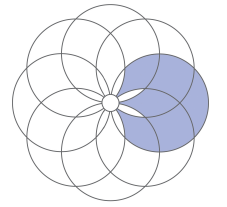


Social Responsibility

Social Responsibility **CONNECTED to District 39**

Prepared by Community Review Committee

May 16th, 2011

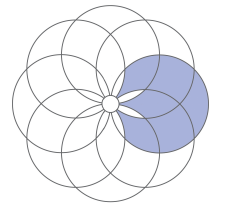


Social Responsibility

“If we work upon marble it will perish. If we work upon brass, time will efface it. If we rear temples, they will crumble to dust. But if we work upon mortal minds, and install into them just principles, we are engraving upon that tablet, that which no time will efface, but will brighten and brighten to all eternity.”

Daniel Webster

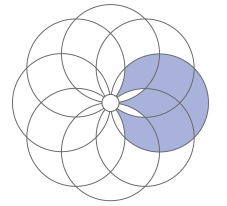
CRC 2010-2011 Members



Social Responsibility

Josh Andrews, Teacher-WJHS
Julie Arment, Parent Rep-WJHS
Debby Atwater, Teacher-Highcrest
Steve Becker, Parent Rep-Romona
Kathleen Boehm, Parent Rep-Central
Beth Carmody, Parent Rep-Harper
Ellen Dabrowski, Parent Rep-Highcrest
Katy Forsyth, Teacher-Harper
Susan Fortier, At-large/Past President
Melanie Horowitz, Principal-Central
Chris Leutz, Secretary-Highcrest
David Palzet, Principal-WJHS

Frank Panzica, Vice President-McKenzie
Susan Petito, At-large
Tracy Peacock, President-Central
Stacey Pigott, At-large
Charles Plante, Parent Rep-Romona
Kristen Sawdey, Parent Rep-McKenzie
Carolyn Sennett, At-large
Jessica Torf, Teacher-McKenzie
Barbara Ungar, Teacher-Central
Karee Wallach, Parent Rep-WJHS
Denise Welter, Principal-McKenzie
Kelcy Vallas, Parent Rep-Harper

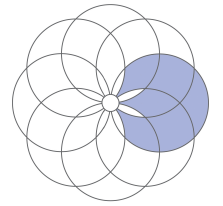


Social Responsibility

Table of Contents

- I. Background
- II. Social Responsibility in Education
- III. CRC' s 2010-2011 Journey
- IV. Current role of Social Responsibility within D39
- V. Best Practice Study Results
 - I. Non-Educational Environments
 - II. Educational Environments
- VI. Social Responsibility **CONNECTED** to D39
 - I. Social Responsibility in D39 classrooms
 - II. Recommendations
- VII. Next Steps
- VIII. Appendix

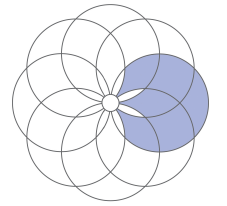
Background



Social Responsibility

- Since 2009, the work of the CRC has focused on Learning in the 21st Century.
- 2009 the CRC report, “Tomorrow is Now”, addressed the critical question, “What skills do our children need to be learning now to prepare them for their futures in the 21st Century?”
- 2010 the CRC report studied the 8 themes identified in the 2009 report and formulated them into CONNECTED as the foundation for the 2010-2015 D39 Strategic Plan.
- The CONNECTED framework was adopted by the Board of Education as the strategic plan in September of 2010.

2009 CRC Report



Social Responsibility

- 2009 CRC report's definition of Social Responsibility:

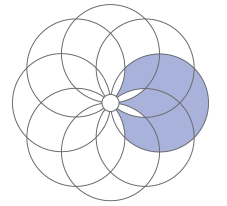
Social Responsibility encompasses respect for individuals, service to others, and ethical behavior. Inherent in being socially responsible is the need to:

- Live with a sound moral and ethical compass.
- Develop a conscience for those less fortunate.
- Understand and respect differences.
- Recognize and address global issues.
- Gain environmental literacy.
- Develop financial responsibility.

21st Century Student and Social Responsibility



- The 2008-2009 CRC report highlighted why Social Responsibility was critical to the 21st Century Student:
 - As citizens in an ever changing global economy, they need to understand the perspectives of those different from themselves.
 - Ethics is a part of everything that they participate in:
 - Impacting how they relate to technology and social media.
 - Respecting differences in their peers and minimizing bullying behaviors.
 - Valuing and preserving environmental resources.
 - Making responsible financial decisions.
 - 21st Century students must operate in society with a solid ethical grounding, understanding the spectrum of right to wrong, and a moral duty and obligation to themselves and society.



