



## MEMORANDUM

**Date:** 3 May 2011

**To:** Board of Trustees

**From:** Tim Monds, Superintendent

**Originator:** Emilie Keane, Associate Superintendent

**Resource:** Parkland School Division Principals  
Leah Andrews, Director, Learning Services

**Subject:** **Education Plan Priority Report:  
Standards for Citizenship and Social Responsibility Grades K-12**

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### **Recommendation:**

That the Board of Trustees receives as information Parkland's Education Plan Priority Report for 'Improved student performance in demonstrating the skills of Citizenship and Social Responsibility for all students Grade Kindergarten – Grade 12' as presented at the regular Board Meeting of 03May 2011.

### **Background:**

In accordance with Parkland School Division's Administrative Procedure 202, *Fostering Positive Character Development in Students*, "A major commitment of the school community is to foster positive character development in students, through the promotion of academic, personal and interpersonal, and transitional school to career skill acquisition in students. In cooperation with families and community, schools have a role in modeling and reinforcing essential values and in preparing students to be productive and contributing citizens." The Division's "Standards for Student Citizenship and Social Responsibility" are used as the basis for instructional design, student assessment, evaluation and reporting in this affective area of student development.

This report highlights some of Parkland School Division schools' Citizenship and Social Responsibility implementation strategies, looks at some of their successes, discusses challenges that have been encountered, and suggests steps that may be taken to advance the implementation of this divisional priority.

Administration would be pleased to respond to questions.



## CITIZENSHIP AND SOCIAL RESPONSIBILITY GRADES K-12 PARKLAND SCHOOL DIVISION No. 70

### Progress Report

*Presented to Board of Trustees May 3, 2011*

*By Emilie Keane, Associate Superintendent*

*Resource Person: Parkland School Division Principals and Leah Andrews, Director, Learning Services*

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**REPORTING PERIOD: September 2010 – April 2011**

### IMPLEMENTATION STRATEGIES

The Citizenship and Social Responsibility (CSR) priority is being implemented in a multitude of ways in Parkland School Division (PSD). Classrooms and schools are using many different strategies, programs and guest speakers to foster positive character development, reduce bullying issues and to help students become socially conscious, productive and contributing citizens. A brief explanation of some of these strategies follows.

#### Specific Programs Being Implemented

- Beyond the Hurt
- Positive Playgrounds
- Heroes
- Grade seven Challenge Day
- “Girls groups” on positive self-image/self-esteem and dealing with bullying issues
- No Put Downs
- Supporting Positive Behavior in Alberta Schools
- The Leader in Me
- Go
- DARE
- PARTY

#### Guest Speakers/Performances

- RCMP
- Betty Weidmann, her son committed suicide as a result of years of bullying
- Troy Payne, Rocking Resiliency Project
- Eva Olsen, Holocaust Survivor - bullying, acceptance and tolerance
- Wayne Lee, Peak Performance
- Spenser Beach – motivation, safety and inspiration
- Tim Hague, bullying
- Brooks Gibbs, the importance of treating others with respect in order to create a school climate that is welcoming to all
- Kerry Girling, bullying and drug awareness
- Duffel Bag Theatre
- Concrete Theatre “Undercover”, dealing with racism and tolerance
- True Pirate Fashion by Kompany Family Theater, dealing with bullying and healthy vs unhealthy relationships

## Resources

- Media Awareness Network: *Passport to the Internet*
- Discovery Education
- Various websites dedicated to online safety, media awareness, bullying and digital citizenship e.g. [www.bullying.org](http://www.bullying.org)
- Book: *A Volcano in my Tummy*, by Elaine Whitehouse and Warwick Pudney on how to deal with anger
- *Books*: *Bullying in the Girl's World* by Diane Senn, *The Bullying Prevention Handbook* by John H. Hoover and Ronald L. Oliver, *I didn't know I was a Bully* by Melissa Richards, *Coping with Cliques* by Susan Sprague
- Tools for Thought : Investigating Bullying
- *Cyber-Safe Kids, Cyber-Savvy Teens* by Nancy E. Willard, *Cyberbullying and cyberthreats* by Nancy E. Willard

