

Hello again and greetings from USD 467!

To start this week, I'd like to give a shout out to two school groups that did a great job last week! Many students were part of a WCES Veteran's Day programs last Friday. This is an annual tribute to honor local Veterans that is coordinated by Mrs. Misty Gardner and features the WCHS drum line who led the parade of veterans, a solo trumpeter playing Taps, and students who sang, spoke and did a choreographed presentation to "Proud to be an American." The Veterans started their day with a breakfast prepared by the WCHS NHS and Stuco groups. Well Done and Thank You! Also on Friday and Saturday evenings, the WCHS Musical "Seven Brides for Seven Brothers" was presented by the choir students and directed, once again, by Mrs. Tori Koehn, who has returned to WCJSHS. The musical was accompanied by Mrs. Melanie Lofstrom, who is originally from Leoti. The audience acknowledged the hard work by the cast with many bursts of applause throughout the performance. Again, Well Done!

This week I'll review of Character Development. First, the Core Principals: recognize, select, and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling and doing; develop, implement, promote and model core ethical and performance principles; and, create a caring community. To attain these principals the students must be taught responsible decision making and problem solving skills: develop, implement and model responsible decision making skills and develop, implement, and model effective problem solving skills.

The indicators to achieve this principal are to: understand that core ethical and performance principles exist (for example, in classrooms, in the community, in homes); identify and apply core principles in everyday behavior; discuss and define developmentally appropriate core ethical and performance principles and their importance (for example, respect, fairness, kindness, honesty, treating others as they wish to be treated, giving their best effort); identify and apply personal core ethical and performance principles; compare and contrast personal core principles with personal behavior; illustrate and discuss personal core principles in the context of relationships and of classroom work; evaluate personal core principles with personal behavior (including ethical and performance principles); and, reflect upon personal core principles, appreciate them, and become committed to them.

The second, develop, implement, promote, and model core ethical and performance principle, is more in depth: recognize and celebrate the natural, beneficial consequences of acts of character; identify community needs in the larger community, discuss effects on the community, and identify positive, responsible action; learn about ethical reasoning by giving examples of what makes some behaviors appropriate and inappropriate; exhibit clear and consistent expectations of good character throughout all school activities and in all areas of the school; learn about, receive, and accept feedback for responsible actions in academic and behavioral skills; assess community needs in the larger community, investigate effects on the community, assess positive, responsible action, and reflect on personal involvement; interpret ethical reasoning through discussions of individual and community rights and responsibilities; explain clear and consistent expectations of good character throughout all school activities and in all areas of the school; analyze community needs in the larger community, analyze effects on the community, design positive, responsible action, and reflect on personal

involvement; develop ethical reasoning through discussions of ethical issues in content areas; create clear and consistent expectations of good character throughout all school activities and in all areas of the school; practice and receive feedback on responsible actions including academic and behavioral skills; analyze community needs in the larger community, analyze effects on the local and larger community, design and critique positive, responsible action, and reflect on personal and community involvement; analyze ethical dilemmas in content areas and/or daily experiences; hold self and others accountable for demonstrating behaviors of good character throughout all school activities and in the community; and, reflect, analyze, and receive feedback on responsible actions including actions using academic and behavioral skills.

The third principal is to create a caring community. This principal is broken into three parts: Consider it a high priority to foster caring attachments between fellow students, staff, and the community; demonstrate mutual respect and utilize strategies to build a safe and supportive culture; and, take steps to prevent peer cruelty and violence and deal with it effectively when it occurs whether digitally, verbally, physically and/or relationally. More on the third principal next week.

Thank you for taking the time to read this. If you have specific questions or want more information about what's happening in the buildings or district, don't hesitate to contact Lori Maxwell, WCES Principal, at 375-2314, Delbert Schmidt, WCJSHS Principal, at 375-2213, or me at 375-4677. Thanks!

Keith Higgins