

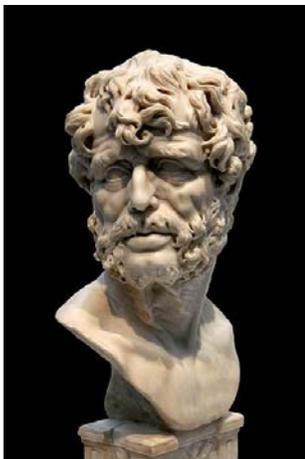
# Palmarium

The Classical Academy exists to assist parents in their mission to develop exemplary citizens equipped with analytical thinking skills, virtuous character, and a passion for learning, all built upon a solid foundation of knowledge.



## Reflections on Fairness

### ••••• Assorted Quotes



**Seneca the Younger**  
(4 BC – 65 AD)

image credited to Jean-Pol GRANDMONT

*Auditur et altera pars* (The other side shall be heard as well). *Seneca* in "Medea" (4 BC-65 AD)

Live so that when your children think of fairness, caring, and integrity, they think of you. *H. Jackson Brown, Jr.* (1940- )

Though force can protect in an emergency, only justice, fairness, consideration and cooperation can finally lead men to the dawn of eternal peace. *Dwight D. Eisenhower* (1890-1969)

Being good is easy, what is difficult is being just. *Victor Hugo* (1802-1885)

Win or lose, do it fairly. *Knut Rockne* (1888-1931)

It is not fair to ask of others what you are unwilling to do yourself. *Eleanor Roosevelt* (1884-1962)

Fairness is what justice really is. *Potter Stewart* (1915-1985) - Supreme Court Justice

"The world isn't fair, Calvin"

"I know Dad, but why isn't it ever unfair in my favor. *Bill Watterson*, (1958- ) in *The Essential Calvin and Hobbes: A Calvin and Hobbes Treasury* (1914-1995)

Fairness is not an attitude. It's a professional skill that must be developed and exercised. *Brit Hume* (1943- )

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- Whole Person Focused
  - Relationship Based
  - Classically Oriented
  - Idea Centered



# FAIRNESS *by Lance Carroll (Junior High Assistant Principal)*

According to the VIA Institute on Character, a resource that we as a school utilize to augment our own character efforts, *fairness* involves two types of reasoning. The first type of reasoning is *justice reasoning*, which seeks to use logic and weighing principles to determine moral rights and responsibilities. The second type of reasoning involves *care reasoning*, which includes empathy and compassion and having the ability to put yourself in somebody else’s shoes. As the assistant principal of the junior high, a large portion of my day is dedicated to handling student discipline and these two lines of reasoning come into play on a daily basis.

When deciding consequences for students who break the rules, my goal is to ultimately make it a learning experience for the students so they can make more positive choices when faced with similar situations in the future. For example, on one occasion, a student decided to try to pour water from his water bottle from the second floor balcony into the mouth of another student on the atrium ground floor. Of course, most of the water did not find its way into his friend’s mouth but instead formed a small pool on the atrium floor. From the student’s perspective, this was a harmless act. However, from a justice perspective, this puddle of water is now a safety hazard for anyone walking in the atrium. In addition, the custodial staff must now clean up the puddle of water. The student did not consider these two points when attempting to pour the water in the first place; he simply wanted to have fun with his friend. In speaking with a student or students who make similar decisions, my goal is to bring them to an awareness of their moral rights and responsibilities. Placing myself in their shoes helps me understand their perspective



Although I still gave the student a detention for pouring water  
[continued on next page]



### CHARACTER STRENGTHS

on FAIRNESS in *Character Strengths* the product of moral judgment – the what is morally wrong, and what is morally proscribed. . . . Being committed to fairness in all of one’s social relations, developing skill in the abstract logic of equitable arrangements, becoming sensitized to issues of social justice, coming to embody compassion and caring for others, and developing the perceptiveness necessary for relational understanding are desirable developmental outcomes. These terms name psychological strengths and virtues that allow us to be responsible citizens, trustworthy friends, and generally moral people. Individuals who have developed the psychological strengths associated with fairness would strongly endorse such statements as the following: it’s wrong to *use* people; I wouldn’t want to cheat anyone, any more than I would want to be cheated; I try to be kind to everyone; everyone deserves respect; we’re all in this together; no one deserves to be discriminated against because of the color of his skin; we are responsible for our own behavior (392-393).”

