

KEENE CENTRAL SCHOOL



STRATEGIC PLAN

2016



KEENE CENTRAL SCHOOL

www.keenecentralschool.org

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October 2016

Dear Stakeholder,

Contained in the pages that follow is the Strategic Plan for the Keene Central School. The effort that went into this plan was the result of interviews with a number of stakeholders as well as surveys from faculty/staff and community members.

Our belief is that the Strategic Plan encompasses a vision for our school and provides a guiding direction for that future. Through the process we broke the items down into three main focus areas:

Facilities and Technology
Students, Faculty, Flexibility and Experiences
Partnerships

Based on the areas identified through Strategic Planning, the Board of Education will make decisions and create goals based on the approved Strategic Plan.

Thank you to all of those individuals that gave of their time to participate in the Strategic Planning Process. Their time, effort, and feedback were essential to the process. We also wanted to thank the community for your continued support of the district and support you give our students.

Sincerely,

Daniel J. Mayberry
Superintendent

KCS Mission:

Let each become all he or she is capable of becoming.

Introduction / Structure

3 Main Goals that give purpose to our strategic plan are to maintain and improve upon:

- 1) A challenging and well-rounded education.
- 2) Keeping Keene Central School as the “Heart of the Community”.
- 3) Keeping Keene Central School sustainable.

The format we used to organize this document using recommendations from our committees based on surveys and feedback received by the Strategic Planning Committee:

- 1) Item/Topic to be achieved
- 2) Description of the area to be developed
- 3) Goal - one or more of the Strategic Planning Main Goals.
- 4) Actions/outcomes
- 5) Time line - indicate whether short, intermediate or long term time frame to address/complete
- 6) Describe how the desired outcome will be measured

Discussion of Merger/Consolidation:

At the start of the Strategic Planning Process we had a lengthy discussion regarding merger and consolidation. We felt we needed to address this topic before moving forward. Based on research done with the previous strategic plan and current conditions/incentives for consolidation, we see no viable benefit to consolidation for Keene Central School. There exists a potential to offer a larger number of courses for high school students in a consolidated district, however, this seems to be the only benefit. Any consolidation would likely result in the loss of our school, the heart of our community, and even with potential incentives long term projections see an increase in school taxes. Further, any merger/consolidation would need to take place with a neighboring district, thus none seem ideal based on geography, district size, and/or tax rates. As a result of this, we focused our energy on our three goals listed above.

KCS Strategic Plan 2016 Table of Contents

Part I: Facilities & Technology (pg. 6)

The intention is for KCS to maintain our facilities and update them with necessary and/or desired improvements. This Strategic Plan area also includes technology and curriculum. These two areas are looking into the future and changes that may be needed to continue our strong academic offerings and give students the learning experiences that best prepare them for their future.

1-1: Introduce STEM/STEAM into the appropriate KCS Curricular Areas (pg. 7)

1-2: Sustainability of Physical Plant and the Curriculum. (pg. 8)

1-3: Facilities Improvement (pg. 9)

1-4: Website Upgrade (pg. 10)

Part II: Students, Faculty, Flexibility and Experiences (pg. 11)

The intention is for KCS to examine scheduling opportunities that best match the needs of our program and researching what would work best for each level, while acknowledging the shared staff across the entire building. Further, this strategic goal would be to recognize and encourage opportunities for Project Based Learning as well as Character Education.

2-1: Scheduling K-3 (pg. 12)

2-2: Scheduling 4-6 (pg. 13)

2-3: Scheduling 7-12 (pg. 14)

2-4: Project Based Learning (pg. 15)

2-5: Character Education/School Climate (pgs. 16 / 17)

2-6: Pre K & Elementary – Nature Based Education Component (pg. 18)



Evaluate time/format to best fit our needs.

Part III: Partnerships (pg. 19)

The intention is for KCS to continue the community partnerships we currently have, while also looking for other opportunities to increase flexibility and opportunities for our students. Successful Community Partnerships currently exist with Little Peaks, Keene Valley Library, and the Town's Youth Commission. Seeking other opportunities is important to addressing the community's needs moving forward.

3-1: Partnership Committee (pgs. 20 / 21)

NOTE: Topics above may have additional information relating to the topic. If so, it will be noted in that section.

Strategic Plan Topic by Related Strategic Plan Goal

Goal #1: Create a challenging and well-rounded education.

