



MIDDLE YEARS PARENT HANDBOOK



STANDARDS Student Citizenship and Social Responsibility

2007

Acknowledgments

The *Standards for Citizenship and Social Responsibility* were implemented in Early Years' schools in September 2006. The standards will be implemented in Middle Years' schools in the fall of 2007. The Curriculum Support team in Learning Services would like to acknowledge those who have dedicated time, effort and energy in support of the development of the standards and the citizenship and social responsibility initiative.

- a. Parkland School Division Board of Trustees
- b. Randy Clarke, Deputy Superintendent, Parkland School Division #70
- c. Harry Wagner, Director of Curriculum, Learning Services, Parkland School Division # 70
- d. Carmen Mykula, Curriculum Facilitator, Parkland School Division #70
- e. Angela Spanier, Community Relations, Parkland School Division #70
- f. Darlene Smith, Administrative Assistant, Learning Services, Parkland School Division #70
- g. Parents and Students
- h. Business & Community Partners of Spruce Grove, Stony Plain and the Parkland School Division

PILOT TEAMS

1. Grade 3 Pilot Schools (2004)

- i. Broxton Park School
- ii. Duffield School
- iii. École Queen Street School
- iv. High Park School

2. Early Year's Pilot Schools (2005)

- i. École Broxton Park School
- ii. Duffield School
- iii. Entwistle School
- iv. Graminia Community School
- v. High Park School
- vi. École Meridian Heights School

3. Middle Year's Pilot Schools (2006)

- i. École Broxton Park School
- ii. Graminia Community School
- iii. Greystone Centennial Middle School
- iv. École Meridian Heights School
- v. Muir Lake School
- vi. Seba Beach School
- vii. Tomahawk School

STANDARDS FOR STUDENT CITIZENSHIP AND SOCIAL RESPONSIBILITY

In 2003 Parkland School Division's System Planning Task Force 1 identified 'fostering positive growth and development of students' as a key priority. In the winter and spring of 2004, a number of consultation meetings were held with trustees, administrators, teachers, students, parents, business community members and local government agencies of Parkland School Division. In the end, stakeholders unanimously agreed that students in Parkland School Division who demonstrate citizenship and social responsibility would show respect and integrity, empathy and compassion, independence and cooperation, self-control and responsibility.

Standards for citizenship and social responsibility were subsequently developed including a set of indicators and observable student skills. The purpose of the standards is twofold: first, to articulate a common language for schools, administrators, teachers, students, and parents, and second to support school programming in social responsibility. In addition, Parkland School Division believes that parents play a major role in the process of developing citizenship and social responsibility in students. To that end, parents are strongly encouraged to partner with schools in the journey that will provide learners with the skills needed to model positive character and active citizenship.

Parkland School Division continues to support this initiative and it retains "*citizenship and social responsibility*" as a key priority in its 2007-2010 Education Plan. This initiative is also guided by Policy I-1 *Fostering Positive Character Development in Students* and Policy H-26 *Student Evaluation, Assessment, and Reporting*.