Social Responsibility

I. Background

II. Social Responsibility in Education

III. CRC' s 2010-2011 Journey

IV. Current role of Social Responsibility within D39

V. Best Practice Study Results

I. Non-Educational Environments

II. Educational Environments

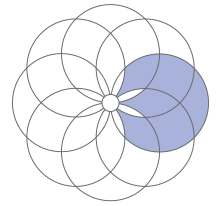
VI. Social Responsibility **CONNECTED** to D39

I. Social Responsibility in D39 classrooms

II. Recommendations

VII. Next Steps

VIII. Appendix



Social Responsibility

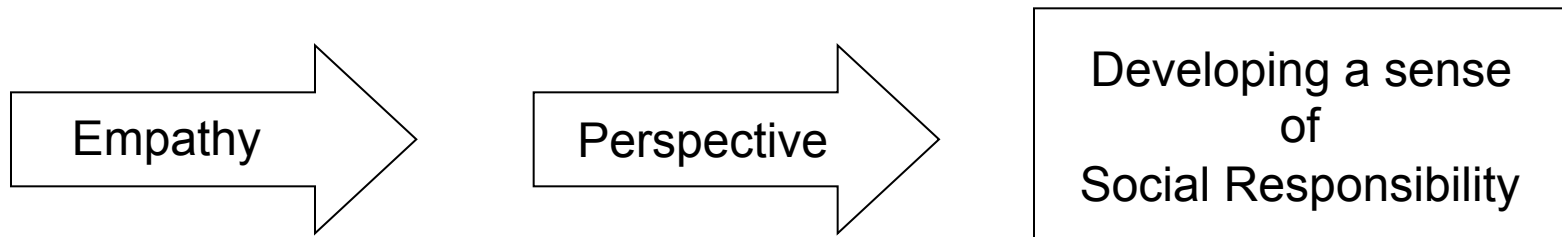
“Developing students’ hearts, I believe, is what educators are called to do. Each and every small act of honesty, service, responsibility, and compassion that teachers and administrators encourage daily in their students—and model consistently in their own lives—helps create moral and civic habits of the heart that instill in students the courage to care.”

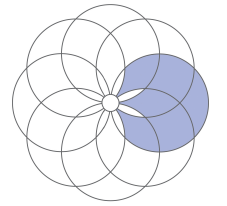
Charles C. Haynes, Senior Scholar at the First Amendment Center
(2009 CRC report)

Empathy Development in Elementary Schools



- A 1983 UCLA study conducted by psychologists Norma and Seymour Feshbach, showed that these “Habits of heart”, more specifically empathy and ethical conduct, could be directly taught. (Engle, 2011)
- Their study proved that with practice and instruction, young children can become empathic and less aggressive.
- Empathy develops in young children prior to perspective taking. Young children can “feel into another person before they can think about what someone else thinks or feels.”



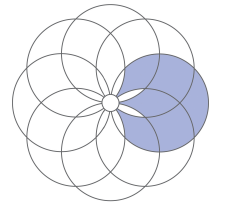


Social Responsibility

“At a time when the United States faces unprecedented challenges at home and abroad, public schools must do far more to prepare young people to be engaged, ethical advocates of ‘liberty and justice for all.’ Yes, reading and math are important. But what matters most is what kind of human beings are reading the books and doing the math.

Charles C. Haynes, Senior Scholar at the First Amendment Center (2009 CRC report)

Social Responsibility in the Classroom



Social Responsibility

- An emphasis on Social Responsibility in the classroom has proven to impact a student's academic, civic, personal, social, ethical, and vocational development. (Furco and Root, 2010)
- Social Responsibility programs enable students to go beyond subject literacy to work that is real. Allowing students to apply their knowledge with purpose and intent, decreasing apathy towards learning. (Piercy, 2010)