## Other Strategies

- Participated in National Bullying Awareness Week
- “Be the Change” school motto
- Social Stories to role play scenarios on conflict resolution and bullying
- Students conducted online and group surveys relating to “have you been bullied in the past” and “are you a bully.”
- Student leadership groups
- Student initiated citizenship projects to support provincial and other charities
- Co-created Citizenship & Social Responsibility rubrics and criteria with students specifically in the area of digital citizenship
- Classes take on volunteerism projects e.g. Essential Needs Drive; trips to the Mustard Seed, Bissell Centre and Whispering Waters
- Counselor, positive play coaching
- Student led monthly assemblies focusing on citizenship and leadership
- Explicit teaching on how to cite pictures, information, and anything else that students use from the internet
- Monthly school-wide focus on a character education theme
- Student Council – organizes a variety of activities to promote healthy choices and involvement in and outside of the school
- Anti-Bullying Day, where all students wore pink to speak out against bullying.
- Peace Jam initiatives such as a fundraiser for the Japan Tsunami and Earthquake Relief Fund.
- Fill Christmas Hampers for the Kinsmen Club
- Participate in Coats for Kids
- Volunteer hours in the school or community
- Postcards for Peace, wrote post cards or letters to Canada's war Veterans and current soldiers
- Operation Xmas Child
- Sold “Nationwares” products from third world countries
- Visited St. Michaels Manor in Spruce Grove and performed a music program
- Food bank donations
- Bake sale for the *Spread the Net* Campaign

## **SUCSESSES**

As evidenced in the previous sections of this report, Parkland School Division is experiencing many successes with respect to Citizenship and Social Responsibility. Areas that were identified in previous years' reports as "next steps" have experienced success this year as outlined below

- High School Standards for Student Citizenship and Social Responsibility have been developed. Both high schools used the draft version of the standards this school year and have piloted different ways of reporting on this priority to parents
- Students are learning to appropriately cite digital sources
- Where students are blogging, there is the emergence of an awareness and practice of digital responsibility
- Using criteria for judgment, students are learning to make better decisions on and off the playground

## **CHALLENGES**

An identified challenge is the issue of bullying, both face to face and online. While bullying does not dominate the atmosphere in PSD schools and survey results indicate students feel safe in their schools, it is certainly an area that needs to continue to be addressed.

## **NEXT STEPS**

As the journey of CSR implementation continues, in upcoming years we will look at implementing the following:

### **Classroom Instruction**

- Continue to refine teaching practices and be observant of changes which may impact work in this priority.
- Continue to build assessment rubrics and checklists so students can better self-assess and reflect on their behavior, and so parents can better understand their children's progress.
- Connect more with the global community using technology as the tool.
- Be more deliberate in CSR instruction and in promoting the good behavior that is being demonstrated by students in this area.

### **Reporting**

- Revisit the Standards for Student Citizenship and Social Responsibility (early years and middle years) in order to restructure the elements of the document, and to add a digital citizenship component.
- Both high schools will use using common reporting strategies

### **School-wide Implementation**

- Continue to emphasize building positive relationships and respecting everyone.
- Continue with successful anti-bullying programs
- Continue AISI's 3 year implementation of critical thinking to impact students' abilities to solve problems and make sound judgements.
- Focus on leadership in students. It is important to recognize that all children can be leaders in different areas within the school.
- Facilitate more opportunities for student input in developing ideas for school wide projects and for providing feedback thereafter.

### **Professional Development**

- Continue to look for resources and professional development opportunities to support teachers in their CSR implementation journey.

- Create opportunities for teachers to share promising practices and collaborate on how to best embed CSR into their daily work and how to effectively assess CSR.
- Digital citizenship can become more of a focus area to prepare students to be safe and responsible on the online world. Part of this work implies access to professional development and classroom resources around digital citizenship.
- Strengthen awareness of and appreciation for First Nations Métis and Inuit culture and perspectives through professional development and open discussion.

### SURVEY RESULTS

The following table demonstrates the percentage of satisfaction of students, teachers and parents with the implementation of the standards for citizenship and social responsibility. The results are a reflection of the extensive work that is happening in Parkland School Division schools and classrooms and show that levels of satisfaction have been maintained over the past three years of implementation of CSR.

Survey Questions	Student			Parent			Teacher		
	08/09	09/10	10/11	08/09	09/10	10/11	08/09	09/10	10/11
I feel safe in the school Building.	93	93	93	87	91	88	91	95	91
I feel safe on the playground.	83	82	87	79	85	80	N/A	N/A	N/A
In my school, children and adults show respect for each other.	88	87	91	85	85	87	95	90	89
I am treated fairly by adults in the school.	91	92	93	88	90	91	97	98	97
I feel safe in my classroom.	95	95	96	N/A	N/A	N/A	N/A	N/A	N/A
Adults care about me.	95	96	95	N/A	N/A	N/A	N/A	N/A	N/A
My school is helping me to be a good citizen.	93	95	96	91	91	92	91	95	93

Through annual surveys, we will continue to collect data regarding a number of key indicators such as those above. We are confident that the data will reward the efforts and will substantiate the importance of focusing on this key priority in our school division.