

**ESSEX FELLS SCHOOL DISTRICT
DEPARTMENT OF CURRICULUM AND INSTRUCTION
SCHOOL COUNSELING AND ART THERAPY CURRICULUM
SEL CURRICULUM
GRADES K - 6**

ACKNOWLEDGEMENTS

Michelle Gadaleta, Superintendent of Schools

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Erika Pilato, School Counselor

Rebecca Santin, Art Therapist

Board Approved:

BELIEFS AND PHILOSOPHY

The philosophy and beliefs of the programs presented by the school counselor and the art therapist of Essex Fells Public School are that:

- Students are our highest priority
- Students are unique and have the right to develop their individual career and personal/ social potential
- Students have the right to be treated with dignity and respect and learn in a safe and supportive environment
- The school counselor and art therapist are advocates and supports for each student by fostering student connectedness with peers, staff, and family

The School Counselor will:

- Plan and manage the comprehensive school counseling program
- Abide by the professional school counseling ethics as advocated by the American School Counselor Association
- Participate in professional development activities essential to maintaining a quality school counseling program

The Art Therapist will:

- Provide school-based art therapy
- Plan and manage the comprehensive school counseling program
- Act in accordance with the ethical principles for art therapists
- Participate in professional development to maintain competency and effective practice

MISSION STATEMENT

The mission of the Essex Fells Public School Counseling and Art Therapy Department is to engage all students in an academic, personal/social emotional and career program which provides the tools for students to function responsibly in an ever-changing global community.

PROGRAM GOALS

The counselor and art therapist will fulfill the goals and objectives of the Counseling Program through individual counseling, small group counseling, classroom guidance lessons, coordination of services, and consultation with parents and teachers. The curriculum is based on the philosophy that the affective development of the student, while the responsibility of the entire school staff, is a primary concern of the counselor and art therapist. The counselor and art therapist help students identify strengths, weaknesses and feelings. Students will use this heightened self-awareness in their decision-making.

The three main themes of the Developmental Guidance and Counseling Program will be reinforced throughout the curriculum by classroom teachers and specialists as the themes occur in their content area. The counselor and art therapist will act as a consultant to offer guidance materials and activities to supplement their curriculum.

The success of this program is dependent on the school community working as one unit to help each child reach his/her full potential. Teachers and parents will be an integral part of the program to identify and refer students for counseling and art therapy services. Students will be able to self-refer when problems arise.

Essex Fells Public Schools: Schoolwide Counseling/Art Therapy Developmental Programs for All Grade Levels

The counseling curriculum consists of structured developmental experiences presented through classroom and group activities. The purpose is to provide all students at all grade levels with knowledge and assistance in acquiring and using life skills. Student competencies as defined in this program will be addressed through the use of small group counseling, large group sessions and school wide programs.

SCHOOL-BASED COUNSELING/ART THERAPY SERVICES:

- o Individual Counseling for:
 - o Academic Concerns
 - o Adjustment to school (new student transition)
 - o Behavioral Issues
 - o Crisis Management/Crisis Prevention and Intervention
 - o Grief/Bereavement
 - o Home and Family Issues
 - o School Interaction Problems
 - o Suicide/Risk Screenings
 - o Transition to the next grade level/new school
- o Group Counseling for:
 - o Academic Issues/Study Skills
 - o Anger Management
 - o Divorce and family changes
 - o Grief and loss
 - o Decision Making
 - o Social Skills
 - o Stress Management
 - o Self-Esteem/ Self-Concept
- o Large group (class meeting/developmental lessons):
 - o Bullying/HIB
 - o Character Education
 - o Conflict Resolution
 - o Skills for Learning
 - o Emotional Management

ASCA Standards for Students Competencies and Indicators

1. Personal/Social Development

FOCUS: Becoming aware of who I am and how I interact effectively with others.

ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as the students progress through the school and into adulthood.

- **Standard A:** Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
- **Standard B:** Students will make decisions, set goals and take necessary action to achieve goals.
- **Standard C:** Students will understand safety and survival skills.

