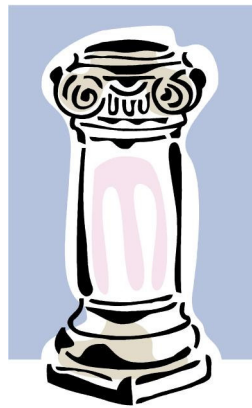


TRAUT CORE
KNOWLEDGE SCHOOL

DOOR-TO-DOOR
HANDBOOK OF
CHARACTER

EDUCATION AT WORK



A POSITIVE DESCRIPTION
OF DESIRED STUDENT BEHAVIOR

TRAUT CORE KNOWLEDGE SCHOOL DOOR-TO-DOOR HANDBOOK OF CHARACTER EDUCATION AT WORK

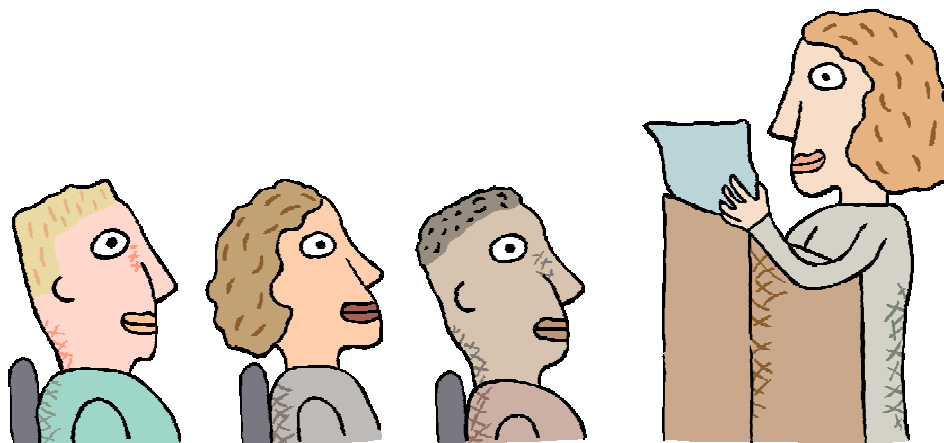


TABLE OF CONTENTS

INTENT AND PURPOSE	PAGE 3
LIST OF 12 CHARACTER QUALITIES	PAGE 4
PHILOSOPHY OF DISCIPLINE	PAGES 5-6
CARPools	PAGE 7
BEFORE AND AFTER SCHOOL LINEUPS	PAGE 8
HALLWAYS AND RESTROOM AREAS	PAGE 8
CLASSROOMS	PAGES 9-10
MEDIA CENTER	PAGE 10
LUNCHROOM	PAGE 11
PLAYGROUND	PAGE 11
STUDY HALL	PAGES 11-12
FIELD TRIPS & SOCIAL EVENTS	PAGE 12
REPORT CARD	PAGE 13

APPROVED BY THE SBMC, FEBRUARY 4, 1999

Intent and Purpose

The intent of this handbook is to document a positive description of desired student behavior based on 12 character qualities adopted by Traut Core Knowledge School (TCKS). These qualities are an attempt to describe basic human values that transcend religious and cultural differences and express our common humanity. Character development is one of the pillars on which TCKS is founded.

We know the 12 character qualities at TCKS are abstract ideas that can only be expressed in the context of human beings and how they think, feel, and behave. We seek to develop the habits of the head, the heart, and the hand. This handbook is an attempt to answer the question, "What do our 12 character qualities look like at school?" For example, when a student is patient, how does she act in the lunch line? When a student is cooperative, how does he treat others on the playground?

This handbook is an attempt to develop a philosophy of discipline at TCKS that supports the covenant and charter of the school. It is a guide for parents and staff who in turn are accountable to:



1. instruct
2. train and
3. correct students in each important area of their behavior.

It is not intended to be handed out directly to the students.