Benefits of Social Responsibility in the Classroom

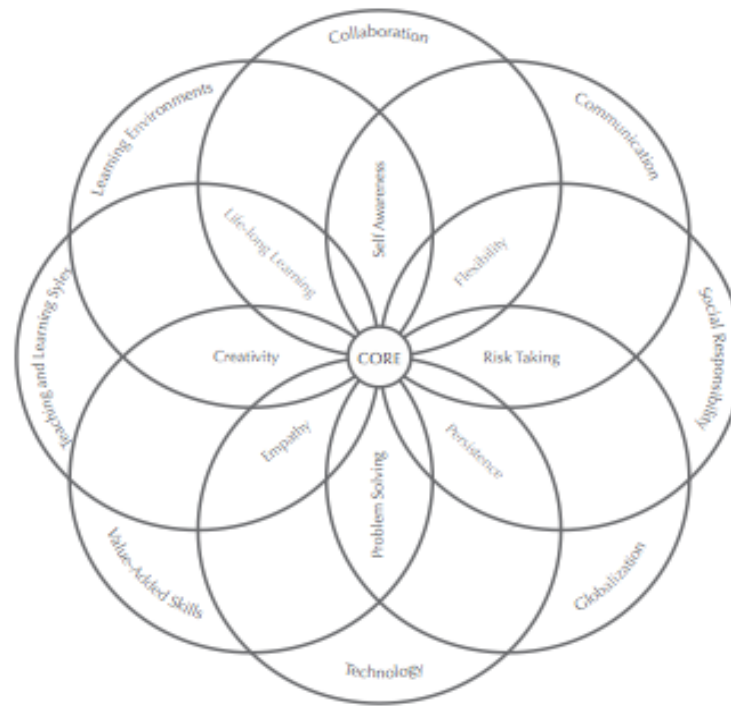


- Participation in a Social Responsibility Program leads to:
 - Reduced student disengagement in school and learning
 - Increased motivation
 - Improved sense of responsibility
 - Enhanced civic responsibility and citizenship
 - Exposure to real-life context for learning
 - Improved higher level thinking
 - Decreased student violence and sexual activity
 - Increased community support for the schools

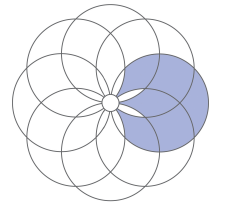
www.isbe.state.il.us/curriculum/service_learning/default.htm

www.nylc.org

Social Responsibility is Intertwined in 21st Century Learning



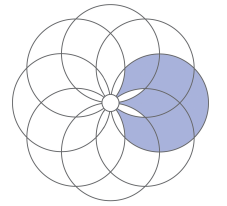
c o n n e c t e d



Social Responsibility

- I. Background
- II. Social Responsibility in Education
- III. CRC' s 2010-2011 Journey**
- IV. Current role of Social Responsibility within D39
- V. Best Practice Study Results
 - I. Non-Educational Environments
 - II. Educational Environments
- VI. Social Responsibility **CONNECTED** to D39
 - I. Social Responsibility in D39 classrooms
 - II. Recommendations
- VII. Next Steps
- VIII. Appendix

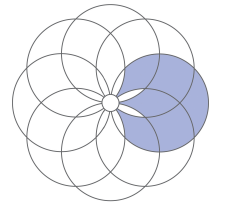
Project Selection



Social Responsibility

- The 2010-2011 CRC identified three potential topics for study:
 - District to Parent Communication and Collaboration
 - Social Responsibility
 - Public and Private Partnerships for additional school funding and savings
- After a confidential ballot, the committee chose to focus on one topic for the 2010-2011 report, Social Responsibility within D39.

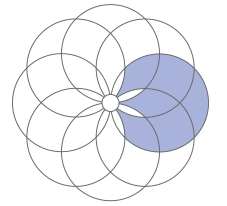
Social Responsibility: A Working Definition



Social Responsibility

- Our initial task was to adopt a working definition of Social Responsibility for the purposes of continuing our research efforts.
- We revised the 2008-2009 report definition to incorporate all areas of interest:
 - Social Responsibility encompasses a lifelong mutual understanding of, and respect for, one another and the world in which we live, demonstrating empathic and ethical behavior in order to contribute thoughtfully to our communities, ranging from the classroom to the world, considering but not limited to Service Learning, financial and environmental responsibility, and citizenship.

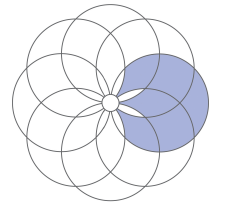
An Umbrella Term



Social Responsibility

- We looked at Social Responsibility as an umbrella term that encompasses the following areas of focus:
 - Empathy Development
 - Ethical Conduct
 - Service Learning
 - Global Perspective
 - Citizenship
 - Environmental Awareness
 - Financial Responsibility

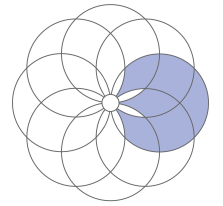
Workflow



Social Responsibility

- In order to understand the elements of Social Responsibility within an educational context we divided the CRC into three sub-committees to study:
 - What is currently happening within D39
 - Surveyed parent community on perceptions of Social Responsibility.
 - Surveyed D39 educator community on current role of Social Responsibility in the classroom.
 - Interviewed principals and administrators about current Social Responsibility activity within D39 schools.