"DON'T WORRY THAT CHILDREN NEVER LISTEN TO YOU;
WORRY THAT THEY ARE ALWAYS WATCHING YOU."
ROBERT FULGHUM

ASSESSMENT

Student self-assessment

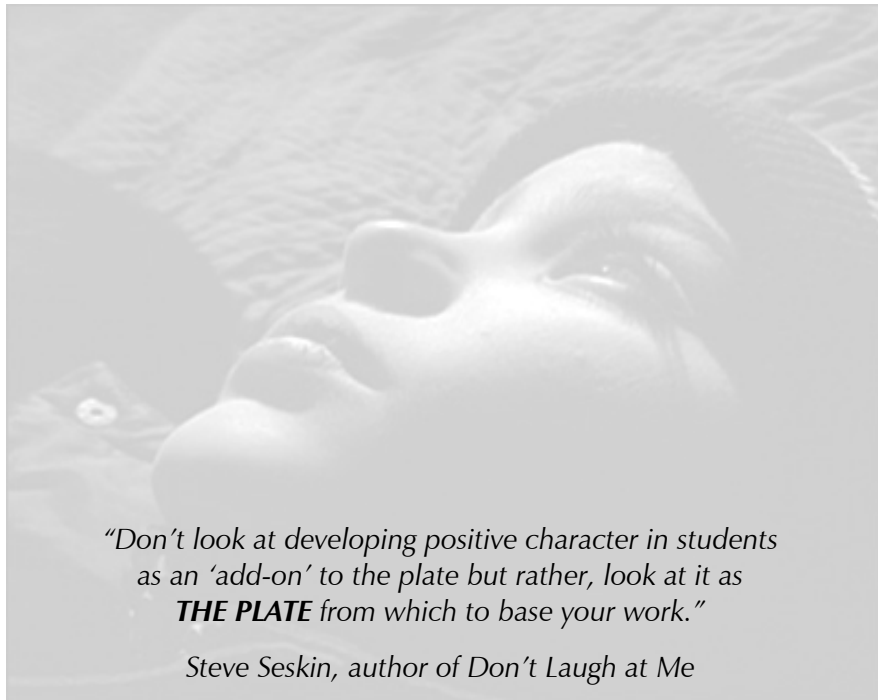
Research tells us that children learn best and experience the most success when they are given opportunities to actively engage in & monitor their own learning. With that in mind, the key players & end users in the teaching and assessment of citizenship & social responsibility skills are the students. Within this context, it is crucial to teach students the skills & provide them with strategies that will enable them to set goals to become successful in the future.

Formative Assessment

Within formative assessment, students are taught the skills needed to demonstrate citizenship, social responsibility, and positive character. They have opportunity to practice their learning day to day, in a variety of ways, in a variety of settings. Formative assessment naturally flows through teacher observations. Teachers might find it easier to focus attention on a designated 'small' group of students to more efficiently monitor the acquisition of skills in class, on the playground, and in structured and unstructured settings. Incidences and/or activities contribute a small amount of information but each piece helps to inform the teaching process. Anecdotal notes, charts, checklists, spreadsheets, rubrics, Students Achieve, are but a few of the ways to 'collect data'.

Summative Assessment

Over time, teachers will have record of a variety of observations for all students. Taken together, this body of evidence can provide a useful profile of student development. The information provided to students and parents in a summative assessment of citizenship and social responsibility reflects a student's most consistent demonstration of the skills of citizenship and social responsibility.



STANDARDS FOR CITIZENSHIP AND SOCIAL RESPONSIBILITY

MIDDLE YEARS



STUDENT:	INDICATORS	OBSERVABLE SKILLS...
<p><i>Demonstrates:</i></p> <p>1. Respect & Integrity</p>	<p>Student demonstrates trustworthiness.</p>	<ul style="list-style-type: none"> ▪ follows the rules (i.e. school, classroom, etc.) ▪ tells the truth ▪ accepts responsibility & consequences for actions ▪ actions represent their words (i.e. Students do what they say they will do.)
	<p>Student values the well-being of self, others, & property.</p>	<ul style="list-style-type: none"> ▪ shares personal view points ▪ demonstrate personal hygiene ▪ cares for personal belongings ▪ is considerate of the belongings of others ▪ invites and makes time for others to participate and share ideas and opinions ▪ is considerate of the feelings & opinions of others ▪ is willing to apologize ▪ cleans up personal and communal space ▪ is respectful of the norms and conventions of the environment/culture ▪ student openly confronts; seeks the source of information vs gossiping or talking behind one's back
<p><i>Shows:</i></p> <p>2. Empathy & Compassion</p>	<p>Student seeks to understand the point of view of others without necessarily agreeing.</p>	<ul style="list-style-type: none"> ▪ stands by his/her opinion without putting others down.
	<p>Student seeks to understand ideas & opinions of others.</p>	<ul style="list-style-type: none"> ▪ asks for opinions ▪ shows an <u>awareness</u> of community &/or global issues (i.e. is informed & concerned about what's happening in the community and outside the school setting) ▪ is able to talk about current events ▪ makes connections between home and school, the community, etc.
	<p>Student is sensitive to the feelings of others.</p>	<ul style="list-style-type: none"> ▪ is aware of body language & the communication therewith ▪ speaks in a calm tone ▪ is considerate: doesn't need the teacher or the adult to be the enforcer ▪ is genuine when considering others
	<p>Student is concerned about the welfare of others.</p>	<ul style="list-style-type: none"> ▪ tries to help; volunteers ▪ mentors & acts as a buffer or a peacemaker ▪ helps others to problem solve ▪ is willing to be part of the solution ▪ knows the difference between gossiping and reporting