- 1-1: Introduce STEM/STEAM into the appropriate KCS Curricular Areas
- 1-2: Sustainability of Physical Plant and the Curriculum.
- 1-3: Facilities Improvement
- 1-4: Website Upgrade
- 2-1: Scheduling K-3
- 2-2: Scheduling 4-6
- 2-3: Scheduling 7-12
- 2-4: Project Based Learning
- 2-5: Character Education/School Climate
- 2-6: Pre K & Elementary – Nature Based Education Component

Goal #2: Keep Keene Central School as the “Heart of the Community”.

- 1-2: Sustainability of Physical Plant and the Curriculum.
- 1-3: Facilities Improvement
- 1-4: Website Upgrade
- 2-4: Project Based Learning
- 3-1: Partnership Committee

Goal #3: Keep Keene Central School sustainable.

- 1-1: Introduce STEM/STEAM into the appropriate KCS Curricular Areas
- 1-2: Sustainability of Physical Plant and the Curriculum.
- 1-3: Facilities Improvement
- 1-4: Website Upgrade
- 2-4: Project Based Learning
- 2-5: Character Education/School Climate
- 2-6: Pre K & Elementary – Nature Based Education Component
- 3-1: Partnership Committee

Strategic Plan Topic by Timeframe for Completion

Short Term

- 1-1: Introduce STEM/STEAM into the appropriate KCS Curricular Areas
- 1-2: Sustainability of Physical Plant and the Curriculum.
- 1-3: Facilities Improvement
- 1-4: Website Upgrade
- 2-4: Project Based Learning
- 2-5: Character Education/School Climate
- 2-6: Pre K & Elementary – Nature Based Education Component

Intermediate Term

- 1-1: Introduce STEM/STEAM into the appropriate KCS Curricular Areas
- 1-2: Sustainability of Physical Plant and the Curriculum.
- 1-3: Facilities Improvement
- 1-4: Website Upgrade
- 2-1: Scheduling K-3
- 2-2: Scheduling 4-6
- 2-3: Scheduling 7-12
- 2-4: Project Based Learning
- 2-5: Character Education/School Climate
- 3-1: Partnership Committee

Long Term

- 1-2: Sustainability of Physical Plant and the Curriculum.
- 1-3: Facilities Improvement
- 2-4: Project Based Learning
- 2-5: Character Education/School Climate
- 3-1: Partnership Committee

Part I: Facilities & Technology

The intention is for KCS to maintain our facilities and update them with necessary and/or desired improvements. This Strategic Plan area also includes technology and curriculum. These two areas are looking into the future and changes that may be needed to continue our strong academic offerings and give students the learning experiences that best prepare them for their future.

1-1: Introduce STEM/STEAM into the appropriate KCS Curricular Areas

1-2: Sustainability of Physical Plant and the Curriculum.

1-3: Facilities Improvement

1-4: Website Upgrade

1-1: Introduce STEM/STEAM into the appropriate KCS Curricular Areas

Related Topics

Alternate Scheduling, Partnerships, Outdoor Ed, Facility Improvements, Sustainability

Description

STEM is the integrated study of Science, Technology, Engineering and Math. STEAM is the same meta-discipline concept, but with the addition of the Arts. STEM is happening now in schools all over the US, but STEAM is the vision of tomorrow. STEAM takes STEM to the next level: it allows students to connect their learning in these critical science and technology areas together with arts practices, communication, design elements and principles, and standards to put the whole pallet of learning at their disposal. STEAM allows for in-depth, project-based learning that includes the elements of creativity, communication, innovation and design.

Actions

- Talk to specific schools about their STEM/STEAM programs
- Evaluate what KCS teachers are already doing that is STEAM
- Encourage teachers to work on STEAM style projects in their classrooms
- Provide a list of potential project ideas that are STEAM based
- Offer STEAM electives in High School; implement school-wide
- Use desire to incorporate "place" --our local environment-- into STEAM program ideas
- Seek STEAM-based grants
- Hire a STEAM Coordinator

Timeframe

Short term

Intermediate term

Related Goals

#1 Challenging, well-rounded KCS education

#3 Sustainability of KCS (on every level)

Outcome Measurement

Survey participating teachers, Survey participating students

Gauge student performance before and after

1-2: Sustainability of Physical Plant and the Curriculum.