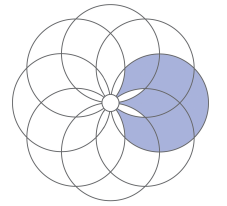
Workflow (continued)



Social Responsibility

- Best practices within a non-educational context
 - Corporations
 - Clubs
 - Religious Organizations
 - Child led initiatives and organizations
 - Media
 - Scientific study

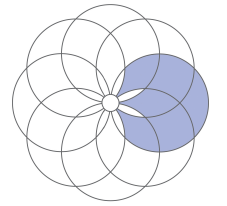
- Best practices within an educational context
 - Elementary schools
 - New Trier sender schools
 - High-schools (New Trier' s ECGC)
 - International Schools
 - Higher Education



Social Responsibility

- I. Background
- II. Social Responsibility in Education
- III. CRC' s 2010-2011 Journey
- IV. Current role of Social Responsibility within D39**
- V. Best Practice Study Results
 - I. Non-Educational Environments
 - II. Educational Environments
- VI. Social Responsibility **CONNECTED** to D39
 - I. Social Responsibility in D39 classrooms
 - II. Recommendations
- VII. Next Steps
- VIII. Appendix

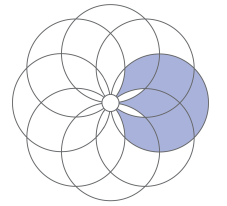
Parent Community



Social Responsibility

- We wanted to understand what the parent community's thoughts and perceptions were about Social Responsibility and its place in the classroom.
- Process
 - The committee created a survey based around the CRC's working definition of Social Responsibility.
 - The survey was delivered to the parent community through the weekly Principals' email.

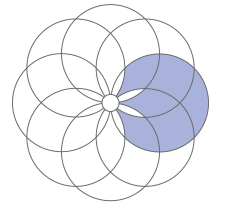
Parent Survey



Social Responsibility

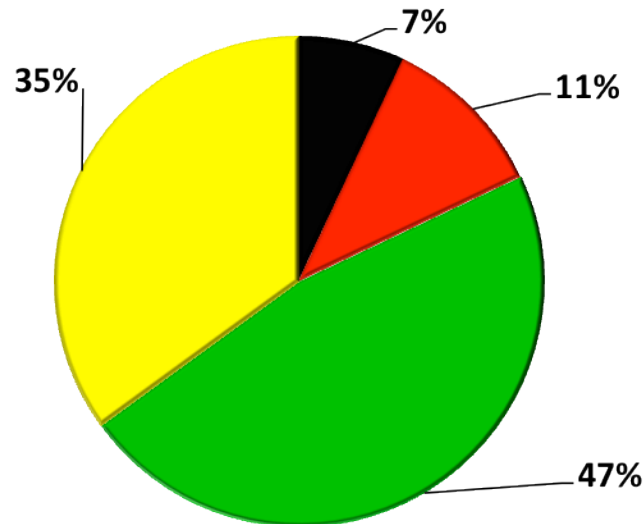
- Questions gauged the importance of Social Responsibility to the parents in general and as an area of focus within D39 classrooms.
- Parents were asked:
 - To rank various elements of Social Responsibility in order of importance to them.
 - To rank various elements of Social Responsibility in order of importance of what should be addressed in D39 classrooms.
 - To identify any barriers to implementing a Social Responsibility program in D39.

Community saw a need for Social Responsibility



Social Responsibility

- Survey was fielded December 2-12, 2010
- 342 parents responded to the survey
- 82% of respondents ranked Social Responsibility as a high priority in their child's education!

