



December 13, 2012

Civic and Character Education Annual Report

Submitted to: Greg Bell, Lieutenant Governor
Chair, Commission on Civic & Character Education

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In response to Utah Code 53A-13-109, Juab School District declares that the tenets of a character education, defined as “reaffirming values and qualities of character which promote an upright and desirable citizenry;” and the tenets of a civic education, defined as “the cultivation of informed, responsible participation in political life by competent citizens committed to the fundamental values and principles of representative democracy in Utah and the United States, are both established in an integrated curriculum and taught from a framework of regular school work.

The principles of honesty, integrity, morality, civility, duty, honor, service, and obedience to the law are infused in Juab School District policy and daily instruction at each of its institutions. Students agree to and abide by school codes of conduct, traditions of character, and serving each other as well as community members in associated municipalities. Programs of note that support these principles within the regular kindergarten through twelfth grade curriculum include the writing of essays specific to the themes listed above, direct and small group instruction, assigned readings, class and assembly speeches, as well as regular day to day interaction. In addition to core regular program, students participate in “digital citizenry” activities and training designed to teach students how to be good citizens in the “digital world” and avoid difficult circumstances. The school district has also emphasized anti-bullying measures to increase positive relationships across the curriculum. Expectations within the described principles above have been set and students and teachers are responding well. It has been the objective of the district to establish a culture around these principles and reinforce progress through positive support and daily interactions. These teachings are infused in the regular day to day affairs of the district and institutions.

It is also common for individual schools in the Juab School District to bring students together in assembly by specific grade or class as well as an entire student body to



teach these principles, values, and qualities of character. The teachings are typically presented in a variety of ways designed to leave a lasting message that is referenced by teachers and administrators throughout the school year and used as examples when moments of opportunity arise. These assemblies are both student and teacher directed. Student councils play a major role and provide student leadership and individual development. Furthermore, several of our schools have instituted clubs, student groups, and student councils specifically designed to support these principles. Indeed, character education is found throughout the district and is a large part of the entire curriculum.

The Juab School District takes seriously the responsibility and critical purpose of preparing the “succeeding generations of informed and responsible citizens who are deeply attached to the essential democratic values and institutions.” The district works diligently to prepare future generations to participate in the constitutional republic, labor toward the common good, understand the tenets of industry, free enterprise, and the pursuit of happiness, as well as respect for family, and the constitutions of Utah and the United States. Emphasis in these programs is found in district policy and daily instruction. Through an integrated curriculum, students are taught these principles in the regular program across the curriculum.

For example, Juab High School students have an opportunity to not only immerse themselves in each of the core classes every day, but expand their knowledge and skill base in programs such Career and Technical Education, electives in government, economics, and advanced placement courses where each of these principles can be experienced in a more expanded format. Students are then provided opportunities to study and conduct research in each of these areas as well as practice and experiment in field activities. Students are encouraged to take full advantage of all curricular and extra-curricular activities where they can experience the application of these principles.

Elementary and Junior High students are also taught from a rich foundational curriculum that focuses on the development of these concepts and introduces age appropriate activities designed to provide a necessary background. Specific to this school year, schools conducted mock elections, listened to the Governor’s education address, and explored situational economics associated with the current economy and national unemployment. Students have also become engaged in the political process expressing their dissatisfaction with new school lunch nutritional guidelines mandated by the federal government. Students also attend each Juab School District Board of Education meeting and share their experiences about school and learning with elected officials. Students participate in essay contests and demonstrate their knowledge of these principles in a number of activities designed to support and reinforce these teachings.



It is also important to note that students in Juab School District are provided a number of opportunities to become involved in community service and volunteerism. It is here where many students enrich their experience and apply the values and characteristics associated with civic and character education. Throughout the year staff and students organize these events throughout the community and engage with community members and civic leaders.

The methods used to teach and measure the results of the civic and character education program are found in district policy and through daily instruction of the UT core and required course work that is focused on each of the described principles. Teachers and staff devote instructional time and materials to this end. The following table illustrates these efforts.

Methods and Results

Desired Outcome	Method	Measurement	Implemented	Results
1. Integrated into regular curriculum: Policy Implementation Language Arts Math Science Social Studies The Arts Physical Ed. CTE Electives	Daily Instruction Projects Essays Student Speeches Activities Assemblies Service Learning Volunteerism Student Council Student Clubs Themes Extra Curricular Mock Election Training	Student Products/work Course results School climate Parent surveys Student surveys Opportunities to serve. Opportunities to engage in community. Number of students participating. Attendance	Yes Yes Yes Positive Completed Completed Yes Several Yes Yes	Juab School District is a high performing district with all of its schools ranked in the top 10% of UT schools based on current UCAS reports. Schools have implemented these programs and are finding success. The climate and culture of the district is positive. Survey results indicate an 88% “strongly agree” and “agree” response rate for program success.



Desired Outcome	Method	Measurement	Implemented	Results
2. Code of Conduct Policy Implementation Honesty Integrity Morality Civility Duty Honor Service Obedience to law Digital citizenship Democracy UT Constitution US Constitution	Code of conduct implement in each school emphasizing the tenets of civic and character education. Track number of violations and develop objectives to decrease annually through positive behavior supports and increased student participation in activities. Teach digital citizenship and enforce policy Reinforce social studies instruction to support constitutional republic and democratic principles Reinforce anti-bullying program	Student Products/work Course results School climate Parent surveys Student surveys Opportunities to serve. Opportunities to engage in community. Number of students participating. Attendance	All programs are fully implemented	Student misconduct has decreased with 0 expulsions and few suspensions. Positive conduct has increased. The climate and culture of the district is represented in a high participation rate in number of activities as well as the number of extra curricular activities. Survey results indicate an 89% “strongly agree” and “agree” response rate for students who feel safe at school and enjoy coming to school. They indicate that they like school and feel that they are learning as is indicated in course handbooks and student disclosure statements. These results are reflect in the 96% graduation rate as well as other indicators of regular integrated curriculum success.



In conclusion, UT Code 53A-13-109 directs school districts to develop and implement with the regular program and integrated civic and character education. The intent of the code is to accomplish this without “special funding.” Juab School District puts forth great effort to ensure that students have been taught the principles described within UT Code 53A-13-109 and is confident and affirming that the program is not only successful but continues to grow and become even more successful as indicated by student performance during their time in Juab as well as post high school graduation.

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