Related Topics

STEM/STEAM, Alternate Scheduling, Partnerships, Outdoor Ed, Facility Improvements

Description

Explore and improve the resiliency and sustainability of the Keene Central School facility as a complete “system.” Improvements can be made after identifying cost effective solutions to current shortcomings through a comprehensive facility audit. Once an area of improvement is chosen it may or may not be used to incorporate student learning and involvement during its execution. Improvements should consider the possibility of continued climate shift and strive to reduce the school’s overall carbon footprint. They should have a realistic return on investment period and always consider the comfort, health, safety, and productivity of the school’s student body and staff.

Actions

- * Create a healthier, safer, and more comfortable facility
- * Continue the “Greening” of KCS
- * Reduce energy costs
- * Become a model facility
- * Institute project-based learning opportunities
- * Include multi-discipline learning opportunities

Examples:

- * Add solar hot water system for domestic use and heating
- * Install locking doors for auditorium and other needed safety upgrades
- * Convert entire building to LED lighting

Related Goals

All

Timeframe

Intermediate, Long

Outcome Measurement

Self evident if physical improvements are made
Otherwise, tbd

1-3: Facilities Improvement

Related Topics

STEM/STEAM, Alternate Scheduling, Partnerships, Outdoor Education, Sustainability

Description

Develop system for facilities improvement. Allow individuals or groups (committees) to explore upgrades or additions to KCS facilities and outline the protocol for this to be accomplished. Educating more people about the process may enable them to be more proactive in making KCS a better facility with curb appeal. Process should make clear what is executed in house by the school board and administrators and what can be undertaken by students, teachers, general staff, parents, and Keene citizens. Process can streamline navigating the State Education Regulations and KCS protocol that may occasionally end a project before it gets underway.

Actions

- * Create an outdoor classroom
- * Install new sign on Market Street
- * Expand fitness room
- * Continue auditorium improvements
- * Make athletic field improvements
- * Renovate shop area for STEM/STEAM expansion
- * Build new entrance to building and reorganize admin office space

Related Goal

All

Timeframe

Short, Intermediate

Outcome Measurement

Self evident if physical improvements are made
Otherwise, tbd

1-4: Website Upgrade

Description: Update our current website to a more user friendly, informative site.

Actions: Meet with Web Designer and discuss options, use sample site(s), choose a site and convert the current website to the new site. Site will be user friendly for Web Master, as well as community.

Related Goal: All

Timeframe: Intermediate

Outcome Measurement: Communication between KCS and Families improves and a survey to verify this, and verify the new site as a user friendly, informative Website that is the main location for updated information that is trusted and used.

Responsibility: Cindy Summo, Mary Werner, Amanda Blacksmith, Dan Mayberry, Holly Hull, Mark Sturges

Part II: STUDENTS, FACULTY & FLEXIBILITY

The intention is for KCS to examine scheduling opportunities that best match the needs of our program and researching what would work best for each level, while acknowledging the shared staff across the entire building. Further, this strategic goal would be to recognize and encourage opportunities for Project Based Learning as well as Character Education.

2-1: Scheduling K-3

2-2: Scheduling 4-6

2-3: Scheduling 7-12



Evaluate time/format to best fit our needs.

2-4: Project Based Learning

2-5: Character Education/School Climate

2-6: Pre K – 6 – Nature Based Education

Topic 2-1: Scheduling at KCS

Lower School (K -3):

Topic: Scheduling

Description: At present all of KCS share a few “specials” teachers (Art, Music, PhysEd). Pressure on those teachers’ schedules often forces K-3 teachers to teach core subjects late in the day, struggle for RTI time/instruction, struggle to catch absent students up.

Goal: (Short term through long term) To continue to provide a well rounded education by continuing to offer art/music/movement as well as prioritizing core subjects and ensuring that students receive RTI when needed.

Actions to Take: (1) Find and hire a contract worker for 8 to 10 hours per week to teach K-3 an alternative style art-music-movement program at times when K-3 teachers need it. A one year pilot program might be funded (HPEF?) This person might also have outdoor education experience and combine art, music, movement, and outdoor time in a developmentally appropriate program (i.e. Waldorf forest programs). (2) A sub should be hired to walk kids to KV Library every other Wednesday so that teachers can use that time to catch students up and/or for RTI. (Teachers said there used to be someone doing this job and it was a huge help – not sure why it was dropped.)