### CLASSIFICATIONS and DEFINITIONS:

In their chapter *and Virtues*, Peterson and Seligman write: “Fairness is process by which people determine what is morally right, TEAMWORK: Citizenship; social responsibility; loyalty  
FAIRNESS: Just; not letting feelings bias decisions about others  
LEADERSHIP: Organizing group activities; encouraging a group to get things done

Peterson, C., & Park, N. (2009). Classifying and measuring strengths of character. In S. J. Lopez & C. R. Snyder (Eds), *Oxford handbook of positive psychology*, 2nd edition (pp. 25-33. New York: Oxford University Press. [www.viacharacter.org](http://www.viacharacter.org)

Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. New York: Oxford University Press and Washington, DC: American Psychological Association. [www.viacharacter.org](http://www.viacharacter.org)



## FAIRNESS (continued from previous page)



from the second floor balcony, his detention included cleaning the junior high floor to have him be in the shoes of the custodial staff who had to clean up the water he spilled. I also had the student write a reflection paper pertaining to the actions that caused the detention in the first place. I wish that discipline was always this simple at TCA, but sometimes students make decisions that necessitate more severe consequences. My hope and my goal is that students will learn from their mistakes and, when a decision negatively affects another student on campus, he or she is able see the situation from the other student's perspective in order to realize how that choice negatively affected the other student.

In our own lives, it is very easy to point out and condemn those who have wronged or hurt us. Although our moral compass should influence how we act and react to situations in our own lives, it

can also be healthy to view the situation from the other person's perspective. This may not make the other person's actions right, but it can help us understand the factors that influenced this particular person to act in the first place. By doing this, it can help us to develop empathy, while also lowering our anger and stress from having been wronged. Viewing a wrong that has been directed toward us from the perspective of the one giving the wrong can be a very difficult thing indeed but can help us gain perspective and assist us in handling the situation with compassion and grace.

Perhaps viewing the world from someone else's perspective allows us to understand why Mr. Heinz considers stealing the drug to save his wife's life in the renowned Heinz's moral dilemma, in which he deliberates stealing a drug from a pharmacist who is overcharging for said drug in order to save his wife. Perhaps seeing the world through another lens allows us to have empathy for our fellow man and helps balance justice.





[www.TCAcore.org](http://www.TCAcore.org)

## FOUR KEY PROJECTS



**Strengthening Our Core Initiative** is a 3-year initiative totaling \$9.4 million. Our challenge is to raise \$2.4 million in addition to the \$7 million received from the sale of the Scarborough property and the bond restructuring. The additional funds will support our core programs and provide additional capital funds to improve our campuses.

**Strengthening Our Core Initiative — \$2.4 million, 3 years**

Please go to [www.TCAcore.org](http://www.TCAcore.org) today to donate.

# EAST CAMPUS PLAYGROUND



The new East Campus playground was completed and certified over the winter break for student use. The ribbon cutting ceremony was held on Wednesday, January 6. The TCA President, Russ Sojourner, East Elementary Principal, Amy Nelson, and the Cottage School Program Principal, Susan Nosal spoke at the ceremony as the students watched excitedly in anticipation for their opportunity to play on it for the first time.



Special thanks goes to the TCA Board of Directors, TCA Director of Operations David Tubb, Project Supervisor, Kevin Patch, and everyone in the TCA community that helped make this project a reality. Also, we appreciate the work of Children's Playstructures in designing and installing the new equipment.



## NEW CLASSIFICATIONS

Every two years, the Colorado High School Activities Association (CHSAA) reclassifies schools based on changes in enrollment. The goal is to have divisions with equal numbers. Many schools were affected by this change. During the 2016-18 sports cycle TCA will be classified 2A, 3A, or 4A, depending on the sport offered. During the regular season, we will continue to be part of the Colorado Springs Metro League for all sports except football. Our football program will join the Tri-Peaks League. Most of our future opponents will be very familiar. During playoff and state competitions, we will compete at a variety of levels based on our October 2015 enrollment count of 648 traditional high school students. Below is a playoff competition breakdown by sport with the enrollment numbers of that classification.

