the character program. It was initially determined that the largest population of 9th grade students were referred for insubordination. However, Absegami High School's definitions for insubordination and disrespect are very similar. Therefore, depending on a teacher's interpretation of the offense, the two referrals became interchangeable. The revision allowed the data to be collected for 9th grade students who were referred for insubordination and/or disrespect. The second revision was within the entire creation of a high school character education program designed for Absegami High School. There was no formalized, high school character education program that could be easily found and then implemented at Absegami High School. Hence, the revision was the creation of a high school program specifically designed for Absegami High School. The third revision stemmed from the initial proposal for the character education program. It was determined that the method for evaluation would be in the form of pre and post surveys. Another method for

evaluative purposes needed to be considered because it is apparent that no survey form would be beneficial to the program's goals. The groups of students taking part in the in-school character program varied from one day to the next. And lastly, the fourth revision that needed to be achieved was the addition of individual and small groups for mini character activities. From one day to the next, there was no definite attendance of students who were spending the day in the in school suspension classroom. Therefore, teaching character education to a target population of students in the in-school suspension classroom became very difficult to plan. Hence, individual character discussions and mini character activities needed to be designed and utilized to definitively meet the needs of the target population.

Data Collection

There were three methods for collecting information and data. The first data collection method was accomplished through the attendance office. Last year's list of 9th grade students who were in the in-school suspension classroom was printed. This list was then compared to the discipline report for students who were referred for insubordination and/or disrespect. The second data collection method could only be defined after the character program was operating in the in-school suspension classroom. This data was collected by observing the students interacting during the activities. There were also classroom discussions about good character and character choices that demonstrated the overall success of the character program. And finally, the third data collection method was defined after one month of the character program operating in the in-school suspension classroom. There was no method of ensuring the attendance of any of the targeted population of students; therefore, each of the 29 students who were

targeted became a part of an individualized program where discussion methods and mini character activities were planned and used.

Data Analysis

The analysis of data was accomplished through a comparative means. The attendance lists for the in-school suspension classroom (2001-2002) were gathered and then compared to the discipline records for the same school year, specifically researching the 9th grade students for that school year who were referred for insubordination and/or disrespect. This list of 9th grade students, who are now 10th grade students, then became the targeted population of students for the character education program.

The initial targeted population of students consisted of 29 students. The students' discipline records were tracked during their 2002-2003 school year to determine whether there was an improvement in the number of referrals. The analysis of data showed varying results and even some results that could not clearly define the success or failure of the character education program. First, in September of the 2002-2003 school year, the list of targeted students was reduced from 29 to 26 students. Three students did not return to Absegami High School, and the reason for this withdrawal was not able to be determined. Research in the area of students who frequently transfer from school to school did show that these students tend to have discipline problems. However, because these students transferred before the school year began, records were no longer available to determine the number of schools that they previously attended. Second, the remaining list of 26 students did drop to 22 students during the school year. Of the four students who withdrew during the school year, three attended five or more schools since kindergarten. Therefore, there was a 24% decrease in the targeted population of students

from the beginning of the program to its conclusion, demonstrating a 75% decrease of students who were transient students.

Second, there were eight students of the remaining list of 22 students who were targeted for this program who never appeared in the in-school suspension classroom during their 10th grade school year. This population of students never became a part of the character education program in the in-school suspension classroom. Instead, each of the students took part in an initial individual character session. Through discussion, all the students claimed that they were choosing to avoid the same problems they had from their previous freshmen school year. The variation of reasons moved between personally choosing to be successful this year and not wanting the same parental consequences from the previous year.

Third, the targeted list of 10th grade students, now totaling 14 students, was created once they appeared in the in-school suspension classroom for any referral. Six of these students appeared in the in-school suspension classroom for referrals of a higher degree. These referrals included fighting, bringing weapons to school, and even drug use. Per school policy, each of these six students was relocated to Greater Egg Harbor Regional High School's alternative school, Duberson, for a given amount of time. Other than the one individual character session with each student, there was no other further contact with these students. Their attendance at Absegami High School was too inconsistent to plan a character education program. This demonstrated another essential element of a high school character education program that was being developed in the in-school suspension classroom. When high school students begin to become discipline concerns, high schools are not equipped to help in the area of character education. Many

of these students are suspended from school, as required by school policy, and at the same time they are not being educated about good choices because their attendance is so sporadic. Of the eight remaining students, seven of the students participated in at least one in-school suspension character lesson. The one student who did not participate in any in-school suspension character lessons was never suspended during the weekly lessons in the in-school suspension classroom. However, all eight students did participate in three or more individual character sessions and mini character activities. Most of the character sessions took place within two days of any referral and the discussions were about better choices and avoiding further referrals. At first this was difficult for the students; they seemed to feel as though they were being reprimanded. However, once the program was explained in terms the students could understand, such as making better choices initially so their discipline records could improve, the students responded with a more positive attitude. Five of the eight students actually searched out discussions before making choices they knew would have harmful consequences.

Fourth, the analysis of data showed that the program was having positive effects on 100% of the eight students. All in-school suspension classroom character lessons were completed and the data was collected on March 4, 2003. Between January 15, 2003 and March 4, 2003, none of the eight students had any referrals. Not only was the data showing success, but all eight students expressed positive attitudes about good character choices. This information and feedback was provided through the individual discussions and small group mini character lessons. Furthermore, there were five students who continued to discuss character development and good character choices although the program had come to an unofficial ending.

Chapter 5

Conclusions, Implications and Further Study

Conclusions

The implementation of a high school character education program at Absegami High School was partially successful; and this partial success only reflected the lack of a school-wide program to date. A school-wide program required some curriculum changes and even a possible change in the master schedule. These were not changes that could be made during the first piloted year. However, the character education program in the in-school suspension classroom, a program that was completely successful, provided the beginning for a future school-wide character education program.

There was much data that had been collected through observations made by the program coordinator and the teacher in the classroom. These observations during the implementation of the piloted program provided any possible school-wide character education program with some activities that could be further revised and adjusted to fit the needs of the student body. The feedback from the students was a valuable part of the research. Many of the students, including those who seemed to lack some innate character traits, became actively involved in the character activities. Most of the classroom discussions made it obvious to both the program coordinator and the teacher that the students were learning valuable information during many of the activities. For example, although the targeted students were not always a part of the in-class suspension classroom, the feedback from the students showed improvement in good character.

One of the revisions to the character education program was to include the target population of students in individual discussions and small group mini character activities.

This revision made some observable changes in the targeted students. They seemed to be comfortable realizing that choices are their own and that making good choices is not so difficult. They also seemed to recognize the difference between good character and a lack of good character. This program change also made statistical differences in the number of referrals for the targeted population of students.

Implications of Study on Leadership Skills

Leadership can be witnessed through the design and implementation of any new program. Although there was no school-wide character education program implemented during this school year, the development of the character program in the in-school suspension classroom demonstrated leadership on two levels. The first level involved designing and implementing any new program. The challenge in this development was twofold, the actual creation of a high school education program and then the creation of such a program in the in-school suspension classroom. The second level involved the revision of the program to add individual character discussions and small group mini character activities. The challenge in this revision involved the flexibility that leaders must demonstrate to adjust programs to meet specific needs.

Implications of Study on Organizational Change

The belief that character education should begin in the home needs to be addressed with communities. Although the character education program in the in-school suspension classroom demonstrated some success, students who have no support from home regarding good character might not fulfill consistently good character choices. Families and communities need to understand the value of teaching what once seemed to

be innate. Many of today's students lack innate abilities to make choices that are built with character.

Further Study

One study that needed further research was about character education programs that were specifically designed for high school students. Programs that were designed for young adolescent students would show greater success than the character program designed for the in-school suspension classroom. In addition to the creation of character activities, the character education programs needed to be created with the master schedule of high school students on the forefront of the plan. Scheduling and implementing the program into a course's curriculum needed to be considered.

Another study that needed further research was about families and communities and how these should operate to teach character education at home and then help to reinforce this good character during school years. What once seemed to be so innate to students because character education began with families, seems to have no beginning at home any longer. And, many times when schools did attempt to teach about good character and good choices, the parents became outraged and accused the school of teaching religion.

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Appendix A
Research Instruments

ASSEMBLY EDUCATION COMMITTEE

STATEMENT TO

ASSEMBLY, No. 1391

STATE OF NEW JERSEY

DATED: FEBRUARY 4, 2002

The Assembly Education Committee favorably reports Assembly Bill No. 1391.

This bill directs the Commissioner of Education to prepare and disseminate to boards of education materials which will assist districts to incorporate character education into their existing curricula. The bill also encourages school districts to incorporate character education into their curricula and provides that districts which do so must enlist community involvement in that process.

The bill defines "character education" as programs intended to foster the development in each child of a commitment to our society's common core values. Those core values may include compassion, courtesy, honesty, integrity, responsibility, self-discipline, self-respect, and tolerance.

This bill was pre-filed for introduction in the 2002-2003 session pending technical review. As reported, the bill includes the changes required by technical review, which has been performed.

ASSEMBLY, No. 1391
STATE OF NEW JERSEY
210th LEGISLATURE

PRE-FILED FOR INTRODUCTION IN THE 2002 SESSION

Sponsored by:

Assemblyman JOSEPH V. DORIA, JR.

District 31 (Hudson)

Assemblyman DAVID W. WOLFE

District 10 (Monmouth and Ocean)

SYNOPSIS

Encourages the development of character education programs.

CURRENT VERSION OF TEXT

Introduced Pending Technical Review by Legislative Counsel.

AN ACT providing for the development of character education programs and supplementing chapter 35 of Title 18A of the New Jersey Statutes.

BE IT ENACTED by the Senate and General Assembly of the State of New Jersey:

1. The Legislature finds and declares that character education is a legitimate and important function of public education, that character education should convey to our young people the common core values which have united our society, and that the identification of these values should occur at the

community level.

2. As used in this act, "character education" means programs in the schools intended to foster the development in each child of a commitment to our society's common core values. Among these core values may be compassion, courtesy, honesty, integrity, responsibility, self-discipline, self-respect and tolerance.

3. The Commissioner of Education shall prepare and disseminate to boards of education materials which will assist local districts to incorporate character education in their existing curricula.

4. Boards of education are encouraged to include character education in the curriculum for local districts. Boards which seek to do so shall enlist community involvement in developing such curriculum.

5. The Commissioner of Education shall consider a viable character education program to be an acceptable part of the curriculum of any district and a legitimate expenditure of any district's State aid funds under the "Comprehensive Educational Improvement and Financing Act of 1996," P.L.1996, c.138 (C.18A:7F-1 et seq.).