Timeframe: Intermediate

Related Goals: #1 Challenging, well-rounded KCS education

Outcome Measurement: (1) A survey of K-3 teachers on scheduling issues as well as (2) of parents on the quality of arts education could be done before a second year was pursued and more permanent funding found.

*This change would not require much adjustment on the part of the teachers and therefore should not be too controversial. If K-3 does not need the specials teachers, other grades will benefit from more room in the schedule to access those teachers – see below.

Topic 2-2: Scheduling at KCS

Middle School (4 – 6)

Topic: Scheduling

Description: At present, teachers feel there is not enough time in the day to do enrichment learning projects, RTI, and cross age projects. Students are not able to follow up interests. Instrumental lessons are a problem because students are pulled from core classes and often do not have their instruments because of 6 day scheduling.

Goal: (Intermediate and long term) To continue to provide instrumental lessons at better quality to students and less of a hassle to teachers. To enrich learning by encouraging projects across ages and expanding subjects through independent learning. To ensure RTI at a high level.

Actions to Take: (1) Investigate the possibility of an extended day for these students. Other schools have done this with success. Homework clubs could be included as could sports practices. A 4:00 bus would have to be added. (this might better be a 6th through 8th program) (2) End 6 day scheduling -- across the board, there are complaints about 6 day scheduling as it is hard to schedule any activities outside of school. (3) Make one period a day a free period across all grades. Teachers can then schedule projects, assign independent studies, let kids go out in small groups for RTI, etc. in that period. This was tried a few years ago and all teachers liked it.

Timeframe: Intermediate

Related Goals:

#1 Challenging, well-rounded KCS education

Outcome Measurement: Another survey of teachers should be done after a year of implementation to iron out kinks and look at the possibility of moving to a block schedule. Parents should be surveyed regarding instrument lessons as well as how the later day affects their families.

Topic 2-3: Scheduling at KCS

Upper School: (7 – 12)

Topic: Scheduling

Description: While there are lots of complaints about the difficulties of scheduling students into requested classes because of the shortage of teachers, there were few suggestions on how to ease that stress other than hiring more teachers. We assumed this was not a possibility. Science teachers requested longer periods for labs. Some humanities teachers requested longer periods for projects. Other teachers said the schedule was fine as it was. Most teachers do not like 6 day scheduling.

Goal: (Intermediate to long term) To increase the availability of more class options and/or relieve teachers who teach many classes thereby maintaining or increasing the quality of the education offered to KCS students.

Actions to Take: (1) Find someone in the community with scheduling/computer experience to meet with Dan Mayberry and, once implementation seems possible, with Jatha Johnson to make an alternative, block schedule for KCS high school classes for this coming year. (2) Move to block scheduling the year afterwards. While this sounds daunting, it is a simple mathematical problem. The same number of hours are spent in each class but instead of every class every day, classes would meet for twice as long every other day. This enables teachers to cut their planning time, enables longer lab periods and more projects – deepening the learning experience. Some teachers will need extra training on how to teach in these longer periods. There will not be 100% teacher buy-in the first year. However, a sample schedule might be helpful in persuading teachers to make the change. (3) Periods for online learning/computer labs with teacher support should be added in place of study halls. A person to do online learning/computer lab support might need to be hired part time (maybe someone already on faculty?).

Related Goals:

#1 Challenging, well-rounded KCS education

Outcome Measurement: Teacher survey. Increased number of learning online and computer lab options.

Topic 2-4: Project Based Learning (similar to EL or November Learning approach)

Description: Introduce a “crew” time across grade levels - this might look like a morning meeting
Implement service-learning opportunities within and across grade levels
Look into Performance-Based Assessments rather than standardized tests
Investigate block scheduling models

Goal: To build confidence through multi-year mentorship from an adult in the KCS community, develop decision-making skills, and nurture our sense of community; design relevant and individualized learning experiences that are assessed based on the final product rather than a regents exam

Actions/outcomes:

Seek out high quality in-house training for leaders of crews (short)

Design a common time for teams of teachers and older students to meet to plan inter-grade service learning opportunities (intermediate)

Form a small committee of high school teachers, high school principal, and others to determine if PBATs would be a good fit for KCS students (long)

Restructure the current schedule to provide enough time in the schedule for the crew members to meet with crew leaders (intermediate)

Timeline: Short, Intermediate & Long Term

Related Goals:

#1 Challenging, well-rounded KCS education

#3 Sustainability of KCS (on every level)

Outcome Measurement: The desired outcome could be measured by student, parent, and teacher surveys about stress levels, anxiety, career and college preparedness, confidence, etc.