2. Academic Development

FOCUS: Achieving academic success, aspiring to the highest level of student achievement, acquiring skills for lifelong learning.

ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and

maximize each student's ability to learn.

- **Standard A:** Students will acquire attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.
- **Standard B:** Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.
- **Standard C:** Students will understand the relationship of academics to the world of work and to life at home and in the community.

3. Career Development

FOCUS: Becoming aware of life/career choices, planning for work after school, reaching life/career potential to become a satisfied worker and earn a satisfying living throughout life.

ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the lifespan.

- **Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- **Standard B:** Students will employ strategies to achieve future career goals with success and satisfaction.
- **Standard C:** Students will understand the relationship between personal qualities, education, training and the world of work

School-Based Art Therapy

What is Art Therapy?

“Art therapy is an integrative mental health and human services profession that enriches the lives of individuals, families, and communities through active art-making, creative process, applied psychological theory, and human experience within a psychotherapeutic relationship” -American Art Therapy Association

How Does Art Therapy Differ from Art Class?

Art Therapy	Art Class
Facilitated by a professional art therapist	Facilitated by a skilled art teacher
Involves a therapeutic relationship centered around goals which are unique to each student/class meeting	Involves a student-teacher relationship
Supports the creative process more than the product	Focused on the final art product
Main goal is self-expression & exploring emotions	Main goal is to learn how to make something
Artwork is seen as a reflection of its creator. It is used for communication	Teaches skills and techniques on the elements and principles of design
No grades or desired results for the product	Art may be graded or formally evaluated

How Can Art Therapy Be Applicable in Schools

Art therapy’s diverse and unique nature makes it adaptive to any student’s needs. When we notice a student struggling behaviorally, cognitively, or emotionally, Art therapy can offer a new mode of positive intervention: one that supports and encourages a student’s natural creative instincts while also addressing their areas of struggle. Students are able to direct anxiety, aggression, fear, stress, worry, and any other emotion into safe and controlled art-making with the help of an Art Therapist. Art-making often meets students where verbal language may be too difficult to communicate. Art therapy can also be instrumental in developing confidence, higher self-esteem, and greater personal worth: something we know children and adolescents are struggling with more than ever before. Art therapists can work in conjunction with parents and teachers in order to support the student’s needs on a holistic level. When a student struggles cognitively, emotionally, or behaviorally, schools are often the first to identify symptoms and are then charged to deliver intervention.

THE ROLE OF THE ART THERAPIST

“Art therapists are master-level clinicians who work with people of all ages across a broad spectrum of practice. Guided by ethical standards and scope of practice, their education and supervised training prepares them for culturally proficient work with diverse populations in a variety of settings. Honoring individuals’ values and beliefs, art therapists work with people who are challenged with medical and mental health problems, as well as individuals seeking emotional, creative, and spiritual growth.” -American Art Therapy Association

The School-Based Art Therapist will:

- Design, lead, implement and evaluate the comprehensive art therapy program
- Establish positive relationships with all students and staff
- Plan, implement and evaluate art therapy interventions to meet the mental, emotional, behavioral, and social needs of students
- Facilitate groups to assess and evaluate children’s social and emotional development
- Administer art therapy and counseling assessments within the scope of practice, for the purpose of establishing goals and objectives
- Works in conjunction with the school counselor, and the child study team to evaluate, assess, and monitor goals and objectives of students
- Create individual and group goals and objectives based on information obtained by the interdisciplinary team, psych evaluation, assessments and ongoing observation
- Implement the goals and objectives by providing weekly individual and group counseling services
- Consult with the interdisciplinary team about the students and their progress
- Collaborate with teachers, administrators, and other specialists to promote student improvement and success
- Provide classroom guidance, individual and group counseling, behavioral interventions & crisis counseling as needed
- Refer to other specialists when other services outside the school are appropriate
- Maintain a record of documentation for each serviced child

THE ROLE OF THE SCHOOL COUNSELOR

The school counselor is a positive change agent in the school and plays the role of an advocate for the success of all students (New Jersey School Counseling Initiative, NJSCA, 2005). The school counselor is a master's level certificated professional, trained in counseling programs that meet the standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The New Jersey school counselor endorsement authorizes the holder to perform school counseling services such as study and assessment of individual pupils with respect to their status, abilities, interest and needs; counseling with administrators, teachers, students, and parents regarding personal, social, educational, and vocational plans and programs; and developing cooperative relationships with community agencies in assisting children and families (NJAC 6A :9-13.8, NJDOE, 2004).