It is to function as a tool, a measuring rod, against which we can measure student character development. This handbook is intended to provide a school-wide behavioral standard with which all can agree. It is not intended to

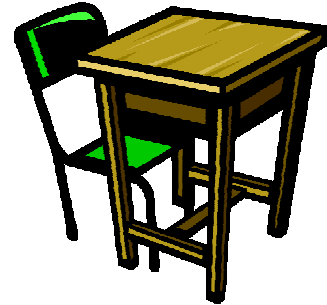
undermine the values taught in the home, but to enhance them.

This handbook is to be comprehensive--from "door-to-door." We have included all school-related activities: from the moment the students open their front door in the morning to join a carpool to when they return home later that day.

The Character Education Committee is pleased to present this to the families and the staff of Traut Core Knowledge School.

Traut Core Knowledge School

12 Character Qualities

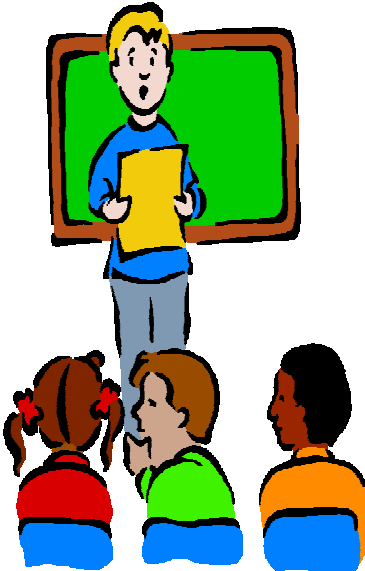


<u>Honesty:</u>	<i>Being truthful with our words and actions.</i>
<u>Perseverance:</u>	<i>Staying with a task until it is completed, even when it is unpleasant or difficult.</i>
<u>Cooperation:</u>	<i>Working well with others.</i>
<u>Integrity:</u>	<i>Learning what is right and wrong, and choosing to do what is right.</i>
<u>Patience:</u>	<i>Ability to wait calmly.</i>
<u>Citizenship:</u>	<i>Learning what our democratic system is, and being ready to help as needed to make it work.</i>
<u>Humility:</u>	<i>Having a clear understanding of our abilities and limitations.</i>
<u>Kindness:</u>	<i>Having a friendly, generous nature that builds up and encourages those around us.</i>
<u>Self-Control:</u>	<i>Being able to manage our words, actions and emotions properly, by our own initiative, and without supervision.</i>
<u>Respect:</u>	<i>Polite consideration for ourselves, others, property, and those in authority.</i>
<u>Responsibility:</u>	<i>Being in charge of what we say and do, accepting the consequences of our actions, and being accountable for our own learning.</i>
<u>Appreciation of Other's Strengths and Cultural Backgrounds:</u>	<i>Being considerate of others without compromising our own values.</i>

PHILOSOPHY OF DISCIPLINE

Discipline is Part of a Moral Education

Discipline is only one component of our character education pillar at Traut. However, it is a very critical one. Our approach is one that Thomas Lickona describes as "moral discipline" in his book, Educating for Character.



A moral education approach to discipline uses discipline as a tool for teaching the values of respect and responsibility. This approach holds that the ultimate goal of discipline is self-discipline - the kind of self-control that underlies voluntary compliance with just rules and laws, that is a mark of mature character, and that a civilized society expects of its citizens. Discipline without moral education is merely crowd control - managing behavior without teaching morality.

Teachers who rely on largely external methods of control may succeed in getting students to toe the line under their supervision. But what happens when they are not around? . . . Children subjected extensively to discipline based on external controls develop low internal commitment to good behavior.

Moral discipline, by contrast, has the long-range goal of helping young people to behave responsibly in any situation, not just when they are under the control of a particular adult. Moral discipline seeks to develop a student's reasoned respect for rules, the rights of others, and the teacher's legitimate authority; students' sense of responsibility for their own behavior; and their responsibility to the moral community of the classroom.

Love and Respect Must Underlie Discipline

Discipline, in the true sense of the word is positive, encouraging, and even proof of "tough love." However, discipline is only one way of relating to a child. Parents and teachers must not conclude that discipline should be the basic and primary way of treating a child. Rather, love and respect for the student are primary. Love for the student gives him a sense of belonging, worth and competence.