6. This act shall take effect immediately.

STATEMENT

This bill directs the Commissioner of Education to prepare and disseminate to boards of education materials which will assist districts to incorporate character education in their existing curricula. The bill also encourages school districts to incorporate character education into their curricula and provides that districts which do so shall enlist community involvement in that process. As used in the bill, "character

education" means programs intended to foster the development in each child of a commitment to our society's common core values.



9/02 RT
#20-C

State of New Jersey

DEPARTMENT OF EDUCATION
PO Box 500
TRENTON NJ 08625-0500

*Next time
try
of*

*James
Harrell*

JAMES E. MCGREEVEY
Governor

WILLIAM L. LIBERA
Commissioner

September 13, 2002

TO: County School Business Administrator
FROM: Isaac Bryant, *Isaac Bryant* Assistant Commissioner
Division of Student Services
SUBJECT: *New Jersey Character Education Partnership (NJCEP) Initiative*
State Aid Funding for Fiscal Year 2003

I am pleased to announce that Governor James E. McGreevey's FY 2003 budget includes \$4.75 million for the *New Jersey Character Education Partnership (NJCEP) Initiative*. The purpose of this initiative is to assist public school educators to adopt high quality character education programs that will meet the developmental needs of students throughout New Jersey by promoting pro-social student behaviors and creating caring, disciplined school climates conducive to learning.

The transmittal of character education state aid funds into each public school district's and approved charter school's bank accounts will take effect by Friday, September 13, 2002. Please note the district and charter school application information and funding guidelines below:

Application Information

1. Applications were distributed to all county superintendents, all district chief school administrators and approved charter school lead persons the week of August 23, 2002.
2. In order to obtain approval to begin spending the funds, public school districts and approved charter schools must submit an application to the Office of Program Support Services by Tuesday, October 15, 2002. Upon approval of their applications, the districts and charter schools will receive a confirmation letter, which will include the funding guidelines listed below.
3. The application can be found on the department's Web site at www.state.nj.us/njded/charred.

Funding Guidelines

1. Character education state aid funds must continue to be recorded in the special revenue fund (revenue code: 20-3290) as restricted state aid. The program code range is 431-449. Districts and approved charter schools may assign their own program codes depending upon what other programs are implemented.
2. Any unspent or unobligated funds from fiscal years 2001 and 2002 can be carried over and must be expended by June 30, 2003. No formal permission or approval is required for the carry-over process.

www.nj.gov/education

3. The use of character education funding is subject to state audit, as are all state aid funds. Funds may be used solely for the direct support of character education programs, services and activities including: 1) administration of the program (e.g., coordinator's stipend); 2) purchase of curriculum materials and educational supplies; 3) staff development and training (e.g., costs for staff to attend trainings, costs for substitute coverage while staff attend trainings); 4) purchase of general assembly programs for students, parents and community members; 5) purchase of appropriate materials for service learning projects, teacher guides and assessment surveys; 6) printing and mailing related to the initiative; 7) refreshments related to a character education event; 8) participation at local, state-sponsored and national conferences and workshops; 9) purchase of promotional materials (e.g., character education posters, videos, tee-shirts, hats) for a related character education activity.
4. Districts and charter schools may be subject to site visits for program monitoring purposes only.
5. Nonpublic schools are not eligible for state aid funding.

Over the past two years, 99 percent of New Jersey's public school districts have participated in this voluntary state aid initiative. Many of our districts and charter schools are seeing positive results from integrating character education into their curriculums, extracurricular activities and overall school culture.

For further information, please visit the New Jersey Department of Education's character education Web site at www.state.nj.us/njded/chaied. If you or any district or charter school staff have questions regarding the *New Jersey Character Education Partnership (NJCEP) Initiative*, please contact Patricia Guazzelli, character education team leader at (609) 984-5968 or Nyeema Watson, education program development specialist at (609) 292-5887, both with the Office of Program Support Services.

Thank you for your continued support of this exciting initiative.

IB/SM/pg/m/chiefschoolbus

c: Dwight Pfennig
J. Michael Rush
Gloria Hancock
Gordon MacInnes
Albert Monillas
Richard Rosenberg
Yut'se Thomas
Susan B. Martz
Gary Verneire
Patricia Guazzelli
Nyeema Watson

To: Dr. Daniel Mackie, Principal, Absegami High School
Dr. Dennis Foreman, Principal, Oakcrest High School
Dr. Adam C. Pfeffer, Superintendent
Mr. H. Gordon Pieretti, Assistant Superintendent

From: Lynne Basner Gale, Director *Lynne Gale*

Date: Monday, May 22, 2000

Re: Character Education Grant

Information: Mr. Thomas Grossi, School Business Administrator

Enclosed please find, by way of explanation, the article from *The Press* on May 22, 2000 outlining the state's newest initiative: Character Education. I have also given you copies of the grant letter and list containing *approved* programs.

The State of New Jersey has already identified over thirty canned programs that meet the state criteria for the grant. We are **STRONGLY** urged to select one of these canned formats.

The state is showcasing these programs for us on May 31st in Sewell. I have already registered our district for this, but understand that this is not my decision to make.

We do have the option of doing our own program and applying under that format.

This is an entitlement grant, so that we really do not have to compete against other districts for the money. Funds have already been earmarked for us. We have to apply.

This is a four-year program. We will be monitored on this just like every other state program.

Gentlemen, please advise....



State of New Jersey

DEPARTMENT OF EDUCATION
PO Box 500
TRENTON, NJ 08625-0500

CHRISTINE TODD WHITMAN
Governor

DAVID C. HESPE
Commissioner

May 10, 2000

TO: Chief School Administrator
GREATER EGG HARBOR REG School District

DCH

FROM: David C. Hespe, Commissioner

SUBJECT: New Jersey Character Education Partnership

In April, I wrote you regarding the New Jersey Character Education Partnership (NJCEP) initiative and invited you to attend the May 17, 2000 kick-off conference. The Governor's FY 2001 budget provides \$4.75 million for school district character education program development and implementation during the 2000-01 school year. These funds will be distributed as state aid. Every school district is receiving a minimum of \$4,000 during the first year of the project to implement a *Character Education Program of Merit* in at least one school building. School districts with enrollments greater than 1,358 students will receive additional funds. The aid for these districts is based upon \$2.945 per resident student. Your school district's state aid allocation for the first year of the initiative is \$8,219.

Attached is an Application for State Aid Funding for the NJCEP initiative. Please complete the form and return it as indicated. Applications will be accepted from now until October 2, 2000. Also attached is a listing of *Character Education Programs of Merit*, which the department is encouraging you to consider as the basis for your program. You may also choose to utilize this aid to expand an existing character education program or choose other character education program options. In this case, additional information is required on the application for the department to approve the use of the funds. For your information, additional character education resources will be listed on the department's website, <http://www.state.nj.us/education> (under Professional Development/Professional Development Provider System/Professional Development Seeker/ Search by Instructional Concentration: Character Education) by July 1, 2000.

In order to familiarize you with the *Character Education Programs of Merit* and other resources, the department will host two vendor showcase events on May 30 and 31, 2000. Information regarding these events is also attached. Many of the *Character Education Programs of Merit* providers have also agreed to be present at the May 17, 2000 conference. The department is planning to provide additional statewide and regional training events and consultation as well as printed materials as the initiative develops over the course of the next year.

(7)

The NJCEP initiative is being planned as a four-year-program. Districts will be able to begin program development and implementation as soon as applications are approved, contingent on the conclusion of the state appropriations process for FY 2001.

I look forward to working with you on this very positive approach to developing capable, responsible students in New Jersey schools. If you have any questions regarding the initiative or the application process, please contact Gloria Hancock, director of the Office of Educational Support Services and Interagency Initiatives at (609) 292-5935.

DCH/BA/GH s:\sthealth\njcep\dch to csas 01 state aid.2.doc

Attachments

c: Barbara Anderson

Tom McMahon

Jeffrey Osowski

Ellen Schechter

John Sherry

Madeleine Mansier

Robert DeSando

County Superintendents

Gloria Hancock

Philip Brown

NEW JERSEY CHARACTER EDUCATION PARTNERSHIP (NJCEP)
Character Education Programs of Merit
Profile Directory

Listing

Name of Organization

1. Anti-Defamation League
2. Center for The Advancement of Ethics and Character (CAEC)
3. Center for Learning
4. Center for the 4th and 5th R's
5. Character Counts!
6. Character Development Group
7. Character PLUS Cooperating School Districts
8. Collaborative to Advance Social and Emotional Learning (CASEL)
9. Committee for Children
10. Community Boards
11. Community of Caring
12. Developmental Studies Center
13. Devereux Glenholme School
14. Do Something
15. Educators for Social Responsibility (ESR)
16. Ethics Resource Center (ERC)
17. Giraffe Project
18. Heartwood Institute
19. Home and School Institute
20. I Can Problem Solve (ICPS) from MCP Hahnemann University
21. Institute for Global Ethics
22. Jefferson Center for Character Education
23. Susan Kovalik & Associates
24. Learning for Life
25. Manners Unlimited
26. National Youth Leadership Council
27. Northeast Foundation for Children
28. PeaceMakers Unlimited
29. Positive Action, Inc.
30. Quest International
31. School for Ethical Education (SEE)
32. Social Decision Making/Problem Solving Program (SDM/PS)
33. Study of Heroes at the Raoul Wallenberg Committee of the U.S.
34. The Teel Institute
35. John Templeton Foundation
36. Voyager Expanded Learning
37. WiseSkills Resources

**New Jersey Character Education Partnership (NJCEP)
Initiative
Application for State Aid Funding
Fiscal Year 2001**

Instructions: Please review and complete the application. Applications will be accepted beginning Wednesday, May 17, 2000 and until Monday, October 2, 2000. Applications faxed to the department will not be accepted. Refusal of funds form must be submitted by Friday, July 14, 2000. If you have any questions regarding this application, please contact the Office of Educational Support Services and Interagency Initiatives at (609) 292-5935.

I. School District Information

Name of District: _____ District Code: _____
Name of County: _____ County Code: _____
Name of School Building to Implement Character Education* _____
Building Grade Levels: _____ Total Student Enrollment: _____
School Address: _____
City: _____ State: _____ Zip Code: _____
School Phone: _____ School FAX Number: _____

***If the district's allocation and plan include implementation of character education in more than one school building, please attach a list of these schools including the information listed above.**

II. School Personnel Information

School Principal: _____ E-mail: _____
School Principal Phone: _____
Character Education Project Coordinator: _____
E-mail: _____
Character Education Project Coordinator Phone: _____

III. Selection of Character Education Program Model

Please indicate which program model your district/school has chosen to implement:

Character Education Program of Merit

One of the *Programs of Merit* identified from the attached Profile Directory. Program provider selected: _____

Letter of Intent

If you have chosen a *Program of Merit*, provide a letter of intent from the contracted vendor (program provider) indicating willingness to assist your school district in implementing a *Program of Merit* during FY 2001.