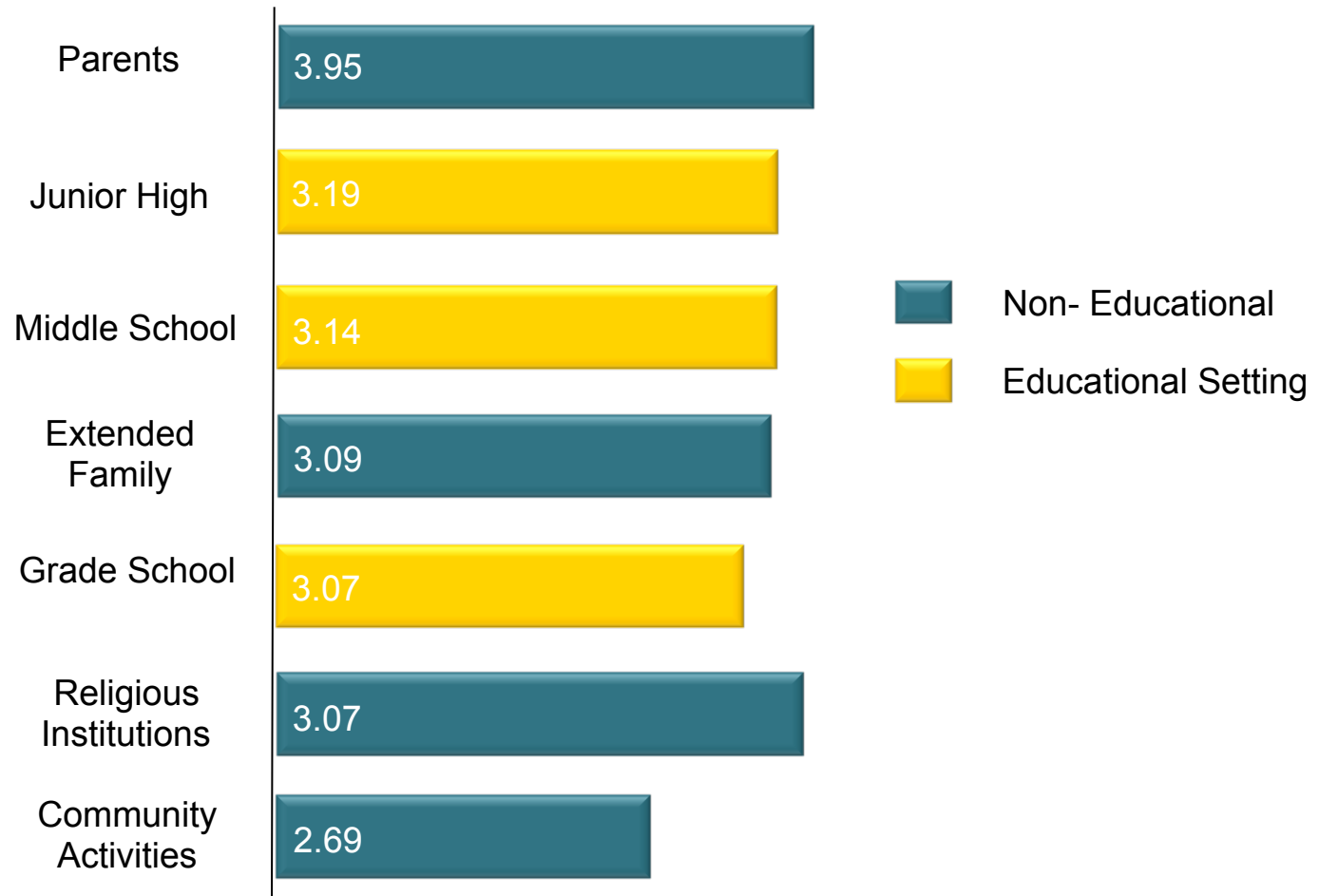


■ Not a Priority ■ Low Priority ■ Medium Priority ■ Highest Priority

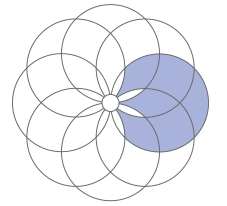
Social Responsibility in the home and at school