Discipline is rendered with respect for the individual student and not at the expense of the child's dignity. Respect means, "to consider worthy of high regard." Every child is an individual with unique talents, temperaments, personality and stages of development. Our purpose is not to create cookie-cutter students or robots with military conformity. At the same time, respect for the entire classroom and for the school as a whole must be a priority in the school setting.

Moral Discipline Requires Wisdom

Wise parents and staff must discern between willful defiance and childish immaturity. They must be careful to mold a student's behavior without "breaking her or his spirit. " They need to use good judgment to really know and understand each student and each situation as it occurs. They should follow common sense and not "major on a minor" infraction or, on the other hand, ignore a serious problem. Wise parents and staff must seek instruction, training, and self-correction for themselves as they develop their own role in the moral discipline at Traut.

Discipline Develops Self-Control

Discipline is defined as training that develops self-control. As students progress through Traut, they should develop a gradual transfer from the external control of their parents and teachers to self-control. The students will develop the ability to assume more mature responsibilities and handle broader freedoms.

To develop this progression of self-control within our students, parents and teachers must use all of the following levels of discipline continually and at all grade levels. However, the proportional amount of time and effort should be spent first, at the instructional level and next, at the training level so that the amount spent at the correction level is minimized.

3 BUILDING BLOCKS OF DISCIPLINE

CORRECTION IS ESSENTIAL

TRAINING IS DEVELOPMENTAL

INSTRUCTION IS FOUNDATIONAL

Instruction is Foundational.

The foundational level of discipline is instruction. Instruction is proactive in nature. It makes behavioral expectations and classroom procedures clear before negative situations occur. It answers the question "why"—instructing children in why it's not polite to interrupt, not fair to cut in line, and so on.

Formal instruction occurs when positive character qualities are explored through the moral imagination of stories and literature from the Core Knowledge Curriculum. This approach has been described by William Kilpatrick in his book, *Why Johnny Can't Tell Right from Wrong*.

Informal instruction occurs when

everyday occurrences and situations provide "teachable moments" to commend or guide student conduct. Informal instruction also occurs as parents and teachers model the same standards we expect from our students.

Training is Developmental.

Training is helping the student develop positive patterns, habits, and self-discipline. It holds the child accountable for his or her responsibilities. For example, homework, a late paper grading policy, assignment notebooks, parent signatures, and study hall all help develop habits of responsibility. As per our covenant, "training does not include programs, presentations, surveys, curricula, or other practices that undermine these character qualities, or which disregard the privacy of the family."

As students develop good character, they develop a stronger inner commitment to doing what their moral judgment tells them is right. In our approach to discipline we should strive to develop this intrinsic commitment to our 12 character qualities. We should minimize reliance on extrinsic rewards that distract students' attention from the real reasons to behave responsibly, the rights and needs of self and others.

Academically, the Core Knowledge Curriculum provides a wonderful opportunity to foster intrinsic motivation. Because the Core Knowledge Curriculum is so exciting, the joy of learning becomes the reward. However, teachers and parents can influence behavior positively and encourage intrinsic rewards by careful use of extrinsic rewards.

Correction is Essential.

Correction alters or adjusts a child's behavior by taking action to cause him to follow previous training and instruction. Classroom disciplinary procedures at Traut Core Knowledge School conform to the Poudre School District policies set



forth in the Code of Conduct and Discipline document. Individual classroom discipline plans at Traut are based on and continually reflect our 12 Character Qualities. Correction may take the form of direct assertive communication, logical consequences, time out, and individual conferences involving parents and/or the principal. If we as parent/teacher partners are diligent, consistent, and follow through in the correction process, the students will learn to take responsibility for their own behavior and will be held accountable for their actions. We need to ask students questions so they can see where their mistake was and ask them what they can do in the future to handle a situation correctly. We need to point out to them the connection to our character qualities. We must help them set a positive goal in the formation of their character.

The conflict resolution process involving any relationship, be it student to student, parent to teacher, etc., is best exercised by both parties communicating directly with each other first. The majority of problems will be resolved at this level. If necessary, the process can progress to the next level of authority until the problem is resolved.