Alternative Program Model Selection

If you have chosen an alternative character education program model **not on the *Programs of Merit* list**, identify the program model name:

Identify program vendor name: _____
NJ vendor representative name: _____
Vendor Address: _____
Phone: _____ Fax: _____

If you have chosen a "Homegrown model" as an alternative character education program model, identify the "Homegrown model."
(Homegrown model is defined as a character education program, service or activity which the district or school developed and implemented on its own.) Identify "Homegrown model" name: _____

Complete the following alternative program model information on separate pages.

1. **What are the goals of character education in your school or district? (Limit one page)**
State your philosophical approach and specific process and outcome goals. What are you trying to accomplish in your character education initiative? Define character education as understood by your school/district.
2. **How do you plan to implement character education comprehensively in at least one school in your district? (Limit one page)**
Describe the comprehensiveness of your approach. How do you plan to infuse character education into the Core Curriculum Content Standards? How will you include a community outreach component? Describe how you will provide for staff development, student reflection, and skill acquisition and curriculum integration. Be sure to identify which grades will be impacted and the projected number of students, parents and community members to be served.
3. **How do you plan to measure your success? (Limit one page)**
What pieces of evidence will you use to indicate the strength and success of your character education initiative? If possible, note how character education has affected academic achievement (grades, test scores, discipline records, etc.). You may wish to provide opinions from students, teachers, parents, administrators, or community stakeholders through school climate surveys or testimonials.

IV. Refusal of Funds

If your district elects not to accept state aid funds for Fiscal Year 2001 for character education program development or expansion, please complete and submit the attached refusal form by Friday, July 14, 2000. **The district does not have to complete an application if a refusal form is submitted.**

V. Statement of Assurances

The applicant hereby assures the New Jersey Department of Education that:

1. Funds received under the Character Education Partnership initiative will be used solely for direct support of character education programs, services and activities.
2. The character education program model selected will be infused into the Core Curriculum Content Standards rather than implemented as a stand-alone program.
3. The district will implement a comprehensive character education program in at least one school building.
4. Funds will be used only to supplement not supplant state and local funds that, in the absence of such funds, would otherwise be spent for such activities.
5. The district agrees to cooperate with the department in areas of program reporting for monitoring and evaluation.

VI. Signature

I certify that the information contained in this application is correct and complete and that the LEA has authorized me, as its representative, to give the above Assurances and to file this application.

Name of Chief School Administrator

Signature of Chief School Administrator

Date

VII. Application Deadline Date

Please return original signed application form to the following address by Monday, October 2, 2000:

**Dr. Philip Brown, Character Education Program Coordinator
New Jersey Department of Education
Division of Student Services
Office of Educational Support Services and Interagency Initiatives
P.O. Box 500
Trenton, New Jersey 08625-0500**

**New Jersey Department of Education
New Jersey Character Education Partnership (NJCEP)
Initiative
Application for State Aid Funding
Fiscal Year 2001**

LEA ALLOCATION REFUSAL FORM

LEA _____ County _____ LEA Code: _____

The _____ Board of Education on _____ (date)
hereby resolves not to apply for the funds allocated under the New Jersey Character
Education Partnership (NJCEP) Initiative for Fiscal Year 2001:

Allocation Amount: \$ _____

It is understood that this refusal to accept funds for Fiscal Year 2001 will not
prevent the district from applying for or receiving its allocation for any subsequent
year.

Signatures:

Chief School Administrator Name: _____

Chief School Administrator Signature: _____

Board Secretary Name: _____

Board Secretary Signature: _____

Board Approval Date: _____

Please return original signed form by Friday, July 14, 2000 to:

**Dr. Philip Brown, Character Education Program Coordinator
New Jersey Department of Education
Division of Student Services
Office of Educational Support Services and Interagency Initiatives
P.O. Box 500
Trenton, NJ 08625-0500
(609) 292-5935**

Greater Egg Harbor Regional High School District
Absegami and Oakcrest High Schools
Office of the Director of Special Projects
1824 Vienna Avenue
Mays Landing, New Jersey 08330
Phone: 609-625-0028
Fax: 609-625-0046

*Superintendent
Please see
me on this
Jan 11*

Monday, September 11, 2000

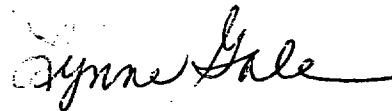
Dr. Philip Brown, Character Education Program Coordinator
New Jersey State Department of Education
Division of Student Services
Office of Education Support Services and Interagency Initiatives
Box 500
Trenton, New Jersey 08625-0500

Dear Dr. Brown:

Enclosed please find the Character Education Partnership Initiative application from the Greater Egg Harbor Regional High School District as required. You will note that we are using a *home grown model*, which is actually a district-wide partnership with Anytown, USA. This program is an established part of the National Conference for Community and Justice (formerly the National Conference of Christians and Jews).

Should you have further questions or concerns, please feel free to contact me at 609-625-0028.

Sincerely,



Lynne Basner Gale,
Director

- C: Dr. Adam C. Pfeffer, Superintendent
Mr. Thomas Grossi, School Business Administrator
Mr. H. Gordon Pieretti, Assistant Superintendent
Dr. Dennis Foreman, Principal, Oakcrest High School
Dr. Daniel Mackie, Principal, Absegami High School ✓
File

**New Jersey Character Education Partnership (NJCEP)
Initiative
Application for State Aid Funding
Fiscal Year 2001**

Instructions: Please review and complete the application. Applications will be accepted beginning Wednesday, May 17, 2000 and until Monday, October 2, 2000. Applications faxed to the department will not be accepted. Refusal of funds form must be submitted by Friday, July 14, 2000. If you have any questions regarding this application, please contact the Office of Educational Support Services and Interagency Initiatives at (609) 292-5935.

I. School District Information

Greater Egg Harbor
Name of District: Regional H. S. Dist. District Code: 1790
Name of County: Atlantic County Code: 01
Name of School Building to Implement Character Education* See attached
Building Grade Levels: _____ Total Student Enrollment: _____
School Address: _____
City: _____ State: _____ Zip Code: _____
School Phone: _____ School FAX Number: _____

***If the district's allocation and plan include implementation of character education in more than one school building, please attach a list of these schools including the information listed above.**

II. School Personnel Information See attached

School Principal: _____ E-mail: _____
School Principal Phone: _____
Character Education Project Coordinator: _____
E-mail: _____
Character Education Project Coordinator Phone: _____

III. Selection of Character Education Program Model

Please indicate which program model your district/school has chosen to implement:

Character Education Program of Merit

One of the *Programs of Merit* identified from the attached Profile Directory. Program provider selected: Homegrown - Anytown Hybrid

**NEW JERSEY CHARACTER EDUCATION PARTNERSHIP (NJCEP)
INITIATIVE
APPLICATION FOR STATE AID FUNDING
FISCAL YEAR 2001**

I. School District Information

Absegami High School

Grade Levels: 9-12 **Total Enrollment: 1751**
School Address: 201 S. Wrangleboro Road
Absecon, New Jersey 08201
School Phone: (609) 652-1372 **School Fax: (609) 652-0139**

Oakcrest High School

Grade Levels: 9-12 **Total Enrollment: 1375**
School Address: 1824 Vienna Avenue
Mays Landing, New Jersey 08330
School Phone: (609) 909-2600 **School Fax: (609) 625-0872**

II. School Personnel Information

Absegami High School

School Principal: Dr. Daniel Mackie **E-mail: dmackie@geh.atlnet.org**
School Principal Phone: (609) 404-2015
Character Education Program Coordinator: Lynne B. Gale
Character Education Program Coordinator Phone: (609) 625-0028
E-mail: lbasner@geh.atlnet.org

Letter of Intent

If you have chosen a *Program of Merit*, provide a letter of intent from the contracted vendor (program provider) indicating willingness to assist your school district in implementing a *Program of Merit* during FY 2001.

Alternative Program Model Selection

If you have chosen an alternative character education program model **not on the *Programs of Merit* list**, identify the program model name: Anytown, New Jersey

Identify program vendor name: National Conference for Community & Justice *

NJ vendor representative name: _____

Vendor Address: 109 Church Street, New Brunswick, N. J. 08901

Phone: (732) 745-9330 Fax: (732) 745-9419

* formerly The National Conference of Christians and Jews

If you have chosen a "Homegrown model" as an alternative character education program model, identify the "Homegrown model."

(Homegrown model is defined as a character education program, service or activity which the district or school developed and implemented on its own.) Identify "Homegrown model" name: Homegrown - Anytown Hybrid

Complete the following alternative program model information on separate pages.

- 1. What are the goals of character education in your school or district? (Limit one page)**
State your philosophical approach and specific process and outcome goals. What are you trying to accomplish in your character education initiative? Define character education as understood by your school/district.
- 2. How do you plan to implement character education comprehensively in at least one school in your district? (Limit one page)**
Describe the comprehensiveness of your approach. How do you plan to infuse character education into the Core Curriculum Content Standards? How will you include a community outreach component? Describe how you will provide for staff development, student reflection, and skill acquisition and curriculum integration. Be sure to identify which grades will be impacted and the projected number of students, parents and community members to be served.
- 3. How do you plan to measure your success? (Limit one page)**
What pieces of evidence will you use to indicate the strength and success of your character education initiative? If possible, note how character education has affected academic achievement (grades, test scores, discipline records, etc.). You may wish to provide opinions from students, teachers, parents, administrators, or community stakeholders through school climate surveys or testimonials.

**NEW JERSEY CHARACTER EDUCATION PARTNERSHIP (NJCEP)
INITIATIVE
APPLICATION FOR STATE AID FUNDING
FISCAL YEAR 2001**

II. School Personnel Information (con't.)

Oakcrest High School

School Principal: Dennis Foreman E-mail: dforeman@geh.atlnet.org

School Principal Phone: (609) 909-2601

Character Education Program Coordinator: Lynne B. Gale

Character Education Program Coordinator Phone: (609) 625-0028

E -mail: lbasner@geh.atlnet.org

IV. Refusal of Funds

If your district elects not to accept state aid funds for Fiscal Year 2001 for character education program development or expansion, please complete and submit the attached refusal form by Friday, July 14, 2000. **The district does not have to complete an application if a refusal form is submitted.**

V. Statement of Assurances

The applicant hereby assures the New Jersey Department of Education that:

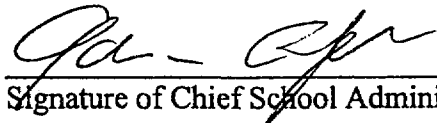
1. Funds received under the Character Education Partnership initiative will be used solely for direct support of character education programs, services and activities.
2. The character education program model selected will be infused into the Core Curriculum Content Standards rather than implemented as a stand-alone program.
3. The district will implement a comprehensive character education program in at least one school building.
4. Funds will be used only to supplement not supplant state and local funds that, in the absence of such funds, would otherwise be spent for such activities.
5. The district agrees to cooperate with the department in areas of program reporting for monitoring and evaluation.