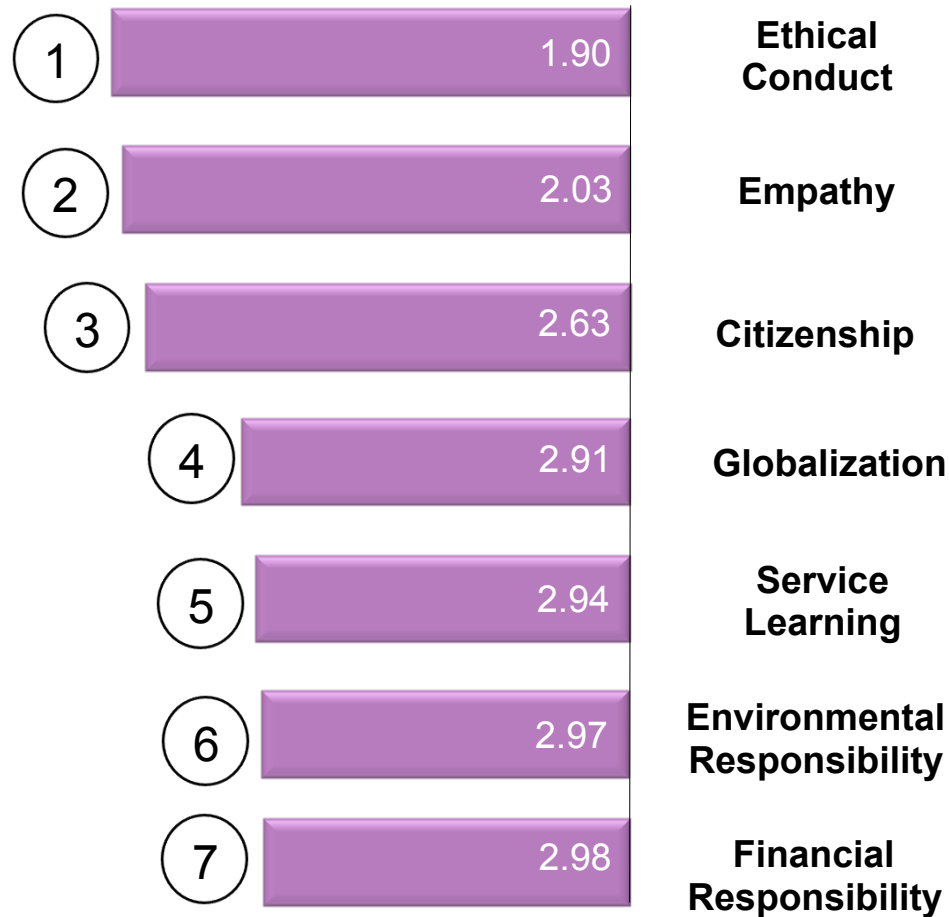
- When asked where Social Responsibility should be taught, the answer was both at home and at school.



Areas of Focus for Social Responsibility

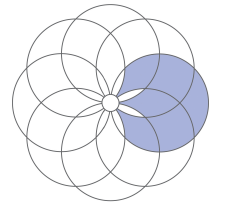


Social Responsibility

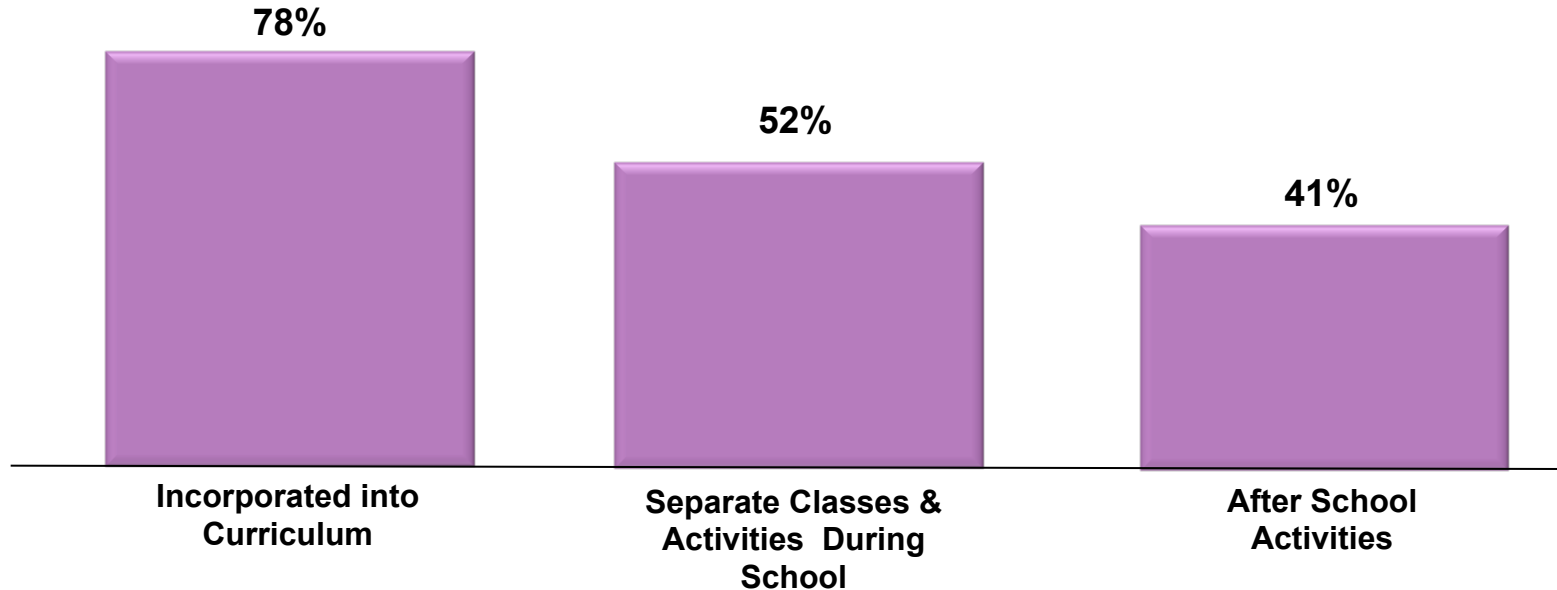


- Ethical Conduct, Empathy, and Citizenship were the highest priority to be taught in school.