The school counselor will develop a comprehensive counseling program that is aligned with the American School Counselors Association (ASCA) National Standards and National Model and New Jersey School Counseling Association (NJSCA) NJ School Counseling Initiative. The comprehensive program will also address the mandates of Harassment, Intimidation and Bullying Legislation and NJ Administrative Code. The counseling program will also be flexible to address any particular needs of the school district based on needs assessments and/or administrative directive.

In a comprehensive school counseling program designed to respond to local student needs, the school counselor is on the cutting edge of positive change. The counselor is a change agent, skilled in group dynamics problem-solving, goal setting and decision making, advocacy, family systems and systemic change. As an active change agent in the school, the counselor collaborates with others to facilitate and promote change each day in all school arenas: in classrooms, school climate, parent conferences, staff development and I&RS committees. In addition, the school counselor helps to close the achievement gap and opens opportunities for all students.

The school counselor:

- Designs, leads, implements and evaluates the comprehensive school counseling program
- Follows a clearly defined counselor role description based on counseling goals for all students
- Establishes positive relationships with all students through individual contacts, lunch bunches or play groups
- Provides classroom guidance, individual and group counseling, behavioral interventions & crisis counseling as needed
- Utilizes professional training in individual and group counseling, group facilitation, consultation, coordination, collaboration, and systemic change
- Collaborates with teachers, administrators, and other specialists to promote student improvement and success
- Solicits broad participation from parents, teachers, students, community members, support staff, board members, and administrators

CASEL Social Emotional Learning Competencies

Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision-Making
The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."	The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations-effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.	The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and support.	The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.	The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well being of oneself and others.

Essex Fells School Counseling and Art Therapy Curriculum

SEL Class Meetings

Grades K-6

Grade	Unit	Lesson Focus	ASCA Standards	Skills Learned	CASEL SEL Core Competencies	Suggested Activities
K-2	Social Skills	Intro. to school counselor, Starting and maintaining a conversation	<u>PS:A PS:B A:A</u> <u>C:A C:C</u>	Communication, Social engagement, relationship building, teamwork	Social-Awareness & Relationship Skills	Start With A Hello Program, “Find a Friend Who” Bingo, Round Robin Drawings
3-6	Social Skills	Conversation skills and understanding social cues	<u>PS:A PS:B A:A</u> <u>C:A C:C</u>	Communication, Social engagement, relationship building, teamwork	Social-Awareness & Relationship Skills	Start With A Hello Program, “Find a Friend Who” Bingo, Back-to-Back Drawings Communication Exercise

Differentiation

Special Education	Enrichment	RTI	ELL
<ul style="list-style-type: none"> • Modifications & accommodations as listed in the student’s IEP • Assign a peer to help keep student on task • Modified or reduced assignments • Reduce length of assignment for different mode of delivery • Increase one to one time • Anticipate where needs will be • NJDOE resources 	<ul style="list-style-type: none"> • Contents should be modified: abstraction, complexity, variety, organization • Process should be modified: higher order thinking skills, open ended thinking, discovery • Products should be modified: real world problems, audiences, deadlines, evaluation, transformations • Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied • NJDOE resources 	<ul style="list-style-type: none"> • Tiered Interventions following RTI framework • RTI Intervention Bank • NJDOE resources 	<ul style="list-style-type: none"> • Strategy groups • Teacher conferences • Graphic organizers • Modification plan • NJDOE resources <p>https://www.teachersfirst.com/content/esl/adaptstrat.cfm</p>