<u>Class</u>	<u>Sport</u>	<u>Classification Range</u>
2A	Football	322-709
3A	Cross Country	287-802
	Boys Golf	1-655
	Girls Golf	1-881
	Track & Field	282-789
	Wrestling	260-834
4A	Soccer	627-1356
	Basketball	627-1356
	Baseball	627-1356
	Softball	627-1356
	Spirit	627-1356
	Volleyball	627-1356

# OLD SCHOOL – SCHOOL

by Wesley Jolly, Director of Academic Services



During some time off this summer I was able to travel to Fairplay, CO and visit this old schoolhouse built in 1879 (originally located in Garo, CO). It was used for over 70 years and from 1912-1913, Mrs. Mamie O’Malia was the teacher in this one room school. Her salary was \$60 per month. The image in the lower left shows the classroom setup. I found it truly fascinating that each side of the student’s desk had moral precepts inscribed that the children were expected to memorize for recitation. On the left side of the desks were: *improve the time, strive-win, try again, and be true*. The right side included: *knowledge is power, patience wins, never give up, and be kind*. Below is a copy of part of the report card and grading scales. Each grade level category consists of 5 components – *scholarship, initiative, attitude, co-operation, and individual improvement*. Citizenship is also a prominent emphasis – on the same level as attendance. My visit made me think – maybe the *old school* ways are still some of the best ways when it comes to education.



**DEFINITION OF GRADES**

**Grade of A (Superior):**

1. Scholarship—Exceeding expectations of instructor.
2. Initiative—Contributions exceeding the assignment.
3. Attitude—Positive benefit to class.
4. Co-operation—Forwarding all group activities.
5. Individual Improvement—Actual and noticeable.

**Grade of B (Above Average):**

1. Scholarship—Accurate and complete.
2. Initiative—Stimulating some desirable achievements.
3. Attitude—Proper and beneficial.
4. Co-operation—Effective in group work.
5. Individual Improvement—Showing marks of progress.

**Grade of C (Average):**

1. Work in general of medium quality.
2. Work quite strong in one or more items but weak in others.

**Grade of D (Below Average):**  
(This grade might be produced by any variety or combination of weaknesses as the definition suggests.)

1. Scholarship—Barely meeting assignments.
2. Initiative—Uncertain, not usually manifest.
3. Attitude—Not objectionable, usually neutral.
4. Co-operation—Not positive nor very effective.
6. Individual Improvement—Slight, not positive.

**Grade of F (Inferior):**

1. This is a failing grade and since it may result from any number of weaknesses, it is not defined.

**Signature of Parent or Guardian**

1st Period \_\_\_\_\_

2nd Period \_\_\_\_\_

3rd Period \_\_\_\_\_

4th Period \_\_\_\_\_

5th Period \_\_\_\_\_

**ATTENDANCE AND CITIZENSHIP**

Periods:	1	2	3	Sem.	4	5	6	Year
Days Taught								
Days Absent								
Times Tardy								
Citizenship								

# TCA vs. Cancer Update



The *TCA Leads Committee*, a group of highly dedicated high school students, partnered with the American Cancer Society in order to combat cancer by heightening awareness and fundraising for advanced medicine and preventative research. *TCA vs. Cancer* was a school wide cancer fighting week that took place from **January 11-15**. This week of fundraising and awareness culminated with a boys basketball game on



January 15 where we honored those in the TCA community that have been affected by cancer. All seven schools participated in different fundraising efforts during this week. **\$8,200** was raised to donate to the American Cancer Society and over 750 students and community members attended the basketball game, plus 70 people attended the dinner. A tremendous thanks goes to all who made this such a successful event.



Zayna Pieper & Moriah Swank



## CLASSROOM VISITS

by Wesley Jolly, Director of Academic Services

Since the last PALMARIUM I have been fortunate enough to spend time in 28 more classrooms – almost 65% complete on my goal to get into all 242 teacher’s classrooms this academic year. As I’ve mentioned before, and find it hard not to share on every occasion possible, these visits are easily the best part of my day each week. The image shown above captures a portion of North Elementary’s recent *Colorado Round-Up Day* – **Candice Longenencker’s** kindergartners are learning to square dance guided by **Kim Romine**. This was one of many stations for the young students to visit throughout their afternoon. During my visit to the Cottage School (CSP) all I could say was “Wow! *Extraordinary!*” after sitting in during **Paula Higgins’** 7<sup>th</sup> grade students’ performance of their recital pieces during music class. **Tricia Lambert’s** 7<sup>th</sup> graders at CSP did an excellent job in their Socratic Seminar on “The Gift of the Magi” – shown to the right.