VI. Signature

I certify that the information contained in this application is correct and complete and that the LEA has authorized me, as its representative, to give the above Assurances and to file this application.

Name of Chief School Administrator

Adam C. Pfeffer, Ed.D


Signature of Chief School Administrator

9-12-00
Date

VII. Application Deadline Date

Please return original signed application form to the following address by Monday, October 2, 2000:

**Dr. Philip Brown, Character Education Program Coordinator
New Jersey Department of Education
Division of Student Services
Office of Educational Support Services and Interagency Initiatives
P.O. Box 500
Trenton, New Jersey 08625-0500**

**NEW JERSEY CHARACTER EDUCATION PARTNERSHIP (NJCEP)
INITIATIVE
APPLICATION FOR STATE AID FUNDING
FISCAL YEAR 2001**

Goals of Character Education in the Greater Egg Harbor Regional High School District

The Greater Egg Harbor Regional High School District has adopted "Anytown, New Jersey" as one of several vehicles used to allow our students to focus on issues of human relations, leadership and citizenship in a culturally diverse society. This goal is further strengthened by the requirement that the students implement an action plan at their home school that they have developed during the training received in the summer.

Program Objectives

1. To eradicate racial, ethnic, and religious bigotry and to assist students from our two high schools to understand the impact of prejudice and discrimination on themselves and others.
2. To utilize adult to youth and youth-to-youth interaction to achieve greater understanding and respect for self, by accepting and valuing one's cultural/ethnic/racial identity as well as the cultural/ethnic/racial identity of others.
3. To improve the self image and leadership skills of participating students so they are able to assist individuals, peer groups, families, schools and communities resolve human relations problems.

Outcome Goals

1. Through participation in the summer program, students at both schools will develop an action plan for their home high school.
2. Each high school will implement the action plan in concert with the high school administration throughout the school year, but with the greatest effort being put forth in the first semester in order to set the tone for the entire school year.
3. With the implementation of the plans and activities, both schools will decrease the number of incidents of disrespect and bias and will increase understanding, harmony and tolerance in our cultural diverse schools.

**NEW JERSEY CHARACTER EDUCATION PARTNERSHIP (NJCEP)
INITIATIVE
APPLICATION FOR STATE AID FUNDING
FISCAL YEAR 2001**

Implementation

Greater Egg Harbor Regional High School District will implement our "Anytown" Model in both Absegami and Oakcrest High Schools in the 2000-2001 school year.

At both Absegami and Oakcrest, teams of five students were sent to the Anytown, USA week-long training session in July 2000. Both groups came back to their respective schools with action plans for the school year (district and grant funds).

At Absegami, students wish to involve community, staff and students in the implementation of the philosophy and goals of the Anytown experience through faculty conference attendance, a county-wide student conference, and the featured speaker from Anytown coming to the high school. A team of teachers will attend the character education conference in October 2000 to learn what staff can do to engender these principles in their own classrooms and to turnkey train others on the staff (district and grant funds). The students have asked that a key motivational speaker from Anytown come to their high school as a way to kick off the initiative. That event is scheduled for November and will entail two presentations by the motivational speaker (grant funds). The students will also work with the students at Oakcrest to plan a Cape-Atlantic Conference focusing on equity issues for students from both Cape May and Atlantic Counties in the Fall (district and grant funds).

At Oakcrest, students wish to involve community, staff and students in the implementation of philosophy and goals of the Anytown experience through conference attendance, special speakers, the setting up of a school Diversity Center and the county-wide student conference to be held at Oakcrest High School. A team of teachers will attend the character education conference in October 2000 to learn what staff can do to engender these principles in their own classrooms and to turnkey train others on the staff (district and grant funds). The students have asked that a key motivational speaker from Anytown come to their high schools as a way to kick off the initiative (grant funds).

The students intend as part of the action plan, to set up a Diversity Center at Oakcrest. The administration and faculty advisor have already worked out a space that will work well for this center, a room for staff and students to meet on common ground to work through human relations issues that may arise during the school year (district funds). The students will use some of the grant funds to purchase posters, informational pamphlets and periodicals for this center (grant funds).

**NEW JERSEY CHARACTER EDUCATION PARTNERSHIP (NJCEP)
INITIATIVE
APPLICATION FOR STATE AID FUNDING
FISCAL YEAR 2001**

Implementation (con't.)

Lastly, the students at Oakcrest are spearheading the Cape-Atlantic Conference focusing on equity and human relations issues. They intend to invite students from all of the surrounding high schools to meet, discuss and plan for positive change throughout our adjacent counties of Cape May and Atlantic County. The conference will be held at Oakcrest (district and grant funds).

The students at both high schools with their advisors (paid by district funds) are certain that these measures, plus the many means of dealing with the reduction of violence (peer mediation, for example) and the acceptance of cultural diversity (S.A.V.V.Y, STOP, Human Relations Commission) already in place at Absegami and Oakcrest will result in positive school climate, an increase in student achievement and a decrease in the number of incidents of bias and disrespect.

**NEW JERSEY CHARACTER EDUCATION PARTNERSHIP (NJCEP)
INITIATIVE
APPLICATION FOR STATE AID FUNDING
FISCAL YEAR 2001**

Measurements of Success

Using our 1999-2000 district-wide community survey, the state mandated Violence 1999-2000 and Vandalism Report, the Greater Egg Harbor Regional Board of Education-mandated yearly discipline report (1999-2000), and the school level planning committees goals at both high schools regarding the reduction of multiple failures, we will be able to show conclusively that our character education initiative was a positive force in the improvement of student achievement and school climate, with a concomitant decrease in incidents of bias and disrespect using the 2000-2001 reports to be generated at the close of the school year.

BUDGET FOR CHARACTER EDUCATION GRANT 2000-2001

	State Funding	8219
Student Activity Travel	Oakcrest High School Anytown Fall	1975
Assemblies	Absegami/Oakcrest Speaker - Assembly	4500
Activity Program	Absegami/Oakcrest Student Conference @ OHS	509
Staff Travel Conference	Absegami/Oakcrest <u>Staff</u> Conference (2 each school @ \$175)	700
Activity Program Supplies/Materials	OHS Diversity Center	535
		<u>8219</u>

STUDENT SERVICE & PHILANTHROPY PROGRAM

Building a Program in your School or Community

Goal: Develop a service learning program where a student run "mini-foundation" is set up in school or an after-school setting, under the guidance of a teacher or other adult.

Program Components:

Team Building Experiences- Through various activities students acquire leadership skills, learn to work as a team and have opportunities to reflect on their service experiences. Exercises that develop trust and cooperation are essential for successful teamwork. Leadership training with Outward Bound and Ropes Challenge Courses are wonderful resources if they are accessible in your community.

Building a Knowledge Base- The students learn about philanthropy, grant making, foundations and community service through classroom and direct experience. By developing an understanding of these areas students learn that they can become a positive force for change in their local communities.

Needs Assessment- The students will assess needs in their school and community. Service projects will then be designed, funded and implemented based on their assessment. Through this the students will gain a better understanding of their community and how to solve problems.

Grant Making- The students will learn about grant writing and evaluation. Through group decision making the students will award \$2,000 in grants for youth service projects. If time allows students will monitor funded projects and participate in site visits.

History:

The Student Service and Philanthropy Project was begun at the Devereux Glenholme School in 1997 with curriculum that was provided by the Surdna Foundation. In the past three years our students have directly benefited from their involvement with increased self-esteem, leadership and communication skills. The community has also benefited by having service projects completed throughout Litchfield County, Connecticut. We have found this program to be a positive experience for all involved. We have been able to adapt the curriculum to meet the varying needs of both our students and our community.

The SSPP Curriculum:

The basis of this program is the assumption that youth are competent and capable of implementing valuable ideas and dreams for their schools and communities. This service learning experience gives students problem solving skills and creates a strong sense of self-esteem and confidence. Here is how it works:

Curriculum Outline:

- Engage in activities designed to enhance teamwork;
- Study the history of foundations and how they work;
- Identify community needs;
- Develop ideas and projects to solve problems;
- Learn grant writing and evaluation;
- Award \$2,000 in grants to student service projects;
- Practice leadership and public speaking skills;
- Undertake community service projects and supervision;
- Engage in reflective activities;
- Learn problem solving and decision making;
- Practice journal writing.

The Student Service and Philanthropy Project combines the action of service with the reflective activities of group discussion and journal writing. That special combination results in a rich educational experience that enables students to become active members of their community with the skills and confidence to get things done.

Frequently Asked Questions:

Who Should be Involved with Philanthropy?

Middle and High School Aged Students

Where can Philanthropy Programs be Used?

In Schools, After School Programs, Teen Centers, Church Youth Groups, etc

What Are the Benefits of Service and Philanthropy?

- Increased leadership and communication skills.
- Heightened self-esteem.
- Student belief that they can achieve significant outcomes in the real world.
- Increased connection to the community and others.

What do I Need to Get Started?

SSPP or other curriculum that includes leadership development, needs assessment, philanthropy and grant making. A grant of \$2,000 to cover foundation monies. The time and talents of a teacher or adult who wants to positively expand the experiences of youth.

Where Can I Get Funding?

Community and Local Foundations, Lions Clubs, ELKS, Rotary, Garden Clubs, PTO, Kiwanis, Local Businesses, and Student Fund Raisers.

What Are Some Resources?

- Local Untied Way's often have youth Development Programs
- www.k12edphil.org- the SSPP curriculum is available here.
- Center for Youth as Resources- www.yar.org
- Community Partnerships with Youth Inc.- www.cpyinc.org
- The Independent Sector -www.independentsector.org
- New Jersey Youth In Philanthropy- www.njn.net/yip/
- Do Something Organization - www.dosomething.org
- National Society for Experiential Education - www.nsee.org
- Youth as Resources- www.ncpc.org

Anytown
Absegami High School
201 Wrangleboro Road
Galloway NJ 08205

We often affectionately refer to Absegami High School as a mini *United Nations*. Our student body is a diverse mix of many cultures, ethnic backgrounds and races, a microcosm of our society. We thought it beneficial that we maximize this strength by instilling common values of tolerance and diversity throughout our community. Our mission began about four years ago by sending an envoy of 5 students to the NCCJ summer camp Anytown. These students returned charged with a mission to spread the feelings of equality and understanding, so they developed a program working with our incoming freshmen. Every spring, a bus load of Absegami students who have been trained as student leaders in human relations, work in a small group setting with 8th graders. They lead activities that help these students see outside themselves by accepting and valuing each other's cultural, racial and ethnic identity. These students continue to work together throughout the next school year to reinforce these values.