How Should Social Responsibility Be Taught?



Social Responsibility



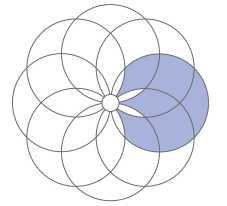
- The preferred method of delivery is through the curriculum

Barriers to a Social Responsibility Program



- A majority of the parent comments supported Social Responsibility in the classroom.
- Concerns, however, that a focus on Social Responsibility would take time and money away from core subjects, especially during the current economic challenges for D39, were stated.
- Some parents expressed a desire to focus more on traditional aspects of Social Responsibility and less on financial responsibility and globalization.
 - *Survey detail can be found in the appendices*

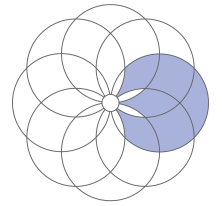
Educators Perspective



Social Responsibility

- Next, the Committee wanted to understand what is already being taught and practiced in D39 classrooms.
- Process:
 - Conducted interviews with key administrators in November and December 2010.
 - Launched survey to all educators within the district in January 2011.

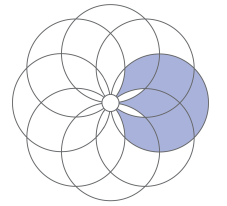
Administrator Interviews (I)



Social Responsibility

- Conducted interviews with all District 39 principals and Director of Student Services. Also interviewed school social workers at Highcrest Middle School, Wilmette Junior High School, and Romona.
- Most D39 programs focus on character education, social-emotional learning (SEL) and empathy training:
 - Habits of Mind
 - Rough Spot
 - Second Step
 - Peer mentoring programs
 - Special education buddy programs/disability awareness
 - Peaceful playgrounds
 - Student of the month
 - Bullying awareness
 - Individual school programs (i.e. Romona ROCKS, First Class Central)

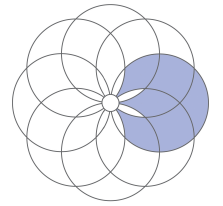
Administrator Interviews (II)



Social Responsibility

- Service Projects were primarily community service projects and collection/donation initiatives:
 - Food, clothing, bike, book drives for sister schools and community
 - Pennies for Peace to build schools in Pakistan/Afghanistan
 - Collections for victims of Katrina, Haiti
- Environmental Efforts were consistent across most schools.
 - Biggest loser
 - Outdoor gardens
 - Recycling
 - Green classroom jobs
 - Environmental Awareness

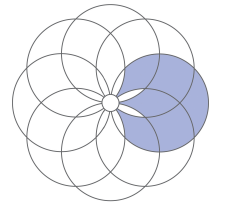
Administrator Interviews (III)



Social Responsibility

- Very few Financial Responsibility and Global Awareness initiatives are in place.
 - 7th grade Math of Economics
 - Central School - Opportunities in Education
- Majority of programs are stand alone projects and are not tied to the curriculum.
- Current programs are unique to each school. Administrators expressed a desire to continue to customize programs to their specific schools, however they would welcome some district wide criteria for Social Responsibility efforts.

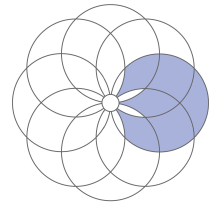
Educator Survey



Social Responsibility

- Educators were asked how often they incorporate the individual elements of Social Responsibility in their day to day teaching:
 - 70% spend a lot of time on Empathy Development
 - 67% spend a lot of time on Ethical Conduct
 - 50% spend some time in class on Globalization, Citizenship, and Environmental Responsibility.
 - 43% spend some time on Service Learning
 - Over 50% spend little to no time on Financial Responsibility

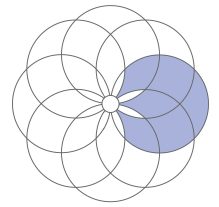
What Educators Would Like to See



Social Responsibility

- An established vision from the district on Social Responsibility programs, but autonomy among the schools on how to execute.
- Social Responsibility targets linked to the curriculum so students can make connections to learning.
- Dedicated homeroom time to teach Social Responsibility (primarily the social and emotional learning (SEL) components like second step and rough spots).
- A few school wide projects that are each done comprehensively, versus one time collection efforts.
- Improved home/school partnerships for Social Responsibility efforts.