CARPOOLS

Responsibility: *Being in charge of what we say and do, accepting the consequences of our actions, and being accountable for our own learning.*

- Being ready to go on time.
- Having everything you need and keeping track of it.
- Buckling seatbelts without being asked.
- Unloading/loading on the curbside only.

Self-Control *Being able to manage our words, actions and emotions properly, by our own initiative, and without supervision.*

- Talking quietly so as not to distract the driver.
- Keeping your hands to yourself.

Cooperation: *Working well with others.*

- Taking turns in seating arrangements.
- Meeting promptly in the designated place for pickup after school.



Kindness & Humility: *Having a friendly, generous nature that builds up and encourages those around us. Having a clear understanding of our abilities and limitations.*

- Following the golden rule in your words and actions. (Do unto others as you would have them do unto you.)
- Keeping a positive attitude even under trying circumstances, and not whining.

Appreciation: *Being considerate of others without compromising our own values.*

- Expressing gratitude daily to your carpool driver.
- Showing gratitude for what others have done to help you.
- Respecting the differences between you and others in regard to material possessions and abilities.



Patience: *The ability to wait calmly.*

- Waiting calmly for other members of the carpool.

Respect: *Polite consideration for ourselves, others, property and those in authority.*

- Taking good care of the car and everyone's personal property.



BEFORE AND AFTER SCHOOL LINEUP

Responsibility: *Being in charge of what we say and do, accepting the consequences of our actions, and being accountable for our own learning.*

- Unloading/loading only after the car has come to a complete stop.
- Unloading/loading on the curbside only.
- Crossing the street at crosswalks, and not between cars.
- Having everything you need before leaving the school.



Cooperation: *Working well with others.*

- Meeting promptly at the designated place for carpool.
- Wearing hats outside the school only.
- Leaving chewing gum at home.
- Leaving electronic toys at home.
- Entering and exiting the school through assigned doors.

Self-Control: *Being able to manage our words, actions and emotions properly, by our own initiative, and without supervision.*

- Keeping your hands to yourself.
- Walking calmly on school grounds.
- Going directly to the class line in the morning.

Patience: *The ability to wait calmly.*

- Waiting patiently for the teacher in the morning.
- Waiting patiently at a designated place for carpool after school.

Respect: *Polite consideration for ourselves, others, property and those in authority.*

- Using backpacks for their intended purpose.
- Treating your own and others' belongings with respect.



HALLWAYS

Self-Control: *Being able to manage our words, actions and emotions properly by our own initiative, and without supervision.*

- Walking quietly in single file to the right.
- Keeping your hands to yourself.

Respect: *Polite consideration for ourselves, others, property, and those in authority.*

- Respecting school displays and property.
- Treating your own and others' belongings with respect.

Patience: *The ability to wait calmly.*

- Waiting calmly for your turn at the drinking fountain and sink.
- Accepting your place in line.

RESTROOM AREA

Respect: *Polite consideration for ourselves, others, property and those in authority.*

- Using restroom facilities properly.
- Respecting others and their privacy.

Cooperation: *Working well with others.*

- Taking turns for restroom facilities quietly.
- Keeping the restroom clean.
- Putting paper towels and trash in containers.
- Washing your hands with soap.

Integrity: *Learning what is right and wrong, and choosing to do what is right.*

- Recognizing situations that need adult intervention and communicating the facts truthfully to the adult.

Self-Control: *Being able to manage our words, actions and emotions properly, by our own initiative, and without supervision.*

- Using a quiet voice.

CLASSROOMS

Citizenship: *Learning what our democratic system is, and being ready to help as needed to make it work.*

- Helping new students make a smooth transition into your class.
- Helping out in the classroom by serving as monitors and messengers.
- Voluntarily helping the teacher as necessary.

Perseverance: *Staying with a task until it is completed, even when it is unpleasant or difficult.*

- Striving for your personal best by developing good study and organizational habits.
- Working diligently to produce quality work.



Cooperation: *Working well with others.*

- Doing your part on group projects.
- Taking part in class discussion.
- Speaking confidently and clearly during oral presentations.