STUDENT:	INDICATORS	OBSERVABLE SKILLS...
<i>Practises:</i> 3. Independence & Cooperation	Student takes on leadership roles and/or participates in school activities.	<ul style="list-style-type: none"> ▪ gives positive feedback to peers ▪ encourages others to participate ▪ participates in activities outside the classroom (i.e. student's union, Hi-Q, speech arts competitions, drama, choir, etc) ▪ models appropriate behaviours to peers ▪ tries to mediate conflict
	Student willingly engages in group activities	<ul style="list-style-type: none"> ▪ is productive (i.e. accomplishes his/her tasks) ▪ shows a positive attitude ▪ is accepting of other group members
	Student values teamwork.	<ul style="list-style-type: none"> ▪ is willing to engage in conflict resolution ▪ respects the contribution of others ▪ willing to compromise ▪ fulfills the role established by the group
<i>Exercises:</i> 4. Responsibility	Student participates in & respects the democratic process.	<ul style="list-style-type: none"> ▪ helps to establish and maintain classroom rules ▪ is willing to participate in community endeavours (i.e. Coats for Kids/ Christmas hampers; etc) ▪ is willing to negotiate (i.e. through behaviour contracts; is willing to give up; compromises) ▪ asks probing questions to make informed decisions. (i.e. doesn't accept superficial answers or politically correct statements.) ▪ is willing to discuss the un-discussable...
	Student takes ownership of choices & consequences	<ul style="list-style-type: none"> ▪ can plan for growth (i.e. sets realistic goals, smart goals; follows through with the how to) ▪ makes healthy lifestyle choices (i.e. good nutrition, fitness, sleeping patterns, balance play with work) ▪ is willing to engage in dialogue of a reflective nature ▪ can identify alternative solutions to behaviour ▪ sincerely apologizes ▪ can explain the effect of his/her behaviour on others ▪ accepts personal responsibility for actions ▪ accepts consequences
	Student understands the decision-making process	<ul style="list-style-type: none"> ▪ is willing to consider possibilities & alternatives ▪ respects the will of the group ▪ makes contributions