Grade	Unit	Lesson Focus	ASCA Standards	Skills Learned	CASEL SEL Core Competencies	Suggested Activities
K-2	Bullying Prevention	Recognizing, reporting, and refusing bullying	<u>PS:A PS:B, PS:C</u> <u>A:A C:A C:C</u>	Respect for others, perspective taking, resisting social pressures, empathy, assertiveness, conflict vs. bullying	Responsible Decision Making & Social-Awareness	Week of Respect, Conflict vs. bullying vs. Mean Moment, Draw a Bully, Upstander vs. Bystander
3-6	Bullying Prevention	Recognizing, reporting, and refusing bullying	<u>PS:A PS:B, PS:C</u> <u>A:A C:A C:C</u>	Respect for others, perspective taking, resisting social pressures, empathy, assertiveness, conflict vs. bullying	Responsible Decision Making & Social-Awareness	Week of Respect, The Great Kindness Challenge, Review of the Anti-Bullying Bill of Rights, Powerful vs. Powerless Collage

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Grade	Unit	Lesson Focus	ASCA Standards	Skills Learned	CASEL SEL Core Competencies	Suggested Activities
K-2	Gratitude	Practicing Gratitude Defining empathy	<u>PS:A PS:B, PS:C</u>	Identifying emotions, empathy, respect for others	Self-Awareness Social Awareness	Community Tree Project, Gratitude Mason Jar
3-6	Gratitude	Defining and understanding gratitude Defining and understanding empathy	<u>PS:A PS:B, PS:C</u>	Identifying emotions, appreciating diversity, empathy, respect for others	Self-Awareness Social Awareness Self-Management	Gratitude exercises, Appreciation Station

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Grade	Unit	Lesson Focus	ASCA Standards	Skills Learned	CASEL SEL Core Competencies	Suggested Activities
K-2	Coping Skills	Coping Skills and Mindfulness	<u>PS:A PS:B PS:C</u> <u>A:A C:A C:C</u>	Self regulation, managing emotions, impulse control, stress management	Self-Management	<i>The Color Monster</i> By Anna Llenas, Wheel of Emotions, My Coping Skills Plan, <i>Be Where Your Feet Are</i> By Julia Cook
3-6	Coping Skills	Identifying and managing emotions	<u>PS:A PS:B PS:C</u> <u>A:A C:A C:C</u>	Self regulation, managing emotions, impulse control, stress management	Self-Management Responsible Decision Making	Chill Skills, Keep Calm Plan, Unhelpful Thinking Styles

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Grade	Unit	Lesson Focus	ASCA Standards	Skills Learned	CASEL SEL Core Competencies	Suggested Activities
K-2	Growth Mindset	Growth Mindset	<u>PS:A PS:B, PS:C</u> <u>A:A A:B A:C C:B</u>	Power of Yet, overcoming/embracing challenges, perseverance, valuing effort	Self-Awareness & Self-Management	<i>The Most Magnificent Thing</i> By Ashley Spires, Fixed Mindset Vs. Growth Mindset, <i>My Brain and I</i> Story Book
3-6	Growth Mindset	Recognizing strengths, Defining perseverance, Grit, Resilience	<u>PS:A PS:B, PS:C</u> <u>A:A A:B A:C C:B</u>	Power of Yet, overcoming/embracing challenges, perseverance, valuing effort	Self-Awareness & Self-Management	The Learning Pit, Fixed vs. Growth Mindset, Power of Yet

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Grade	Unit	Lesson Focus	ASCA Standards	Skills Learned	CASEL SEL Core Competencies	Suggested Activities
K-2	Showing Compassion	Self-Love/Self-Esteem	<u>PS:A PS:B PS:C</u> <u>A:A</u>	Self- Respect & respect towards others (In-person & Online)	Self- Awareness, Social- Awareness, & Relationship Skills, Self-management	Valentine To Self, “What I Love About Myself Is” worksheet, Self-Love Mason Jar, Heart Maps
3-6	Showing Compassion	Kindness (In-person & Online)	<u>PS:A PS:B PS:C</u> <u>A:A</u>	Self- Respect & respect towards others	Self- Awareness, Social- Awareness, & Relationship Skills, Self-management	Shoot for Kindness Challenge, Acts of Kindness Cards