Appreciation of Individual Strengths and Cultural Backgrounds: *Being considerate of others without compromising our own values.*

- Speaking up in defense of schoolmates who are being put-down or ridiculed.

- Respecting the differences between you and others in regard to physical looks, abilities, opinions, and material possessions.
- Respecting the cultural backgrounds of other people.

Responsibility: *Being in charge of what we say and do, accepting the consequences of our actions, and being accountable for our own learning.*

- Having all your school supplies well stocked.
- Keeping your desk and papers organized.
- Turning in your homework and in-class assignments on time.

Respect: *Polite consideration for ourselves, others, property, and those in authority.*

- Taking good care of textbooks by using book covers, keeping pages clean, and holding books firmly when carrying them.
- Respecting the rights and property of others.
- Listening and following directions from teachers and parent volunteers.
- Using manners in your speech.
- Responding politely and obediently when asked to do something.

Humility: *Having a clear understanding of your abilities and limitations.*

- Asking for help when needed.
- Accepting a correction from a person in authority.
- Willing to apologize.
- Willing to consider suggestions or advice from others.

Patience: *The ability to wait calmly.*

Kindness: *Having a friendly, generous nature that builds up and encourages those around us.*

- Expressing gratitude to teachers, parents, and other students for their help.
- Smiling and responding positively in conversations.
- Keeping a positive and flexible attitude.
- Helping out students who may be having difficulty.

Self-Control: *Being able to manage our words, actions and emotions properly, by our own initiative, and without supervision.*

- Staying quiet when directed to do so by the teacher.
- Using an indoor voice when indoors.
- Remembering to raise your hand in class discussions.
- Allowing others to do their work.
- Using time effectively.
- Planning ahead on long-term assignments.



.....

The following three standards of behavior are very crucial and failure to meet these standards is a very serious matter. Therefore, we want to emphasize the beneficial results of developing these character qualities.

Honesty vs. Lying or Stealing: *Being truthful with our words and actions.*

- Being honest builds your self-respect because you can be proud of speaking the truth.
- Being honest builds others' respect for you as a truthful and trustworthy person.
- Being honest builds trust so that others may give you more freedoms and responsibilities.
- Being honest with your actions shows respect for others and their property.

Academic Integrity vs. Cheating:

Learning what is right and wrong and choosing to do what is right.

- Being able to master and demonstrate knowledge will bring long-term benefits in learning.
- Practicing good habits of academic integrity now leads to integrity in other areas of life later.
- Trusting in your own abilities builds your self-confidence.
- Using your own words or giving credit to a quoted source demonstrates academic integrity.

Polite Expressions vs. Vulgar

Language: Being able to manage our words, actions and emotions properly, by our own initiative, and without supervision.

- Being polite shows self-control in your choice of words.
- Being polite reflects positively on you, your family and your school.
- Being polite demonstrates expanded vocabulary skills.
- Being polite will meet the standard of our school.

MEDIA CENTER

Cooperation: *Working well with others.*

- Doing your part on group research projects.
- Taking turns with materials and on the computer.

Appreciation of Other's Strengths and Cultural Backgrounds: *Being considerate of others without compromising our own values.*

- Respecting the dress, homes, time periods, and customs of other peoples when viewing and discussing books and software.

Integrity: *Learning what is right and wrong, and choosing to do what is right.*

- Returning materials in a timely manner.
- Being truthful about lost or misplaced materials, or books.

Patience: *The ability to wait calmly.*

- Quietly waiting in the checkout line.
- Quietly waiting for assistance in the computer lab.
- Following the dismissal procedure.

Citizenship: *Learning what our democratic system is, and being ready to help as needed to make it work.*

- Helping with furniture moving.
- Accepting what the majority chooses.
- Voluntarily participating in library-sponsored activities.
- Voluntarily helping the library (donation of books, etc.).



Humility: *Having a clear understanding of our abilities and limitations.*

- Asking for help when it is needed.
- Accepting a correction from a person in authority.
- Being willing to be taught.