REPORTING...MIDDLE YEARS

M = student Meets the standard

G = is an area for Growth

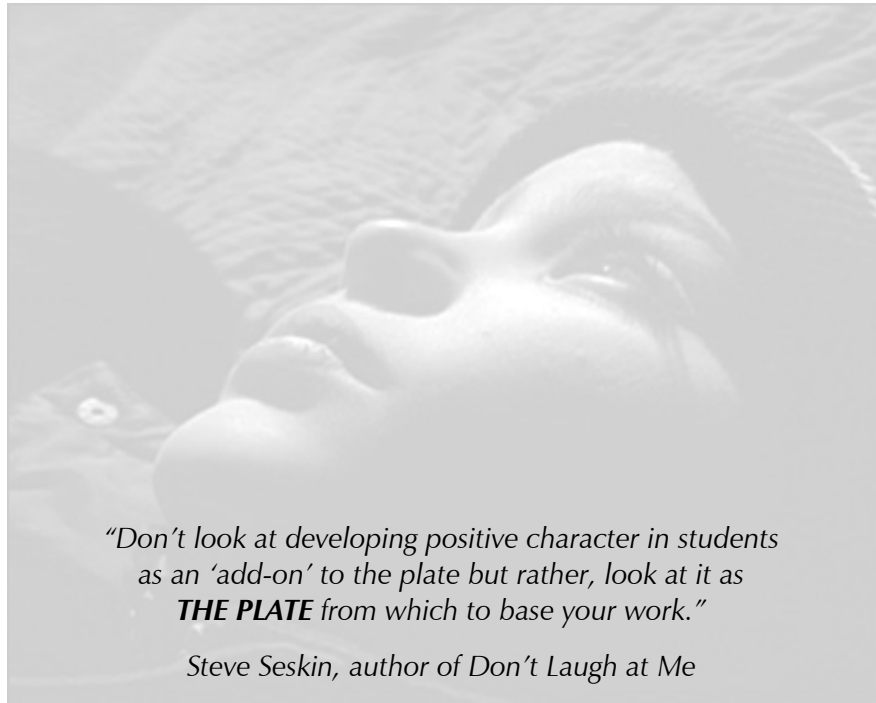
STANDARDS	M	G
The student:		
1. Demonstrates respect & integrity.		
2. Shows empathy and compassion.		
3. Practices independence & cooperation.		
4. Demonstrates responsibility.		
<u>COMMENTS</u> (<i>Areas for <u>celebration</u>, <u>growth</u> & <u>strategies for improvement</u></i>)		

***REMINDERS

- Ongoing communication between teachers, parents, and students over the course of any given reporting period about progress in citizenship & social responsibility is crucial.
- Students are regularly provided with meaningful opportunities for self-assessment in citizenship:
 - a) to help them engage in and monitor their progress
 - b) to assist them in setting goals for growth
- The information provided to students and to parents in a summative assessment of citizenship and social responsibility reflects a student's most consistent demonstration of citizenship & social responsibility skills.

CITIZENSHIP & SOCIAL RESPONSIBILITY AND PARENTS

- Make every attempt to understand the school community your children are in.
- Ask questions regarding the standards for citizenship & social responsibility to clarify your role in the team dedicated to developing good citizenship in your children.
- Look for updates about citizenship in school newsletters.
- Keep yourself abreast of resources on character education (see the Selected Bibliography list).
- Make all attempts to attend 'education nights', etc. when available in your school community (i.e. a bullying information session).
- Be present at school assemblies especially when there is a focus on recognition of positive citizenship and social responsibility.



IDEAS TO HELP YOUR CHILDREN DEVELOP POSITIVE CHARACTER

- Model good character at home.
- Be clear about values.
- Show respect for all family members.
- Model and teach children good manners.
- Plan as many family activities as possible.
- Read to your children; keep good literature in the home.
- Limit your children's spending money.
- Discuss the holidays and their meanings.
- Capitalize on the teachable moments.
- Assign home responsibilities to all family members.
- Set clear expectations for your children and hold them accountable for their actions.
- Keep your children busy in positive activities.
- Let your yes mean yes and your no mean no.
- Know where your children are, what they are doing, and with whom.
- Refrain from making excuses for your children, especially for inappropriate behaviour.
- Know what television shows, videos, and movies your children are watching.
- Develop an ear and an eye for what your children are absorbing.
- Use the language of character.
- Put parenting first.
- Ask your child what he/she did that day in school.
- Ask to see your child's papers and notices from school.
- Have a quiet time each day when the children sit down to do their homework – TV OFF.
- Make sure your child gets proper rest. Have a reasonable bedtime.
- Take charge of the TV and decide what your children will watch.
- Provide your child with a place to keep his/her things.
- Assemble all things for school the night before.
- Come to school as often as you can. Become involved in your school community.
- Be certain your child leaves for school in a good frame of mind:
 - Breakfast
 - Routine
 - Notes to school written beforehand

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Adapted from Parent, Kids, & Character by Helen LeGette*

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