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K-2	Conflict Resolution	Peace & Conflict Resolution	<u>PS:A PS:B PS:C</u> <u>A:A C:B</u>	Learning steps to effective problem solving, active listening, effective communication skills, perspective taking	Responsible Decision-Making, Relationship Skills, Social- Awareness	Conflict Resolution Game Show, Relationship Building Bingo, Mouse Monster, and Me
3-6	Conflict Resolution	Peace & Conflict Resolution	<u>PS:A PS:B PS:C</u> <u>A:A C:B</u>	Learning steps to effective problem solving, active listening, effective communication skills, perspective taking	Responsible Decision-Making, Relationship Skills, Social- Awareness	Solutions Wheel, Peace Path, Role Play Scenarios, Conflict Resolution Storyboards, I-Statements

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K-2	Self-Confidence	Be You	<u>PS:A C:A</u>	Appreciating diversity, celebrating differences, resisting peer pressure	Self-Awareness, Social-Awareness, Relationship Skills	Positive Self-Talk Journal
3-6	Acceptance, Personal Identity, Self-Confidence	Celebrate Diversity, Recognizing personal characteristics	<u>PS:A C:A</u>	Diversity, celebrating differences, resisting peer pressure	Self-Awareness, Social-Awareness, Relationship Skills	Sharing similarities and differences

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Grade	Unit	Lesson Focus	ASCA Standards	Skills Learned	CASEL SEL Core Competencies	Suggested Activities
K-2	Self-Exploration	Career Awareness	<u>C:A C:B C:C</u>	Skills, values, interests, strengths	Self-Awareness & Self-Management	Career Charades, Career Exploration Sorting
3-6	Self- Exploration	Career Awareness	<u>A:A A:B A:C C:A C:B C:C</u>	Skills, values, interests, strengths	Self-Awareness & Self-Management	Career Jeopardy

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Grade	Unit	Lesson Focus	ASCA Standards	Skills Learned	CASEL SEL Core Competencies	Suggested Activities
K-2	Grade Transitioning	Review and Grade Transitioning	<u>PS:A PS:B, PS:C</u> <u>A:A A:B A:C C:A</u> <u>C:B C:C</u>	Reflecting, identifying emotions, identifying problems, goal setting, organizational skills	Self Awareness, Responsible Decision-Making, Self-Management	Letter to Future Self, "A Year In Review" Jeopardy Game
3-6	Grade Transitioning	Review and Grade Transitioning	<u>PS:A PS:B, PS:C</u> <u>A:A A:B A:C C:A</u> <u>C:B C:C</u>	Reflecting, identifying emotions, identifying problems, goal setting, organizational skills	Self Awareness, Responsible Decision-Making, Self-Management	Letter to future students, Letter to future self, Orientation Q&A

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Essex Fells School District
School Counseling and Art Therapy Department
School Wide Character Education Program
“EFS Kids of Character”

What is a character education program? Before I answer the question, I will say this: You are a character educator. Whether you are a teacher, administrator, teacher assistant, nurse or custodian, you are helping to shape the character of the kids with whom you come in contact. It’s in the way you talk, the behaviors you model, the conduct you tolerate, the deeds you encourage and the expectations you set for yourself and your students. Truthfully, every day you come in contact with children, you are doing character education. Character education is: **the deliberate effort to help people understand, care about, and act upon core ethical values.**

Why implement a character education program in school? Quality character education helps schools create a safe and caring learning environment for every student. It focuses on qualities that will help students be successful as citizens, in the workplace, and with the academic curriculum.

The “EFS Kids of Character” program is just part of the district wide mission which states that “studies pass into character.” The character traits outlined in the initiative will be infused in weekly class meetings and classroom SEL lessons..