Respect: *Polite consideration for ourselves, others, property, and those in authority.*

- Taking good care of property (books, computers, etc.).
- Using manners in your speech (thank-you, please, excuse me).
- Following directions from adults.
- Allowing others to complete their work.

Responsibility: *Being in charge of what we say and do, accepting the consequences of our actions, and being accountable for our own learning.*

- Returning books on time.
- Putting unwanted books in the appropriate bin.
- Putting encyclopedia volumes

back in order.

- Picking up trash.
- Sliding chairs in at the tables and workstations.
- Using your time wisely.
- Following the rules of the library and the computer lab.
- Using technology appropriately.

Perseverance: *Staying with a task until it is completed, even when it is unpleasant or difficult.*

- Staying on task.
- Using different strategies to get the information needed.

Honesty: *Being truthful with our words and actions.*

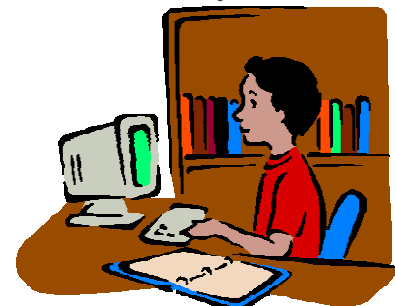
- Informing the media personnel of lost or misplaced items.
- Informing the media personnel of damaged materials.

Kindness: *Having a friendly, generous nature that builds up and encourages those around us.*

- Helping fellow students spell, look up materials, etc.
- Sharing materials, computer time, etc.
- Smiling and responding positively in conversation.

Self-Control: *Being able to manage our words, actions and emotions properly, by our own initiative, and without supervision.*

- Using your time wisely.
- Keeping your voice down.
- Taking the initiative to select a book and read quietly.
- Concentrating on your own activity.
- Allowing others to concentrate on their activity.



LUNCHROOM

Patience: *The ability to wait calmly.*

- Waiting in line quietly.
- Raising your hand and waiting for permission to leave your seat.

Kindness: *Having a friendly, generous nature that builds up and encourages those around us.*

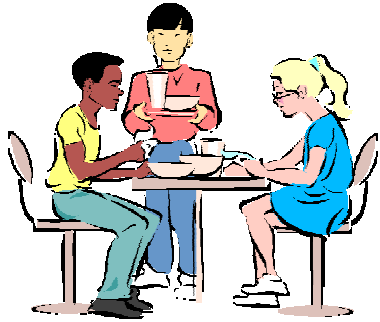
- Using good table manners.
- Being polite and courteous to others.
- Expressing gratitude to those serving food.

Responsibility: *Being in charge of what we say and do, accepting the consequences of our actions, and being accountable for our own learning.*

- Cleaning the area you are sitting at before you leave the lunchroom.
- Honoring and obeying the lunchroom supervisors.

Respect: *Polite consideration for ourselves, others, property, and those in authority.*

- Handling and eating your own food.
- Keeping your hands to yourself.



Cooperation: *Working well with others.*

- Following lunchroom procedures for dismissal and seating.

Self-Control: *Being able to manage our words, actions and emotions properly, by our own initiative, and without supervision.*

- Speaking in low voices with your neighbors.
- Sitting forward in your seats with both feet on the floor.

PLAYGROUND

Respect: *Polite consideration for ourselves, others, property and those in authority.*

- Honoring and obeying the playground supervisors.
- Using playground equipment for its intended purpose.
- Using trash cans for disposing of trash.
- Using polite expressions instead of vulgar or foul language.
- Avoiding any form of violence or roughhousing.

Kindness: *Having a friendly, generous nature that builds up and encourages those around us.*

- Following the "open games" rule that allows anyone to play any game as long as they are not disrupting it.



Patience: *The ability to wait calmly.*

- Patiently explaining the rules to anyone who misunderstands them.

Cooperation: *Working well with others.*

- Taking turns in games and when using playground equipment.
- Lining up promptly when the bell rings.

Responsibility: *Being in charge of what we say and do, accepting the consequences of our actions, and being accountable for our own learning.*

- Being responsible for our behavior, language and actions on the playground.
- Returning playground equipment to the proper container when the bell rings.
- Considering safety first when playing any game.