Two faculty members supervise our Anytown program during the summer and throughout the school year. These teachers help group members select new Anytown members, this process includes faculty nominations and group interviews. They facilitate the yearly training of students by students in areas of self-esteem, leadership, family relationships, racial understanding, inter-religious respect, communication skills, male/female role perceptions and good citizenship. They act as a liaison between our district and our neighboring sending schools. And they coordinate the ongoing student-to-student training throughout the school year. Our school board supports this program by allowing students and teachers school time to visit our sending schools, opening our

Anytown
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school to assemblies on diversity and by financing the stipends of Anytown's advisers.

Other funding is through the NJ Character Education Grant.

During the 2001-2002 school year, we tied this program to one of our state mandated school performance objectives. Our goal was to reduce the frequency of discipline referrals for disrespectful behavior by 10%. We felt that programs such as Anytown that concentrated on improving understanding and tolerance would reduce instances of disrespect among students and disrespect of students to teachers. We were right, our discipline referrals drastically decreased – we saw an overall decline of disrespectful behavior incidents of 53%, far exceeding our expectations.

Absegami's Anytown Program has been effective on many levels. Those students who go to the week long camp come back charged with positive emotions, their self-esteem is heightened, their feelings about fellow men warmed. Eager to spread this good news, they use this energy to swell their numbers. These students learn how to train others and then these newly trained students continue to broaden this message to our entire school community and neighboring community schools. At first glance, this student achievement gained through Anytown may appear to be simply emotional and social, but the climate it creates serves to enable all students to be better able to perform academically. We are very proud of the work our Anytown program does here at Absegami, it has moved far beyond the original 5 students and touched everyone of us.

Appendix B
Target Population Data

IN-SCHOOL SUSPENSION PROGRAM

GENERAL RULES & PROCEDURES

1. Students must report to In-School Suspension in Room 304 prior to the bell for first period with all textbooks, assigned reading material, notebooks, pens and pencils.
2. All activities worked on must be approved by the In-School Suspension Teacher. Assignments will be given to students and must be completed.
3. Students are not permitted to talk, communicate with others or leave their assigned seat without the permission of the In-School Suspension Teacher. Students must raise their hand in order to be recognized.
4. There will be no sleeping and eating, drinking or chewing of gum except during the lunch period.
5. No one is to leave the room. There is a bathroom in back of the room. Permission must be given to use the bathroom. Please check the bathroom when students are finished. If there is an emergency, please call, Ray Dolton at 2416 for 10th graders A-K and all 12th graders, Lynda Leahey at 2428 for all 11th graders and all Special Education students and Mike Wilbraham at 2467 for all 9th graders and 10th graders L-Z.

MY SCHEDULE

Period 1	7:35 - 8:17	ISS
Homerom	8:21 - 8:31	ISS
Period 2	8:35 - 9:17	ISS
Period 3	9:21 - 10:03	Off Covered by Mary Stillwell
Period 4/5	10:07 - 10:49	ISS
Period 6	10:53 - 11:18	Lunch Covered by Jayme Miller
Period 7/8	11:22 - 12:04	ISS
Period 9/10	12:08 - 12:50	ISS
Period 11	12:54 - 1:36	ISS
Period 12	1:40 - 2:22	Off Covered by Kerri Flukey

ATTENDANCE

In-School Attendance Forms are located on the top shelf of the 2 shelf metal shelf on my desk.

Place your name on the line for teacher and the date.

Check the In-School Attendance Form from the previous day to see if a student is returning. (They are on a clipboard on the top shelf of the 2 shelf metal shelf on my desk.) There are numbers after the student's name. Example: 1 of 2, 2 of 2, 1 of 3, 2 of 3, 3 of 3. The first number designates the number of days served while the second number designates the number of days assigned. Write the name of the student and the number of day(s) served and the number of day(s) assigned. Check off present or absent.

If it is a new student assigned to ISS, there is a small yellow III/OSS slip that will be in my mailbox or sent to my room. Write the name of the student and the number of day(s) served and the number of day(s) assigned on the Attendance Form. Check off present or absent.

Keep the yellow copy and staple any new ISS/OSS yellow slips to it and place it on the clipboard. An office aid will pick up the attendance form. If someone does not come, please call Claire Kendall at 2416 before 8:15 a.m. with the attendance information.

LUNCH

Students do not leave the room for lunch. Lunch is brought to the room.

1. Ask the students if they want to buy lunch. If they do, complete the Lunch Menu Form with their choices. (The form is located in a folder on the bottom shelf of the 2 shelf metal shelf on my desk.

The choices are:

Entrée: Turkey Sandwich
Ham & Cheese Sandwich
Peanut butter & Jelly Sandwich

Drink: White milk
Chocolate Milk

Sides: Dessert
Select 2 Fruit
Small Tossed Salad

You need the following:

- * Student's name
- * Student identification number which is on the back of their ID.
The ID number has 14 digits.
Example: 1 2 3 4 5 0 0 0 6 7 8 9 10 11. Use the last 6 digits but drop the last digit.)
- * Their money

Place the money in an envelope (Envelopes are in the bottom right hand drawer of the desk.)

Label the envelope with the student's name, 5 digit ID number, the amount of money enclosed and their selections. Change will be provided, if necessary, when the lunch is delivered.

2. Place the order by calling the kitchen at 2407 before 8:15 a.m. Place each order by giving the student's 5 digit ID number and their selections. The Lunch Menu Form can be discarded.
3. Jayme Miller will relieve you for lunch. When you return from lunch, she will take the envelope(s) and pick up the lunch order(s) and bring them back to the room.

SEATING

I try to keep the students separated as much as possible depending upon numbers.

For the previous day student, they sit in the seat they were assigned. Please check the seating chart.

For a new student assigned to ISS, please assign them a seat and place their name on the seating chart.

HOMEROOM

Please turn on the television for the morning announcements. There is a yard stick on top of the cabinet next to the television to use to turn it on. It needs to be on channel 2.

ASSIGNMENTS

For new students assigned to ISS, have them complete the following:

- (1) The In-School Suspension Program Information Form that is located on the bottom shelf of the 2 shelf metal shelf on my desk.
- (2) Look at the yellow ISS/OSS form and obtain the reason for them being in ISS. Go to the top drawer of the 4 drawer file cabinet and select the appropriate packets for the offense. There is a reading packet and a student response packet for each offense. The student must complete the packet.
- (3) They must complete a written assignment that will include:
 - a description of the student behavior that resulted in suspension
 - an explanation as to why this behavior is unacceptable
 - a plan to prevent this behavior from happening again.

Collect all three items.

These assignments may take all of 1st period and part of 2nd period.

Teachers will submit work on a blue sheet. They will be in my mailbox, in a tray in the main office on the shelf under the teacher's mailboxes or teachers will bring the assignments to ISS. This will also apply for students that were in ISS the previous day.

Please return all completed work to the teacher via their mailbox in the main office.

I spread their work out so they have something to do each period. When they complete all their work, they may read the magazines that are on the shelf to the left of my desk. They may also complete the packets that are on the table in front of my desk. If someone does not cooperate, you may also choose any textbook in the room and have the student copy a section. There are also textbooks in the orange cabinets. Please keep them busy. Please collect all work.

I try to have mathematics work done 3rd period because Mary Stillwell, a math teacher, relieves me.

I try to have science work done 12th period because Kerri Flukey, a science teacher, relieves me.

Have a nice day. Thanks for covering for me.

(4)

IN-SCHOOL SUSPENSION PROGRAM RULES & PROCEDURES

Name _____ Date _____

You are to serve _____ day(s) of In-School Suspension on

Any In-School Suspension days not served due to out of school absences must be made up by starting the first day you return to school.

1. Students must report to In-School Suspension in Room 304 prior to the bell for first period with all textbooks, assigned reading material, notebooks, pens and pencils.
2. All activities worked on must be approved by the In-School Suspension Teacher. Assignments will be given to students and must be completed.

Each student must complete a written assignment that will include:

- a description of the student behavior that resulted in suspension
 - an explanation as to why this behavior is unacceptable
 - a plan to prevent this behavior from happening again.
3. Students are not permitted to talk, communicate with others or leave their assigned seat without the permission of the In-School Suspension Teacher. Students must raise their hand in order to be recognized.
 4. There will be no eating, drinking or chewing of gum except during the lunch period.

I have read these rules and guidelines and understand my responsibilities. My failure to complete the In-School Suspension Program successfully, may result in out-of-school suspension, a principal's hearing, a superintendent's hearing, attendance at the Board of Education Discipline Panel and/or a required parent conference.

Student Signature

(5)

IN-SCHOOL SUSPENSION PROGRAM INFORMATION SHEET

Name _____ Date _____

Grade _____ Student ID # (5 digits) _____

Homeroom# & Teacher _____ Date of Birth _____

Home Address _____

Home Telephone _____

Name of Parent/Guardian _____

Names & Ages of Brothers/Sisters _____

List Your Interests in School _____

List Your Interests Out of School _____

Whom Do You Talk With When You Have a Problem or Concern _____

List Your Hobbies _____

Period	Teacher	Subject	Period	Teacher	Subject
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_____	_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____	_____
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STUDENTS THAT HAVE SERVED MULTIPLE ISS

9/6/2002-1/31/2003

* Names have been erased for reasons of confidentiality *

- Dangerous Behavior
Insubordination
- Dangerous Behavior
Disruptive Behavior
 - Passing Cheat Sheet
 - Possession of Headset
- Profanity
Insubordination
Insubordination
- Disrespectful Behavior
Profanity to a Teacher
- Disrespectful Behavior
Insubordination
 - Cut Class
Insubordination
Failure to Serve ISS
Cut Class
- Possession of Lighter
Disrespect
 - Truant
Dangerous/Unsafe Behavior
 - Cut Class
Cut Long Detentions
Cut Long Detention
Cut Long Detention
 - Possession of Tobacco
Cut Long Detention
- Fighting
Smoking
 - Disrespect
Insubordination
Insubordination
Insubordination/Disrespect
 - Insubordination
Dangerous/Unsafe Behavior
 - Truancy/Insubordination
Disrespect
Disrespect
 - Cut Long Detention
Smoking
Disrespect
 - Disruptive Behavior
Disrespect
 - Cut Long Detention
Cut Long Detention
Cut Long Detention