We have so much to be thankful for at TCA. The dedication and passion displayed by our teaching staff each and every day is truly special. Our students and staff continually strive to live out the Titan’s Creed by **taking ownership of and finding joy in learning**. Looking forward to my February visits.



the  
smartest  
kids in  
the world



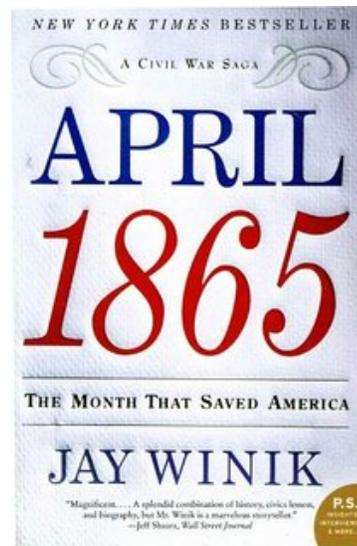
and how they got that way

amanda ripley  
Author of *The Unthinkable*

## BEYOND THE BOOK CLUB

The final two books in our *Engaging Minds* series this academic year for the **Beyond the Book Club** meetings are Amanda Ripley's *The Smartest Kids in the World and How They Got That Way* and Jay Winik's *April 1865: The Month That Saved America*. The planned discussion sessions for these two titles are February 22 and 24, 2016 for Ripley's work and April 25 and 27, 2016 for Winik's history of the waning weeks of the Civil War. We typically have ninety-minute discussion sessions that meet on the selected days at either 4:00 or 6:00 pm.

If you would like to join us this month or in April for either of the books listed please pick up a copy and read prior to the meeting. If you'd like to make sure you get an invitation to the sessions please send an e-mail to me at [wjolly@asd20.org](mailto:wjolly@asd20.org) letting me know the title you plan to read. I hope you are able to join with us as we examine these interesting and thought-provoking works.



Life is never fair,  
and perhaps it is a  
good thing for most  
of us that it is not.

Oran Winick



## Upcoming DAS Meetings and Other Dates:

### ALT Meetings (11:00 am-12:30 pm or as noted):

Wed, Feb 17 ALT Meeting – Colorado Room  
 Wed, Mar 9 ALT Meeting – Colorado Room  
 Wed, Mar 30 ALT Meeting – Colorado Room

### Due Dates and Upcoming Events:

Mon, Feb 1 Cabinet Meeting (10:30-12:00)  
 Tue, Feb 2 High School Visit - DAS (11:30-3:00 pm)  
 Thu, Feb 4 Central Elementary Visit - DAS (8:00-11:00 am)  
 Fri, Feb 5 College Pathways Visit – DAS (9:00-11:00 am)  
 Mon, Feb 8 TCA Board Meeting (6:00-10:00 pm)  
 Tue, Feb 9 Junior High Visit – DAS (8:00-11:00 am)  
 Thu, Feb 11 East Elementary Visit – DAS (8:00-11:00 am)  
 Thu, Feb 11 Cottage School Program Talent Show (6:30 pm)  
 Fri, Feb 12 No Students – Traditional Elementary/Secondary  
 Fri, Feb 12 Teacher In-service for Elementary/Secondary

Mon, Feb 15	Presidents' Day – School Closed
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Tue-Thu, Feb 16-18 Teacher/Teacher Conferences @ CSP  
 Tue, Feb 16 High School Visit – DAS (8:00-10:15 am)  
 Tue, Feb 16 Cabinet Meeting (10:30 -12:00)  
 Thu, Feb 18 Junior High Visit – DAS (8:00-11:00 am)  
 Thu, Feb 18 DAS/Compliance Meeting (2:30-3:00 pm)  
 Mon, Feb 22 Beyond the Book Club Meeting – *Smartest Kids*  
 Tue, Feb 23 College Pathways Visit (8:00-11:00 am)  
 Wed, Feb 24 Beyond the Book Club Meeting – *Smartest Kids*  
 Thu-Fri, Feb 25-26 Elementary Parent/Teacher Conferences  
 Mon, Feb 29 DAS/CCCI Meeting (8:30-9:30 am)  
 Tue, Mar 1 North Elementary Visit – DAS (8:00-11:00 am)  
 Thu, Mar 3 Central Elementary Visit – DAS (8:00-11:00 am)  
 Thu, Mar 3 DAS/Compliance Meeting (2:30-3:00 pm)  
 Mon, Mar 7 Cabinet Meeting (10:30-12:00)  
 Mon, Mar 14 TCA Board Meeting (6:00-10:00 pm)



## Compliance and Accreditation Corner

Check here for updates on compliance and accreditation items as we move through the year:

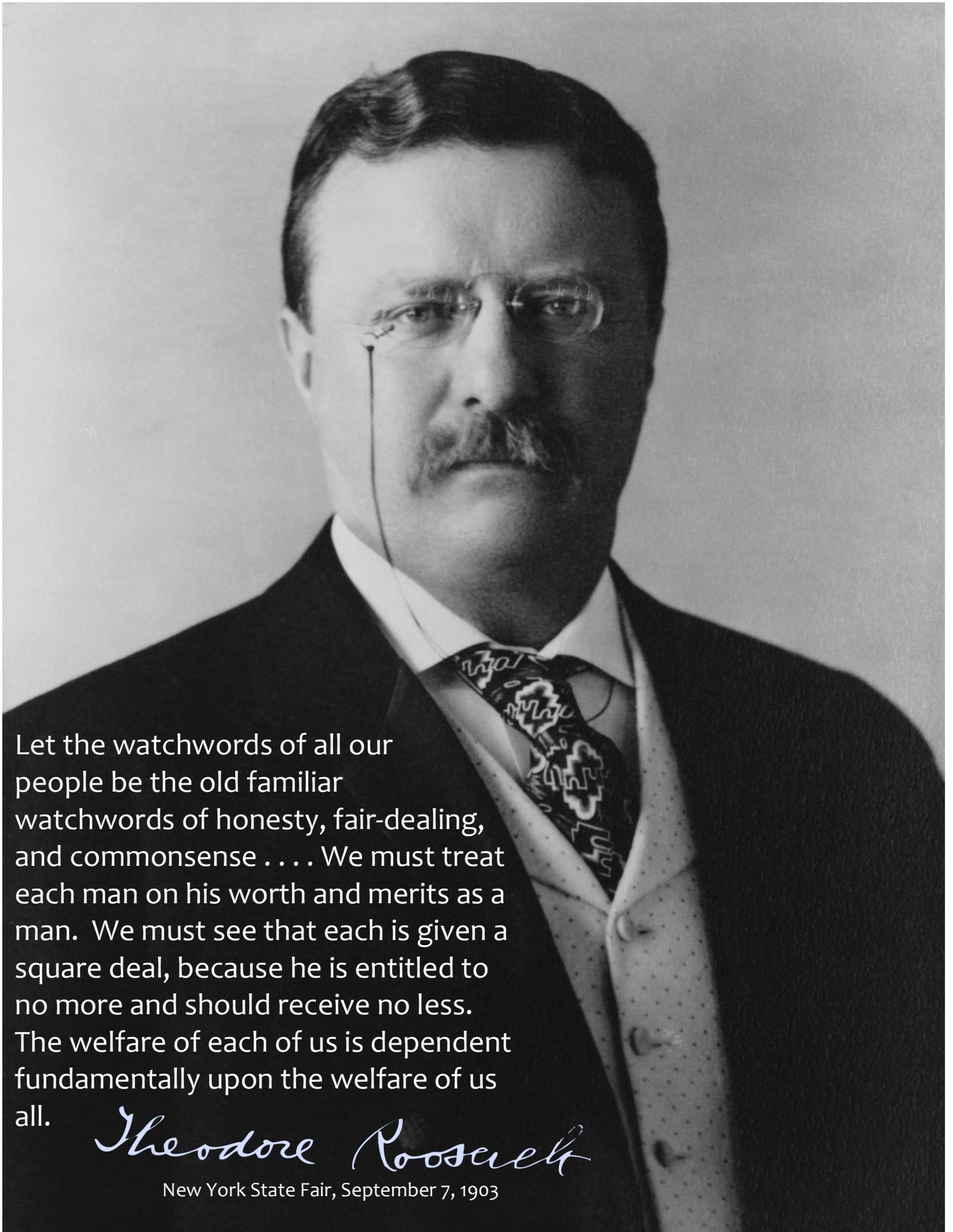
### **SAC BUSINESS TO COMPLETE:**

- update SAC bylaws
- DAC Site Plan and SIP Review

### **ITEMS DUE IN FUTURE:**

- Absolutes (Cheri)





Let the watchwords of all our people be the old familiar watchwords of honesty, fair-dealing, and commonsense . . . . We must treat each man on his worth and merits as a man. We must see that each is given a square deal, because he is entitled to no more and should receive no less. The welfare of each of us is dependent fundamentally upon the welfare of us all.

*Theodore Roosevelt*

New York State Fair, September 7, 1903