Self-Control: *Being able to manage our words, actions and emotions properly, by our own initiative, and*

without supervision.

- Playing only in the designated play area for your grade level.
- Playing tag or chase on the sand or grass only.
- Swinging in swings and stopping the swing before getting out.

Citizenship: *Learning what our democratic system is, and being ready to help as needed to make it work.*

- Going along with what the majority decides to play, if you choose to be part of the group.

Integrity: *Learning what is right and wrong, and choosing to do what is right.*

- Following the agreed upon rules of the games.

Honesty: *Being truthful with our words and actions.*

- Being honest when the supervising adult intervenes in a dispute.

STUDY HALL

Responsibility: *Being in charge of what we say and do, accepting the consequences of our actions, and being accountable for our own learning.*

- Bringing your assignment notice to study hall as your "ticket" in.
- Bringing your materials needed to complete the missing assignments.
- Bringing additional materials to read, complete or work ahead.
- Checking in by name with the study hall tutor/monitor.
- Prioritizing assignments to be completed.



Perseverance: *Staying with a task until it is completed, even when it is unpleasant or difficult.*

- Staying on task for the full study hall time.

Cooperation: *Working well with others.*

- Arriving at study hall with a good attitude and ready to work.
- Working quietly to avoid distracting others.

Humility: *Having a clear understanding of our abilities and limitations.*

- Raising your hand if you need help or have a question.

Patience: *The ability to wait calmly.*

- Remaining in study hall for the full hour even if your assignments are completed.
- Waiting quietly for help from the tutor/monitor.
- Waiting with the tutor/monitor until released to a parent or authorized adult.

Respect: *Polite consideration for ourselves, others, property and those in authority.*

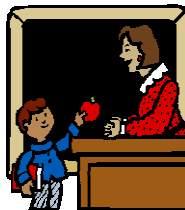
- Responding politely when the tutor/monitor asks you to do something.
- Realizing being sent to study hall is to help you recognize and accept responsibility for your own learning.

Honesty: *Being truthful with our words and actions.*

- Returning any supplies you borrowed from the tutor/monitor.

Kindness: *Having a friendly, generous nature that builds up and encourages those around us.*

- Thanking the study hall tutor/monitor for their help and their time.



FIELD TRIPS & SOCIAL EVENTS

Self-Control: *Being able to manage our words, actions and emotions properly, by our own initiative, and without supervision.*

- Remembering our 12 Character Qualities are to be demonstrated even during after-school activities or activities that are off-campus.

Integrity: *Learning what is right and wrong, and choosing to what is right.*

- Using common sense and integrity to choose what actions are right, when unexpected situations occur.
- Remembering to represent Traut positively to the public with your actions.

Respect: *Polite consideration for ourselves, others, property and those in authority.*

- Respecting the bus driver or parent driver's authority.

Responsibility: *Being in charge of what we say and do, accepting the consequences of our actions, and being accountable for our own learning.*

- Being prepared and having what you need.

Cooperation: *Working well with others.*

- Obeying instructions when asked the first time with a good attitude.

Perseverance: *Staying with a difficult task until it is completed, even when it is unpleasant or difficult.*

- Remembering that our character qualities are to be demonstrated in all situations, such as, the ice cream social, open house, silent auctions, boy and girl scouts, science club, sports events, school performances, etc.



CHARACTER QUALITIES APPLIED TO REPORT CARD
EMOTIONAL & SOCIAL GROWTH
AND WORK SKILLS



Has a positive self-image (confident and secure).....	Humility
Has a positive attitude.....	Kindness
Respects rights and properties of others.....	Respect
Cooperates in group activities.....	Cooperation
Courteous; respects authority.....	Respect
Is motivated to learn.....	Perseverance
Listens to and follows directions.....	Citizenship
Uses time effectively.....	Work Skills
Works independently.....	Work Skills
Uses good organizational skills.....	Work Skills
Asks for help when needed.....	Humility
Practices self-control.....	Self-Control
Shows a positive work ethic.....	Integrity
Is responsible for homework.....	Responsibility