What character traits will we teach?

Empathy

Put yourself in someone else's position and try to feel what they are feeling - Work on listening to people without interrupting- Pay attention to body language and other types of nonverbal communication- Try to understand people, even when you don't agree with them. Ask people questions to learn more about them and their lives- Strengthen your connection with others to learn more about how they feel- Look for ways in which you are similar to others versus focusing on differences

Respect

Respect means to honor and to show consideration and value to people, property, the environment, and yourself. It means to treat others well even if they look, act, or believe differently than you do. Treat others with respect; follow the Golden Rule • Be tolerant and accepting of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults, and disagreements

Gratitude

The character strength of gratitude involves feeling and expressing a deep sense of thankfulness in life, and more specifically, taking the time to genuinely express thankfulness to others. Write An Appreciation Note. Lend a Listening Ear. Each day, think of 3 things you are grateful for. Start a gratitude journal. Show your appreciation to someone who did something nice. Express gratitude by doing an act of kindness. Tell the people in your life how you feel and what they mean to you.

Generosity

The desire to give what you have to others. Generous people are not selfish. They want to help those in need and are always willing to share. Real generosity comes in many different forms. The person who volunteers at a soup kitchen serving the homeless is being generous with their time. Someone who donates their car is being generous too, as is the person who goes to their local retirement home and spends time reading and talking to senior citizens.

Perseverance

We can understand perseverance as a continuous drive to reach our goals and improve our skills and performance through persistent effort. It is a form of purposefulness and goal-orientation, which requires long-term commitment and discipline. **Key Beliefs:** When something doesn't work right, try again and again. I am able to resist temptations and pressures to give up or quit, choosing instead to persist as long as I can. I will always finish what I start. I can learn to face and accept what happens in my life. I need to grow from my experiences, including the ones that hurt.

Kindness

Kindness involves **having a deep concern for the welfare of others**. Empathy, compassion, gratitude and generosity are all the marks of a kind person. Demonstrating kindness includes being willing to inconvenience yourself for the benefits of others.

Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need

Mindfulness

Mindfulness is a strategy used to help individuals focus on where they are and what is going on around them. It's a calming strategy helpful for decreasing anxiety, reducing stress, resolving conflicts and reducing feelings of anger. Incorporating mindfulness into education has been linked to improving academic and social and emotional learning. Also, mindfulness strengthens some underlying development processes—such as focus, resilience, and self-soothing—that will help kids in the long run.

How? Pay attention. Live in the moment. Accept yourself. Focus on your breathing.

Trustworthiness

Trustworthiness is the ability to keep promises, to be honest, reliable and principled while never inappropriately betraying a confidence. Trustworthiness relies on the integrity and character of the person.

Be honest • Don't deceive, cheat, or steal • Be reliable — do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal — stand by your family, friends, and country

Responsibility

Responsibility is being dependable, organized, and punctual, as well as being accountable for your words and actions. Do what you are supposed to do • Plan ahead • Always do your best • Use self-control • Be self-disciplined • Think before you act — consider the consequences • Be accountable for your words, actions, and attitudes • Set a good example for others

Courage

Courage involves making good choices in the face of fear or obstacles. It's another term for bravery. Bravery doesn't mean fearlessness. It means we do not let fear hold us back from exploring new opportunities, developing our skills, and doing what is right. How? Standing up for what you know is right – even when you are afraid and others do not stand with you. Admit when you are wrong. Make good choices when others do not • Being kind to those who are unkind. Ask for help when you need it.

How will we teach the character traits?

The goal is for the message of building character to be ongoing. It must be pervasive. At the start of each month, the trait of the month will be shared during morning announcements as well as at the Spirit Meeting. All teachers will show a short video clip to all students related to the character trait which will be provided by the school counselor and art therapist.. Each month, one student from each grade level who demonstrates outstanding character during specials, specifically, the character trait of the month will be honored. The students will receive a certificate and their picture will be displayed on the “**EFS Kids of Character**” bulletin board.