- Cut Class
Cut Class
- Cut Class
Cut Class
- Cut Class
Insubordination
- Smoking/Left School Grounds
Smoking
 - Fighting
Cut Class
- Insubordination
Cut Long Detention
Cut Long Detention
Cut Long Detention
Insubordination
Insubordination
Cut Long Detention
- Insubordination
Insubordination
Insubordination
- Insubordination
Insubordination
 - Disrespectful Behavior
Cut Long Detention
Insubordination
 - Cut Long Detention
Cut Class
Fighting
 - Insubordination
Cut Long Detention
 - Disrespectful Behavior
Insubordination
- Cut Long Detention
Cut Long Detention
Disrespect
Cut Class
 - Left School Grounds
Disrespect
 - Left School Grounds
Left School Grounds
- Disrespectful Behavior
Insubordination
 - Dangerous Behavior
Truancy
- Insubordination
Insubordination
 - Left School Grounds
Smoking
- Cut Long Detention
Cut Long Detention
Cut Long Detention
Cut Long Detention

- Threatening Another Student
- Dangerous & Unsafe Behavior
- Dangerous Behavior
- Fighting
- Disrespect
- Insubordination
- Insubordination
- Disrespect
- Disrespect
- Disrespect
- Truancy
- Disrespect
- Profanity/Disrespect
- Smoking
- Sleeping in ISS
- Dangerous Behavior
- Fighting
- Disrespect
- Cut Long Detention
- Cut Long Detention
- Dangerous and Unsafe Behavior
- Disrespectful Behavior
- Insubordination
- Truancy
- Truancy
- Fighting
- Forgery
- Cut Class
- Cut Class
- Left School Grounds
- Cut Class
- Vandalism
- Disruptive Behavior
- Disruptive Behavior
- Fighting
- Left School Grounds
- Possession of Tobacco
- Possession of Cigarettes
- Vandalism
- Insubordination
- Cut Long Detention
- Insubordination
- Insubordination
- Disrespect
- Insubordination
- Threat to a Student
- Insubordination
- Truancy
- Disrespect

- Possession of Tobacco
- Left School Grounds
- Cut Long Detention
- Cut Long Detention
- Possession of Tobacco
- Smoking on School Grounds
- Possession of Cigarettes
- Cut Long Detention
 - Left School Grounds
 - Smoking
 - Insubordination
- Insubordination
- Fighting
- Insubordination
- Insubordination
- Cut Long Detention
 - Insubordination
 - Insubordination
- Disrespect
- Insubordination
- Cut Long Detention
- Dangerous Behavior
- Insubordination
- Dangerous Behavior
- Insubordination
- Assault, Non-Aggressor
- Assault
 - Disrespect
 - Dangerous/Unsafe Behavior
- Computer Violation
- Computer Violation
 - Smoking
 - Cut Long Detention
 - Cut Long Detention
 - Disrespect
 - Disrespect
- Cut Long Detention
- Insubordination
- Cut Long Detention
- Insubordination
 - Disrespect
 - Disrespect
- Insubordination
- Insubordination
- Left School Grounds
- Insubordination
- Disrespect
- Disrespect
- Possession of Lighter
- Sleeping in ISS

- Fighting
Disrespect
- Fighting
Insubordination
- Disrespect
Insubordination
- Left School Grounds
Smoking
Cut Long Detention
Disrespectful Behavior
- Dangerous Behavior
Insubordination
- Insubordination
Smoking
- Sexual Harassment
Disrespect
 - Left School Grounds
Cut Class & Long Detention
- Dangerous Behavior
Cut Long Detention
Disrespect
Cut Class
Cut Long Detention

Appendix C
Character Activities

12/4/02

Activity 5-4: Peer Pressure

PURPOSE: To help students realize they are subjected to peer pressure every day. This activity helps students see how they bow to peer pressure on a regular basis and what alternatives they have for handling it.

MATERIALS: Worksheets 5-4A and 5-4B; pencils

PROCEDURE:

- Have the students take the quiz on Worksheet 5-4A individually.
- When students have finished the quiz, give the number of points earned for each answer so that students can compute their scores. An **a** answer is worth 1 point, a **b** answer is worth 2 points, and a **c** answer is worth 3 points.
- Have those who scored 10–16 points stand in one area of the room. Have those who scored 17–23 points stand in another area of the room. Finally, have those who scored 24–30 points stand in a third area of the room.
- Form new groups of three by putting one student from each of the three point-scoring groups together. That is, place one student who scored 10–16, one who scored 17–23 points, and one who scored 24–30 points together in one group.
- Follow up with the discussion questions on Worksheet 5-4B.
- Give one copy of Worksheet 5-4B to each small group.
- Have each group choose a recorder to write on the worksheet the group's responses to the discussion questions.
- Have a spokesperson from each group share the group's answers to the discussion questions.
- Come up with a class-generated list of ways to handle peer pressure.

(1)

Student's Name _____ Date _____

5-4A

Peer Pressure: Quiz

a = 1
b = 2
c = 3

Complete each situation with the solution you would choose. Circle the letter of your answer.

1. You and your two best friends are supposed to do something Friday night. They decide to get a video and invite their girl- or boyfriends over. You're not seeing anyone currently, so you:
 - a. Feel bummed, go home, and sulk.
 - b. Invite your little cousin over to watch a Disney video with you.
 - c. Invite your new crush to join you and your friends.
2. You go to a party that everyone's going to. When you arrive, you find out there are no adult chaperons and someone brought alcohol. You feel uncomfortable, so you:
 - a. Join the party and start drinking so you forget you are uncomfortable.
 - b. Join the party, but refuse the offer of alcohol and drink soda.
 - c. Leave the party.
3. On the night of your grandparents' 50th-wedding anniversary party, your best friend is having the biggest party of the year. You:
 - a. Build a very strong case with your parents for going to your friend's party (you'd be the social failure of the year and never have any friends again) and go to the party.
 - b. Go to the family anniversary party, but leave right after dinner to get to your friend's party.
 - c. Go to the anniversary party and enjoy it. (They are your grandparents and you're lucky to have them.)
4. You change the color of your hair just because you want a new look. Your friends start making rude comments about how it looks. You:
 - a. Have it dyed back to your own color.
 - b. Wear a baseball cap as often as possible.
 - c. Laugh and tell your friends to get a life.
5. Your best friends are in French class with you. You do pretty well because you study it every night and do your homework. They think homework is a waste of time and energy. The night before a big unit test, your friends want you to go to a movie with them. You:
 - a. Figure your grades are pretty good and you can wing it for one test, so you go with them.
 - b. Tell them your parents won't let you go out the night before a test.
 - c. Tell them you really want to do well on the test and that you'll go to the movies with them on Friday night.

5-4A (continued)

6. You're at the mall with a group of friends. One of your teachers walks by. You:
 - a. Make rude comments about teachers in general and laugh at the one walking by.
 - b. Get involved in animated conversation with your friends and pretend you don't see the teacher.
 - c. Greet the teacher by name as he or she walks by.
7. It's Saturday and your parents ask if you'd like to go to the beach for the afternoon. It's really hot and you'd love an afternoon of swimming and sunning. You:
 - a. Know you'd be mortified if any of your friends saw you at the beach with your parents, so you decline the invitation.
 - b. Agree to go if you can invite several of your friends to go also.
 - c. Accept their invitation and even offer to help pack a picnic lunch.
8. Two of your friends who are thinner than you are complaining about how fat they are while watching you polish off a hefty, but healthy after-school snack. You:
 - a. Find the nearest mirror and decide you really have to go on a strict diet.
 - b. Feel embarrassed at the size of your snack compared to their glasses of water, immediately throw your snack away, and get a glass of water.
 - c. Laugh and tell them if they played a sport like you do, they could eat anything they wanted and not gain a pound.
9. On a typical school night, you:
 - a. Eat dinner, watch TV, talk on the phone, listen to music and e-mail your friends, read magazines, get to bed by midnight.
 - b. Eat dinner, watch one hour of your favorite TV program, do your homework while listening to your favorite music, talk on the phone with friends, get to bed by 11:00.
 - c. Eat dinner, do your homework while listening to your favorite music, receive a couple of phone calls, get to bed by 10:30.
10. You have a new crush. Your crush is in one of your classes, but doesn't hang with the same group you do. When you mention your crush casually to some of your friends, they react negatively. You:
 - a. Forget the whole idea. (There are a lot of fish in the sea.)
 - b. Continue to pursue your crush, but stop talking about it with your friends.
 - c. Tell your friends you really like this person and if they were really your friends, they'd give your crush a chance before reacting so negatively.
11. Your parents have imposed a weekend curfew for you that none of your friends have. You're embarrassed and humiliated as well as annoyed with your parents. Your friends don't want to hang with you because they always have to stop what they're doing to drop you off at home. You:
 - a. Argue with and get angry with your parents, generally making their lives—and yours—miserable.
 - b. Accept their curfew resentfully, knowing there's not much you can do about it.
 - c. Sit down with your parents and work out a curfew that is more reasonable and not so restrictive.

Students' Names _____ Date _____

5-4B

Peer Pressure: Discussion Questions

In your groups, answer the following discussion questions. Choose one person in the group to serve as the recorder.

1. What does peer pressure mean to you?

2. Where do you see, use, or feel peer pressure?

3. What happens when someone is experiencing peer pressure? How does peer pressure affect others in that person's life?

4. What are some effective ways of dealing with peer pressure?

(Use the back of this sheet if you need more space for your answer.)

Activity 4-1: Attitude

PURPOSE: To help students understand that attitude is more important than winning, fame, money, or other "things" the media leads people to believe are important. Attitude plays a vital role in shaping who we are as people and is reflected in what happens to us in life.

MATERIALS: Worksheets 4-1A and 4-1B; small plastic chips or paper clips to use as tokens; pencils

PROCEDURE:

- Divide the group into small groups of three or four students.
- Give one copy of Worksheets 4-1A and 4-1B, and one token to each group.
- Explain the circumstances and the rules of the game.
 - a. The students are to imagine that they are the people in each of the situations.
 - b. The students discuss the possibilities within their small groups for each situation and come to a consensus on the best choice.
 - c. Next, they check the consequence of their choice and move their token accordingly on the game sheet.
 - d. The object of the game is to see who will be the first group to get to P.M.A. (Positive Mental Attitude).

Attitude: It's Your Call

Imagine you are the people in each of the following situations. In your small groups, discuss the possibilities for each situation. Come to a consensus on the best choice and check the consequence of your choice below. Move your token on the Attitude Game Sheet as indicated in the corresponding consequence. The object of the game is to see who will be the first group to get to P.M.A. (Positive Mental Attitude).

