Caring & Ethical Communities
(Home, School, At-Large, Virtual)

Ethic of Care

This is the core component of Character Education at FFCA. The focus is on helping students develop an awareness of ethical caring, the skills to care, the courage to act in a caring manner, and the connections that cultivate a caring community.

An ethic of care is based upon a regard and desire for the well-being of self and others. Caring is the foundation of ethical and moral behavior and the foundation of relationships. Care involves a focus on relationships and the skills and qualities necessary for building them. Care involves receptive attention, reciprocity, empathy, feeling, and vulnerability.

Core Virtues at FFCA

Respect
Responsibility
Compassion
Self-Discipline
Integrity

The Guiding Principles of our Character Education Program

- Character Education connects school learning with daily life.
- Character Education will be intentional - specifically taught, infused throughout the curriculum and embedded in what we do.
- Student engagement in character development is fostered through opportunities to think critically and contribute to decision-making.
- Intrinsic motivation is essential to character development.
- All staff accept responsibility to promote and model positive character.
- Staff will communicate with parents and students regarding student character development.
- Parent partnerships are an important part of creating a culture of character.
- Community partnerships can be a powerful tool in creating a culture of character.
- Student engagement in Service Learning is important to character development.
- Character education facilitates the development of self-reflection, which leads to a strong personal identity and an understanding of one's relationship with the world.

Character Education
at
FFCA

Our Character Vision
To foster sustainable communities that are caring and ethical.

Our Character Mission
To prepare students to be ethically engaged citizens who care deeply, think critically and act courageously.

Character Reporting

One of our important guiding principles states that we regularly communicate with parents and students regarding a student's character development.

Part of this process will take place during our reporting periods. Parents and students will receive written reports, presented within two specific categories: 1) personal development, and 2) citizenship.

Personal Development

The first category (personal development) recognizes that, over time, students develop a sense of who they are, which in turn assists them in knowing and challenging themselves. Several skills contribute to personal development:

- habit building
- goal setting
- establishing priorities
- reflection
- resiliency
- critical thinking
- digital awareness
- leadership

Teachers will focus on particular personal development skills during specific times of the year.

Citizenship

The second category (citizenship) recognizes that, over time, students develop and build relationships in order to participate in the development of community. Several skills contribute to developing citizenship:

- social skills
- communication skills
- empathy
- problem solving
- conflict resolution
- collaboration
- perspective taking
- acting courageously
- ethical decision-making
- leadership

Teachers will focus on particular citizenship skills during specific times of the year.

Character Reporting

Another one of our important guiding principles states that character education facilitates the development of self-reflection, which leads to a strong personal identity and an understanding of one's relationship with the world.

As students progress through the grades, they will take a more active role in creating their own reports, which again will be regularly shared during our reporting periods:

- At the Elementary Schools, the narratives are largely created by the teacher, with space included for students to write their own responses.
- At the Middle Schools, both the teachers and students will equally create the narratives.
- At the High School, the narratives will largely be created by the student, with the ability for teachers to add comments as they see fit.