Topic 2-5: Character Education/School Climate

Description: Character Education, also referred to as Social and Emotional Learning (SEL), and by New York as SEDL (D = Development), is designed to develop student social and emotional competence and the teaching children and youth core ethical and citizenship values. Many teachers and administrative personnel feel the narrowly targeted, anti-bullying Olweus program that KCS tried was not successful. There is interest in a more comprehensive approach that addresses more effectively student social and emotional learning and school climate. NY State Education Law, § 801-a requires all NY school districts to provide instruction in civility, citizenship and character. NY's Dignity for All Students Act (DASA) also encourages instruction in civility, citizenship, and character. And the SAVE Act also encourages all NY State school districts to provide a "Best Practice Model of Character Education."

Goal: To integrate Character Education (CE)/SEL programs with KCS's academic curriculum and extracurricular activities. Proponents of CE maintain that social and emotional learning has proved to improve academic performance as well as social behaviors and attitudes. Successful implementation would contribute significantly to KCS's well-rounded education.

Actions/Timeline:

Short Term - A committee of Jatha Johnson, Holly Labombard-Hull, Megan Wellford and more teachers, and one or more parents will winnow down a list of CE/SEL programs that cover K-12 which satisfy two criteria: 1) they are school-wide in scope as well as classroom-based (and ideally, involve parents), and 2) they have been identified by "well-designed, evidence-based studies as having successful outcomes—in one or more, of the following dimensions: improved academic performance, fostered positive social behavior, reduced emotional stress, improved social & emotional learning skills & attitudes, and improved teaching practices.

Intermediate Term - After the committee, mentioned above, has decided on 6-8 (or more) CE/SEL programs or strategies that deserve further in-depth investigation a second and larger committee will determine, based on the results of an in-depth evaluation of the selected programs, which ones should be adopted by KCS. This committee will include the principals, the guidance counselor, a number of teachers, two or more upper level students (for upper grade programs) and one or more parents.

Long Term - KCS will engage in progressive implementation of the programs finally selected and provide professional development support for KCS faculty. This committee will include the principals, the guidance counselor, x number of teachers, two or more upper level students (for upper grade programs) and one or more parents. Efforts will be made to engage the entire teaching staff in understanding the philosophy and teaching strategies involved in the selected CE/SEL programs.

Topic 2-5: Character Education/School Climate - continued

Related Goals:

- #1 Challenging, well-rounded KCS education
- #3 Sustainability of KCS (on every level)

Outcome Measurement:

1. Identification or Creation of a Character Education Program.
2. Successful Implementation of a Character Education Program.

Topic 2-6: Pre K & Elementary – Nature Based Education Component

Description: Using the draw of the outdoors for early education could create KCS as a leading early education district. Using the existing Little Peaks model to grow an outdoor Pre-K program that would be continued in the early elementary years. Research has proven that nature based programs decrease stress and increase academic and character development.

Goals: Pre-K & Elementary:

- Continue strong relationships with Little Peaks
- Support teachers in outdoor experiences

Action:

- Meet with Little Peaks to hear goals and needs of programs
- Implement scheduling to accommodate teacher goals
- Create outdoor and classroom space to accommodate teacher goals

Responsibility:

- Outdoor Experience Subcommittee
- Strategic Planning Committee
- Little Peaks
- KCS Elementary Faculty
- Board of Education
- Superintendent

Timeframe: Short

Related Goals:

- #1 Challenging, well-rounded KCS education
- #3 Sustainability of KCS

Outcome Measurement:

- The creation of and participation of integrated outdoor educational opportunities in Pre-K - early elementary grades
- Create aftercare options for Pre-K children

See additional details on page 22

Part III: Partnerships

The intention is for KCS to continue the community partnerships we currently have, while also looking for other opportunities to increase flexibility and opportunities for our students. Successful Community Partnerships currently exist with Little Peaks, Keene Valley Library, and the Town's Youth Commission. Seeking other opportunities is important to addressing the community's needs moving forward.