SITUATION 1

You're the quarterback of a professional football team meeting the press after playing poorly in four consecutive games resulting in team losses. The disgruntled fans booed you as you left the field.

What Is Your Response?

- A. You tell the press you're not motivated by fans who come to boo at you.
- B. You tell the press the fans are taking it out on you and you don't want to whine about it.
- C. You tell the press the way you played you would have booed yourself, too, and you intend to turn things around starting now.

Consequences

- A. Now doubts of your leadership ability loom as great as those of your playing ability. *You lose a turn.*
- B. You didn't completely blame others for your mistakes, but you didn't show a positive attitude either. *Move ahead 3 spaces.*
- C. You accepted some of the blame and showed a positive attitude. That's how you begin to win. *Move ahead 5 spaces.*

SITUATION 2

You are an Olympic wrestler competing for the U.S.A. in the gold-medal round. You lose your match to the Russian athlete competing against you.

What Is Your Response?

- A. You say, "I can only say I was truly happy that I could fight him, but he was the better warrior."
- B. You throw your mouthpiece and refuse to shake the referee's hand.
- C. You threaten to protest against the Olympic scoring rules.

Consequences

- A. You have taken part in the competition with the right attitude. Attitude is even more important than winning. *Move ahead 6 spaces.*
- B. Your attitude and tantrum behavior are appropriate for a two-year-old, not a winner. *You lose a turn.*
- C. Rules are rules and they apply to everyone. It's good to challenge rules if they don't apply. But think about your method. *Move ahead 3 spaces.*

4-1A (continued)

SITUATION 3

You are the U.S. tae kwon do fighter who made it to the Olympics because your best friend and training partner forfeited her slot on the team so that you could go to represent the United States. In the first round of the Olympic competition, you crashed out.

What Is Your Response?

- A. You say, "I'm a loser. My friend should have come instead of me."
- B. You say, "I lost. It happens to the best of athletes."
- C. You shout "Get lost!" to the members of the press who try to interview you after the match.

Consequences

- A. That defeatist attitude might make you feel better, but it won't help the team or your friend who gave up her spot on the team for you. *Move ahead 2 spaces.*
- B. Your attitude is positive and healthy. Life goes on and so will you. *Move ahead 6 spaces.*
- C. Your attitude is an embarrassment to everyone around you. *You lose a turn.*

SITUATION 4

You're a young American woman coming from an average athletic career to soundly win the inaugural women's pole vault in the Olympics. When interviewed afterward, you talk about why you won.

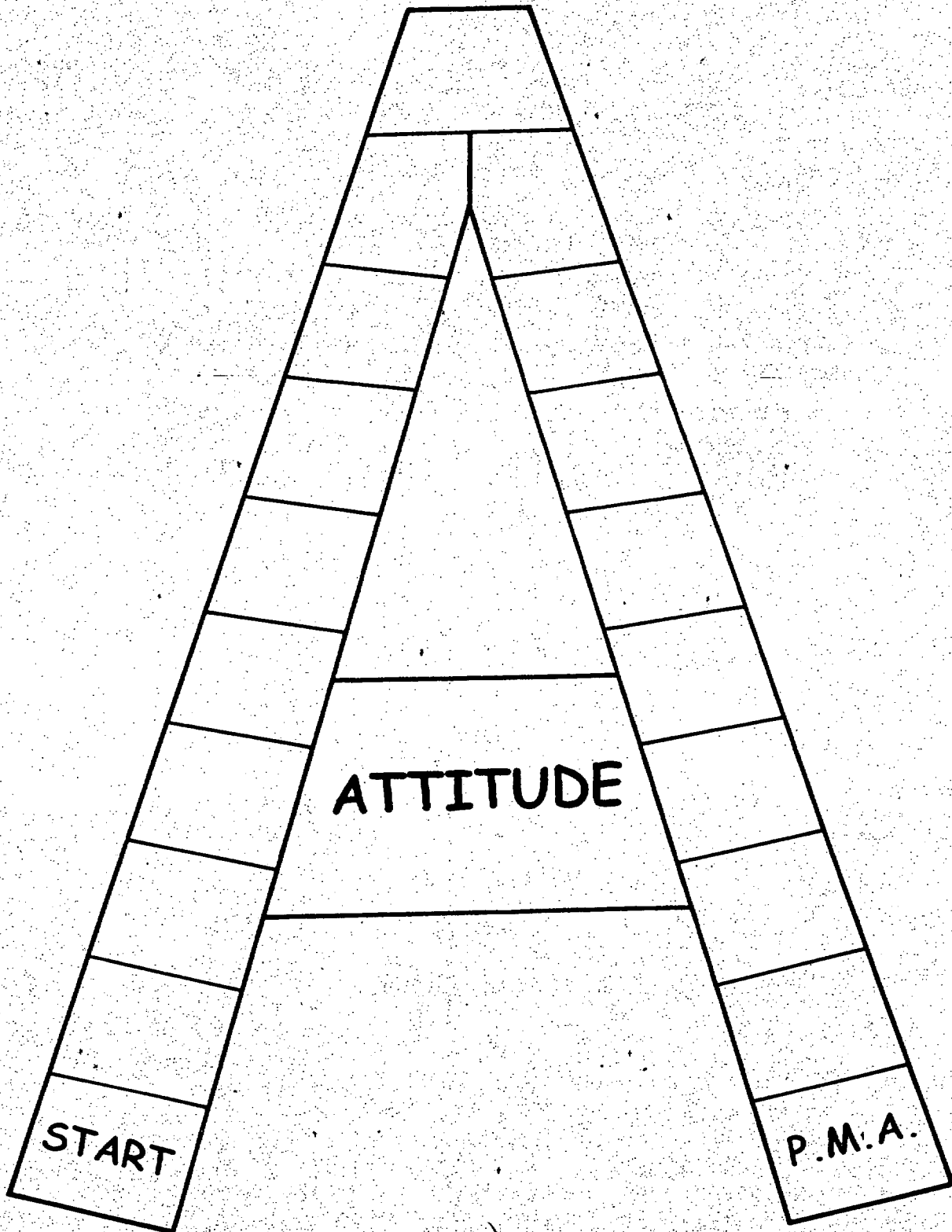
What Is Your Response?

- A. You say, "I think that anyone, if they put their heart and soul into it, can accomplish anything. It's a great feeling."
- B. You say, "I won because I deserved it."
- C. You say, "Your dreams don't always come true when you want them to. This time I was lucky because they did."

Consequences

- A. According to Tommy Lasorda, coach of the 2000 Olympic American baseball team, "It's not always the best or the fastest that wins. It's the athlete that wants it the most." A positive mental attitude brings about amazing results. *Move ahead 6 spaces.*
- B. Having self-confidence is important, but there is a very distinct line between self-confidence and arrogance. *Go back 2 spaces.*
- C. If you think success is determined by luck, your mental attitude needs perspective. *You lose a turn.*

Attitude Game Sheet



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(8)

Activity 1-3: Good Character*

PURPOSE: To help students realize that character (who you really are) is more important than reputation. To encourage students to think about the aspects of their reputation that don't match their character. This activity also helps them understand more of what the First Class initiative is aiming for. A goal of First Class is not only to know what is right, but also to do what is right, even when no one else is watching.

MATERIALS: Worksheet 1-3; pencils

PROCEDURE:

- Divide your class into groups of three. (Groups of two don't provide enough variety of opinions. Four can be more easily distracted from the focus of the activity.)
- Have each group write a definition for reputation and character.
- Have a spokesperson from each group read the group's definitions aloud.
- Appoint a student to record on the board the characteristics of each group's definition of the words.
- Read the Random House Dictionary of the English Language definition for each word aloud.

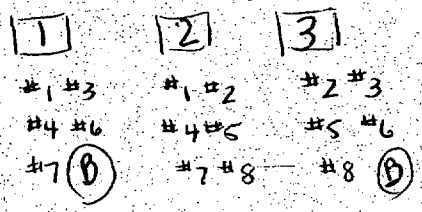
REPUTATION: (1) the estimation in which a person or thing is held, especially by the community or public generally; (2) favorable repute.

CHARACTER: (1) the aggregate of features and traits that form the apparent individual nature of some person or thing; (2) moral or ethical quality; (3) good repute.

- Hand out a copy of Worksheet 1-3 to each group.
- Instruct each group to choose a recorder to write down the group's answers on the worksheet.
- Have a spokesperson from each group share his or her group's answers to the questions with the entire class. Be sure not to force anyone to answer questions aloud.
- Wrap it up with the following "food for thought." Fitting in during high school may seem crucial, but developing what you are is more important to your future. In the long run, a person's character determines how far he or she goes in life. Dr. Steve Farrar, author of Point Man: How a Man Can Lead a Family, said, "Reputation is what people think you are. Character is what you are when no one is around."

*Thanks to Briana Sprague for this activity.

Groups



(9)

Students' Names _____

Date _____

1-3

Good Character

Answer the following questions as a group. Choose one person from the group to record your answers on the worksheet.

1. How are the two words (reputation and character) alike?

2. How are they different?

3. Think about people who have a good reputation and bad character or vice versa. (Draw examples from the political world, the sports world, history, literature, the movie industry, and the corporate world.) Does your opinion of someone change when you find out he or she is really a different person from the one his or her reputation suggests? Explain.

Iverson - bad rep & good character

Matia -

4. How could an incorrect reputation help someone?

Political

Rumor vs fact

1-3 (continued)

5. How could an incorrect reputation hurt someone?

Gossip!

Rumors!

6. Do you think reputation or character is more important to teenagers? Why?

7. Do you think people try to form a reputation to cover up their character?

8. Name an easy and a difficult character trait that can be changed.

Activity 4-8: Handling Anger

PURPOSE: To help students learn about dealing with anger. Students who learn to deal with their own anger and the anger of others gain strength of character and become more successful both in and out of school. Handling anger is an important step toward *living* the 3R's of First Class: RESPECT for self and others, RESPECT for how we communicate, RESPECT for our surroundings.

MATERIALS: Worksheets 4-8A, 4-8B, 4-8C, and 4-8D; pencils

PROCEDURE:

- Have each student fill out Worksheet 4-8A.
- Ask for volunteers from the class to role-play as many of the role-play situations on Worksheet 4-8B as possible in the time allotted.
- Divide the class into small groups of three to four students.
- Give each group one copy of the discussion questions on Worksheet 4-8C. Ask each group to select a recorder from the group to write down the answers to the discussion questions.
- Allow the groups enough time to complete the discussion questions.
- Reconvene as a large group. Ask the spokesperson from each small group to share the group's responses to questions 1-5 of the discussion questions.
- As a whole group, come up with a class-generated list of six good things we can do when we feel angry (question 6 of the discussion questions). Write the list on the board or butcher paper.
- Ask the students to copy the list onto their copy of Worksheet 4-8A, and keep it where they can refer to it regularly.
- Finish by having the students move into their small groups again.
- Give each group a copy of Worksheet 4-8D.
- Allow the groups enough time to come to a consensus on the best solutions to the role-play situations.
- Have each group share its best solutions with the entire class.