3-1: Partnership Committee

Topic 3-1: Partnership Committee

Description: The partnership committee would like to propose developing a coordinator position to cultivate current partnerships that exist with KCS and help to develop new relationships that serve KCS students, teachers, staff and the greater Keene community.

Goal: There is a hope that this position would encourage interest in the Keene culture of philosophy, art and appreciation of our natural world. Answering directly to administration, the coordinator may work closely with the guidance department and facilitate communication with students, staff, parents and community. Other departments may benefit from a hired position including Mentoring Program, International Student Program and events such as Keene Clean-up Day and other community programs. A volunteer committee consisting of teachers, staff, parents, students and community members may assist the coordinator.

Actions / Timeframe:

Short term - Create a committee to develop a job description for a flexible part time position that could work from home to improve performance and decrease cost.

Intermediate - Hire coordinator and reorganize a committee to assist with researching available grants. Grant writing- must be able to write compelling grant requests in order to earn them, not only write convincing and professional requests, but they must also know where to research and find funding sources.

Long term - Coordinator will continue to use a committee to assist in distribution information to our partners and public. Committee tasks may include organizing events and developing new partnerships while the coordinator implements programs and assess partnerships.

Outcome Measurement: Apply the concept of “Project Based Assessment” as the framework to both identify the actions/outcomes to be achieved by the student and that also would be used to determine the level of success. This ties in with “Project Based Learning” approach which is a core concept of EL (Expeditionary Learning). There should also be an emphasis on “Comprehensive Assessments” that are more inclusive and take into account more than just what score a student achieves on a test and also should be a “Continuous Assessment” process which can then provide ongoing feedback to the student on how well they are accomplishing the milestones set along the way.

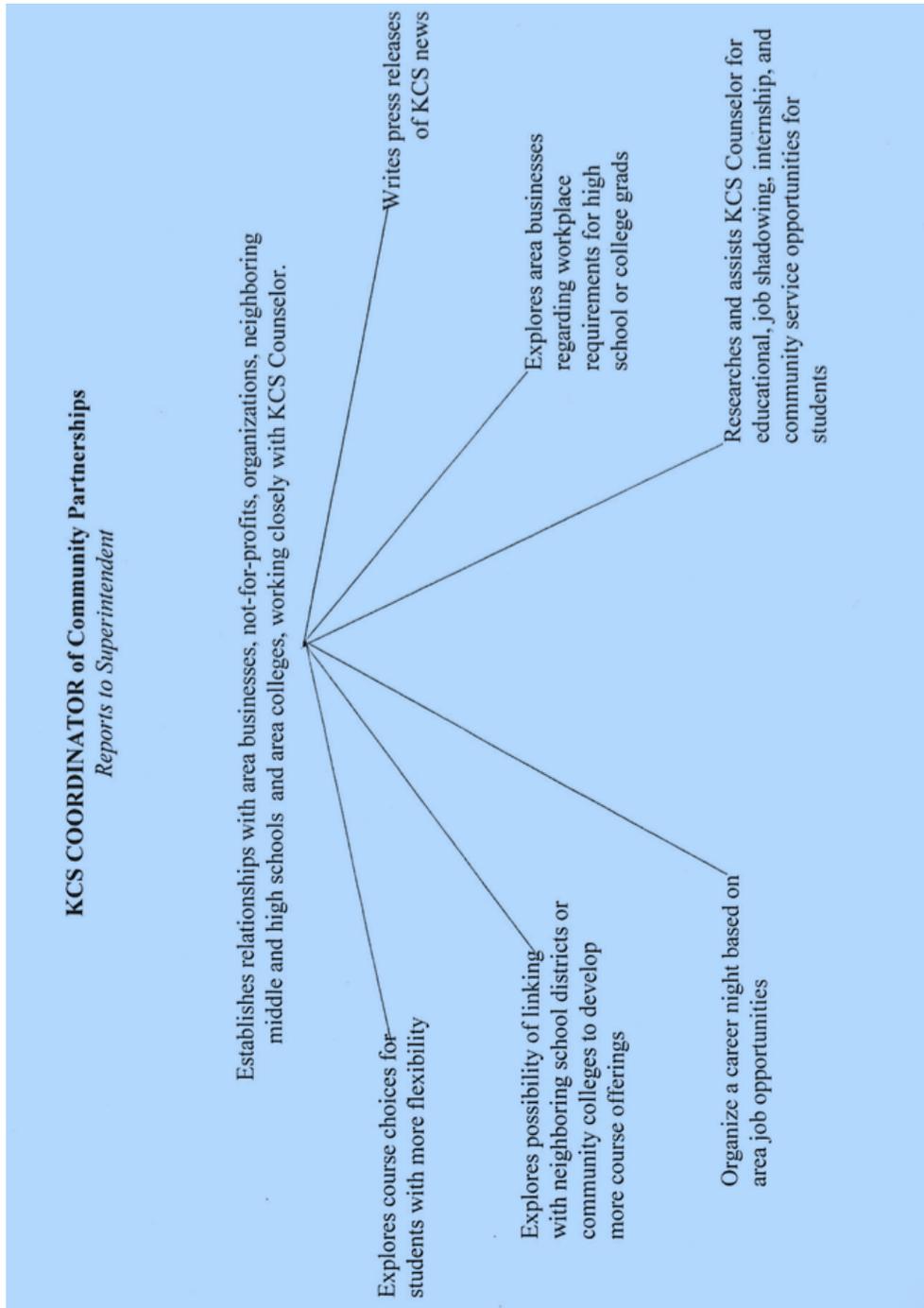
All of this, we think, ties in with the ideas we have been discussing of how to partner with community resources to augment/enhance our students learning. We believe this approach is what we should incorporate as an overall framework to assess student success as well as something we could apply to our own Strategic Plan.