Student's Name _____ Date _____

4-8A

Handling Anger

Answer the following questions about yourself.

1. How do you know when you're angry?

2. What kinds of words or actions trigger your anger?


3. Do you think it takes a lot to make you angry or do you get angry quickly?

4. What do you do when you're angry?


5. Does what you do when you get angry help solve the problem? Why or why not?

(If you need more room to write, use the back of this worksheet.)

Handling Anger: Role-Play Situations

 You and your friend Chris plan to spend a weekend visiting another friend who is a freshman at the university. You've made all the arrangements to stay with your college friend in his dorm. You even bought tickets for the football game on Saturday afternoon and your college friend got you dates for Saturday night. At the last minute Chris, who was going to drive you there, says he has changed his mind and decides he doesn't want to go. What do you do? What do you say?

- One rainy morning you are walking down the hall in school as two kids playing with a Frisbee™ throw it and hit you in the back of the head. As you whirl around to find out what's going on, you step on a wet spot on the floor, twist your ankle, and fall down—while your books and papers fly all over the place. Everyone starts laughing at you. What do you do? What do you say?

 You're working on a joint project for History with one of your friends who is also in the class. You've finished your part of the project and your friend decides to take it home and finish up her part of the project. The next day you wait for your friend to come into the classroom with the finished product, but when she arrives she has nothing. She explains that she woke up late, rushed to school, and forgot the project at home. You are furious at yourself for not checking up on her. You explain the situation to the teacher who refuses to give you an extension because he feels you had adequate time to prepare the project. Now you're not only mad at your friend, but you're mad at your History teacher, too. What do you do? What do you say?

- Some friends invite you to go to a movie on Friday night. You all agree to meet at the theater at 7:30. You arrive at 7:15 and wait until 7:30, but no one shows up. Finally, you decide maybe they already went in, so you buy a ticket and go in. They are not inside either. You sit down to watch the movie, thinking that maybe they got caught in traffic and are late. You watch the entire movie, but your friends never show up. You go home and call them. They laugh and say they decided at the last minute to rent a movie and stay home. You are angry. What do you do? What do you say?

Students' Names _____

Date _____

4-8C

Handling Anger: Discussion Questions

In your small group, answer the following questions about the role-play situations you observed. Choose one person in your group to record your group's answers.

1. What kinds of behaviors did you see and hear?

2. How do you think the "victim" in each of these situations felt?

3. How did you feel as an observer of the behavior? Why?

4. Did the behavior of the people in the role-play situations help solve the issues? Why or why not?

5. How does handling anger tie to the 3 R's of First Class (RESPECT for self and others, RESPECT for how we communicate, RESPECT for our surroundings)?

4-8C (continued)

6. Come up with a list of six good things you can do when you are feeling angry.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Students' Names _____ Date _____

4-8D

Let's Resolve It

In your small groups, using the class-generated list of six good things to do when you feel angry (question 6 of Worksheet 4-8C), find the best solutions to each role-play situation. Write your best solutions on the following continuums between the two overused solutions (fight or flight).

SITUATION 1 (a college visitation weekend)

fight

flight

SITUATION 2 (a bad morning)

fight

flight

SITUATION 3 (the history project disaster)

fight

flight

SITUATION 4 (Friday night at the movies)

fight

flight

(17)

DETENTION LEARNING PACKET #6: DISRESPECTFUL BEHAVIOR

INTRODUCTION

For being disrespectful to a teacher or other school adult you have been given a detention. In most settings (school, home, church, etc.) it is expected that senior high school aged students will display an attitude of respect toward adults. In fact, whether we are students or adults we should be respectful. This is called common decency or common courtesy.

We should not be prevented from expressing our opinions concerning how we see or feel about the world around us, however, there is an acceptable way to make our views known to others. Usually other people are willing to listen to us if we are able to communicate in a non-offensive manner. This means that you say something without degrading someone, embarrassing him, or by being out of place.

Think of how it might be at school if, as students, we could say anything we wanted, when we wanted. If you think about it, you can see that it is fairly important to behave according to set standards or school would not be a good place to come and learn.

You are probably serving this detention not so much because of how you felt about something but because of how you expressed it. A school official has determined that the manner in which you expressed yourself was outside your role as a student and therefore offensive. You can probably think of a better way to have made your point without breaking a school rule.

REASONS FOR BEING DISRESPECTFUL

1. Control. A message that we give others when we display disrespect is that we want control. This is especially true if we show disrespect toward someone in authority. In a sense what we are saying is, "I've got the upper hand in this matter." This is a display of power inappropriate to your role as a student. In other words, you have gone too far. For example, Bob told his study hall teacher that he did not want an assigned seat and that he was going to sit next to Bill. What Bob did required the teacher to exert his authority and send him to the office.

Actually what is happening is that Bob is showing everyone that he lacks control over his own impulses. Other students view this type of behavior as being immature. Bob also realizes that his demands were not met and that for his disrespectful attitude he had to serve a detention.

2. Attention. Some students are disrespectful so that they can get attention from their friends. It is their way of being noticed and feeling important. If we are insecure about ourselves it sometimes makes us feel good to put someone else down and to be noticed for doing so. Therefore, instead of getting recognition by doing positive things we choose the easy way out and get people to look at us by being immature.

3. Something else is wrong. If we are feeling upset about something important to us we can act out of character. For instance, we might be depressed about a matter of importance to us at home or school. When this occurs we may lack temporary control over our emotions and our actions. This could happen to anyone now and again. However, this should not be used as an excuse for our behavior in general. The term used to describe taking out our feelings on someone else is called displacement. This means transferring the emotions connected with one person or situation to another person or circumstance. An example of this would be where the boss gets upset with an employee, the employee goes home and yells at his wife, the wife spansks the child, the child pulls the cat's tail, and the cat eats the mouse, thus ending the displacement cycle.

CONSEQUENCES AND REACTIONS

Typical reactions by students who are disrespectful include: "it wasn't my fault", "it wasn't completely my fault", "they deserved it", or "what I did was no big deal." If any of these fit your initial reaction when you were accused of being disrespectful then you were probably being defensive. To be defensive means that in some way or another you shift the blame from yourself to someone or something else.

The best approach to punishment is to admit fault, take your punishment and avoid making the same mistake again. By doing this people can accept your fault, generally forgive you for your actions, and still want you as their friend. Over the long run, facing reality and working on your weaknesses tend to produce the best results.

There are many words that describe being disrespectful: rude, impolite, inconsiderate, and out-of-hand are some of them. These actions generally produce the same reactions: people are embarrassed for you and view your behavior as immature and inconsiderate. This alienates you from others because of the uncomfortable and/or unpleasant situations that you create.

GOAL SETTING OR PROBLEM SOLVING

Wanting to change your behavior and then developing a plan to help you do so, can make it possible to achieve positive results. For instance, when we graduate from high school many of us want to buy a car. Therefore, buying a car becomes our goal. Once we have decided what we want, all we need to do is come up with a way to carry out our goal. After all, lots of different things have to happen before we actually buy a car; saving up some money, researching the cars on the market, finding out how much various cars cost, arranging for insurance and license plates, etc. So wanting something and getting it are often two different things.

The same is true with changing our actions toward others. We may want to avoid being disrespectful in the future, but we can only change our behavior by setting out a plan to help meet our goals. Here is an example of some goals for students who want to avoid being disrespectful:

1. I won't waste my time trying to get my friends to think that I am important by giving my math teacher a hard time.
2. Before I snap back at someone I will count to ten.
3. When I feel like being disrespectful toward someone I will keep my thoughts to myself.

On the next pages you will find some questions about disrespectful behavior. You will answer the questions in the space provided and turn in the completed packet to the detention supervisor. Your answers will be reviewed and it will be determined whether or not it will be necessary for you to do additional written work for your infraction. If your work is satisfactory, this detention is completed.

STUDENT RESPONSE PACKET #6.1

DISRESPECTFUL BEHAVIOR (1)

NAME _____

DATE _____

GRADE _____ HOMEROOM _____

INTRODUCTION

These pages are designed to help you apply some of the information in the learning packet to your own discipline situation. The purpose of the response form is to check your understanding of why you were disrespectful, the consequences of your actions, how you react to being punished, and how further problems of a similar nature can be avoided through goal setting.

QUESTIONS

Answer each in the space provided. If more room is needed you may use the back of the page. Make certain your answers are in complete sentences. Proper grammar and correct spelling are expected. When you finish turn in the packet to the detention supervisor and return to your desk to await dismissal.

1. In what way were you disrespectful?

2. Why do schools have rules against such actions?

3. Why is it expected that high school students would show respect toward adults?

4. What would be wrong with a school where it didn't matter if students were respectful toward adults?

5. Members of a family need to show respect for each other. What happens when this is not the case?

6. How can students who have something they want to express do so without offending others?

7. What are some of the negative results of disrespectful behavior?

8. What reason provided in the lesson packet best describes your disrespectful actions? Why?

9. How do others tend to view us if we are disrespectful?

10. What does it mean to be defensive?

11. Write out two goals that will help you avoid being disrespectful again.

a.

b.

STUDENT RESPONSE PACKET #6.2

DISRESPECTFUL BEHAVIOR (2) NAME _____
DATE _____
GRADE _____ HOMEROOM _____

INTRODUCTION

These pages are designed to help you apply some of the information in the learning packet to your own discipline situation. The purpose of the response form is to check your understanding of why you were disrespectful, the consequences of your actions, how you react to being punished, and how further problems of a similar nature can be avoided through goal setting.

QUESTIONS

Answer each in the space provided. If more room is needed you may use the back of the page. Make certain your answers are in complete sentences. Proper grammar and correct spelling are expected. When you finish turn in the packet to the detention supervisor and return to your desk to await dismissal.

1. Describe how you were disrespectful.

2. Was this act of disrespect similar to the last time you were disrespectful? Explain your answer.

3. What are the three basic reasons for disrespectful behavior?

4. Which reason best fits your situation? Why?

5. If we are disrespectful because we want attention or control how will most people view such behavior?

6.. What does displacement mean?

7. What problems tend to develop if we have a reputation for being disrespectful?

8. As mentioned in the learning packet, what seems to be the best way to handle most punishments?

9. Why don't most people enjoy being around students who are disrespectful?

10. Why do plans for changing behavior help us to actually improve our behavior?

11. State three goals for improving your tendency to be disrespectful:

1.

2.

3.

Biographical Data

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