Topic 3-1: Partnership Committee - continued

Related Goals:

#2 Keep Keene Central School as the “Heart of the Community”

#3 Keep Keene Central School sustainable



Extended Versions - Detailed description of Topics

Resources

Reference: Topic 2.6: Pre-K & Elementary

Description: Using the draw of the outdoors for early education could create KCS as a leading early education district. Using the existing Little Peaks model to grow an outdoor Pre-K program that would be continued in the early elementary years. Research has proven that nature based programs decrease stress and increase academic and character development.

Goals: Pre-K & Elementary:

- Continue strong relationships with Little Peaks
 - Support program development
 - Support finding adequate and appropriate space and facilities for program
 - Support nature based and play based education
 - Develop aftercare options for Pre-K children to support working families
- Support teachers in outdoor experiences
 - Support professional development for faculty to integrate outdoor education into their existing standards and curriculum
 - Develop appropriate classroom and outdoor space to accomplish the above
 - Implement scheduling that allows elementary teachers to work with integrating collaborative outdoor projects into curriculum

Action:

- Meet with Little Peaks to hear goals and needs of programs
- Implement scheduling to accommodate teacher goals
- Create outdoor and classroom space to accommodate teacher goals

Responsibility:

- Outdoor Experience Subcommittee
- Strategic Planning Committee
- Little Peaks
- KCS Elementary Faculty
- Board of Education
- Superintendent

Timeframe: Short

Outcome Measurement:

- The creation of and participation of integrated outdoor educational opportunities in Pre-K - early elementary grades
- Create aftercare options for Pre-K children

Resources: Topic 2-5: Character Education/School Climate

Please see below for

**SPECIFIC CHARACTER EDUCATION/SEL PROGRAMS:
OVERVIEW DESCRIPTIONS**

Note that programs vary as to what grades they cover, costs, amount of professional training needed, and implementation support offered. Those listed have been validated by evidence based research as having a positive impact in one or more dimensions.

This list of character education (SEL/SEDL) programs (below) is NOT exhaustive. Hard copy summaries of most of these programs also provided.

Identified by CASEL:

- CHARACTERplus Way - K-12th grade (Missouri)
 - Positive Action- classroom, school-wide, family & community, Pre - K-12
 - 4Rs (Reading, Writing, Respect, and Resolution) school-wide Pre-K-8th grade
 - Responsive Classroom - K-8 <https://www.responsiveclassroom.org>
 - Caring School Community - K- 6th grade - school-wide
 - Competent Kids, Caring Communities- K-5 - classroom, school-wide & family
 - <http://kindness-is-contagious.com> K - 4th grade - New Jersey (Rutgers, Center for Social and Character Development) There is also a documentary:
 - Kindness Is Contagious: A documentary by David ... www.youtube.com/watch?v=5iC-xqyF6Us1
 - Open Circle- K - 5th grade - classroom, school-wide, family
 - Peace Works: Peacemaking Skills for Little Kids- Pre K- 2nd grade classroom, school-wide & family
 - PATHS (Promoting Alternative THinking Strategies) - classroom, school-wide, family & community - Pre K - 6
 - Raising Healthy Children - K- 6th grade - school-wide & family
 - Resolving Conflict Creatively Program (RCCP)- Pre-K - 8th grade - classroom, school-wide, family
 - RULER - K - 8th grade - classroom, school-wide & family
 - TRIBES LEARNING COMMUNITIES <http://tribes.com/>- K-12 Includes a video
 - CHARACTER COUNTS: The Six Pillars of Character Part 1 -Film Clips
- EVERY WEEK ONE OF THE SIX PILLARS OF CHARACTER ARE HIGHLIGHTED.

FILMclips: “Students easily identify with popular movie clips which speeds up learning and retention.”

The lessons are fortified with short clips from the following movies:

Trustworthiness: Liar Liar, Cool Runnings

Respect: Babe, The Ant Bully

Responsibility: A Christmas Story, Pay It Forward

Fairness: Eight Men Out, The Mighty Ducks

Caring: Seabiscuit, The War

Citizenship: The World Trade Center, Saving Private Ryan

There are free ebook which lists more Hollywood movies and explains the character traits they teach.

CASEL Reviewed: Middle and High School Programs: An index can be found on CASEL's Program Description page .2

- Lions Quest, Skills for Adolescence- Middle School Version Program Descriptions
- Consistency Management & Cooperative Discipline® (CMCD) Grades 6-12
- EL Education- Emotional Learning not Expeditionary Learning. One need not seek to be an EL school to use some EL pedagogical methods
- ELEARNING: 7 Tips to Develop a Successful Interactive Learning Strategy - <https://elearningindustry.com/7-tips-to-develop-successful-interactive-elearning-strategy>. Grades 6-12 ("Facing History Receives Top Honors in 2015 CASEL Guide")
- Reading Apprenticeship
- Responding in Peaceful and Positive Ways
- Second Step: Student Success Through Prevention for Middle School
- Student Success Skills-Middle & High School
- Building Assets, Reducing Risks (BARR) Grades 6-10
- Michigan Model for Health-Middle School
- The Fourth R- 9th gradeBRUTGERS CENTER FOR SOCIAL AND CHARACTER DEVELOPMENT
- Kindness is Contagious - K-4 - See above as well
- Dramatic Bees - teens 3
- Scholars for Service: Combining Enrichment with Character Education
- Promising Practices For Elementary Schools: A List
- NJ Dept of Education Best Practices in Character Education- 9-12
- See New Jersey Lessons Plans, Links ILLINOIS
- Operation Snowball: A Community of Caring - Middle & High School -Illinois
- Snow Flurries, Snowflake and Snowball (Illinois):<http://www.international-snowball.com/programs-of-snowball.html>

MAINE

- Maine: (<http://www.safersanerschools.org>) as part of a 3-year RAND study speak about the positive impact in the classroom of circles and other informal restorative practices. These practices give every Best Practices to Promote Social-Emotional and Character Development and Safe and Drug-Free Schools. Published on Jul 28, 2015."Everybody has a voice in our school"

MARYLAND

- Linkona Model- Maryland
- http://www.marylandpublicschools.org/msde/programs/servicelearning/character_education.htm4

OTHER

California Character Education programs

Best School Assembly with incredible character education ...

www.dazzlingmills.com/index.html at fairs,

character education and ... Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas,

Kentucky, Louisiana, Maine

...

California

- Character Education in California with links-ERIC#EJ557579
- Complementary Add-On
- Mix It Up Day - once a year

Acronyms:

KCS

HPEF – High Peaks Education Foundation

RTI – Response to Intervention

PBATS – Performance Based Assessment Tasks

SEL – Social & Emotional Learning

CE – Character Education

SEDL – Social, Emotional and Development Learning

STEM – Science, Technology, Engineering and Math

STEAM – Science, Technology, Engineering, Arts and Math

DASA – Dignity for All Students Act

SAVE – Safe Schools Against Violence in Education

EL – Expeditionary Learning