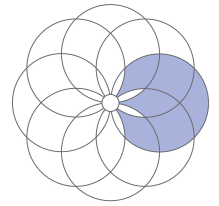
Social Responsibility in D39's Elementary Schools



Social Responsibility

	CENTRAL	MCKENZIE	HARPER	ROMONA
CHARACTER EDUCATION/SOCIAL-EMOTIONAL LEARNING/EMPATHY TRAINING				
<p>Habits of Mind/Characteristics of Successful Learners Developed by Arthur Costa and Bena Kallick, the Habits of Mind is a program designed around dispositions that are skillfully and mindfully employed by characteristically intelligent, successful people when they are confronted with problems, the solution to which are not immediately apparent. The Habits of Mind are: persisting; thinking and communicating with clarity and precision; managing impulsivity; gathering data through all senses; listening with understanding and empathy; creating, imagining and innovation; thinking flexibly; responding with wonderment and awe; thinking about thinking; taking responsible risks; striving for accuracy; finding humor; questioning and posing problems; thinking interdependently; applying past knowledge to new situations; remaining open to continuous learning.</p>	X	X	X	
<p>Second Step A K-5 program produced by the Committee for Children that teaches students skills to help them succeed socially and academically. Themes taught include problem solving, empathy, impulse control and anger management.</p>		X	X	
<p>Rough Spot Program Rough Spot training was developed by Terry London and Amor Monjes to help children of all ages recognize challenging situations and to identify coping strategies. A rough spot is identified as anything that someone finds unpleasant, uncomfortable, difficult or unfair. Children learn coping strategies as they distinguish between "hot" and "cool" self-talks. A hot self-talk makes it more difficult to cope in an unpleasant situation. A cool self-talk facilitates coping strategies. Program is utilized at varying levels based on individual school.</p>	X	Past	X	X
<p>Special Education Buddy Programs Individual school programs/activities. Romona implements a Buddies for Special Needs Kids program where early childhood students are paired with 1st and 2nd graders and K-2 students are paired with 3rd and 4th graders for art projects, reading, and writing activities. McKenzie - students volunteer to be "lunch/recess buddy" to a student in the Functional Academics program.</p>	X	X		X

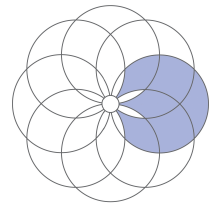
Social Responsibility in D39's Elementary Schools



Social Responsibility

	CENTRAL	MCKENZIE	HARPER	ROMONA
<p><u>Disability Awareness Programs</u> Individual school programs/activities. McKenzie participated in a program 2 years ago where students took part in activities in PE classes to help them identify with being disabled. Some classrooms do educational lessons during autism awareness with their reading buddies.</p>	X	Past	X	X
<p><u>Peer Mentoring</u> Individual school programs/activities include across grade level buddies, new student groups led by school social worker, student ambassador assigned to new students.</p>	X	X	X	X
<p><u>Peaceful Playgrounds</u> The Peaceful Playground provides an organized playground with appealing games and activities. Through these, incidents of playground conflict and injury are reduced and children develop motor, social and cognitive skills. Peaceful Playgrounds is a positive behavior support program that is implemented school wide. All staff, students and supervisors engage in regular cycles of training and review of basic program components including review of the game rules and procedures.</p>	X	X	X (similar program)	X
<p><u>Cross Grade Level Families</u></p>	X			
<p><u>Snowflurry</u></p>	X	X	X	X
<p><u>Romona ROCKS</u> Romona has developed a new school-wide program entitled ROCKS - Respect, Originality, Courage, Kindness and Sincerity. The program was developed by committee to foster a sense of strong community. There are whole school assemblies to promote topics and classroom teachers are expected to teach two lessons on each of the five topics throughout the year.</p>				X
<p><u>First Class Central</u> Program at Central school to foster a school community that facilitates the social and emotional growth of children. This integrated approach includes strategies and common vocabulary from programs such as Rough Spot and Peaceful Playground.</p>	X			

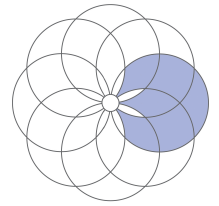
Social Responsibility in D39's Elementary Schools



Social Responsibility

	CENTRAL	MCKENZIE	HARPER	ROMONA
SERVICE PROJECTS/CITIZENSHIP				
<p>Student Council Student Council program in every elementary school. Focus is on developing leadership and school/community service. Activities include: relaying information back to classrooms; food drives for New Trier pantry; Math-a-thon for St. Jude's Children's Hospital; collect pop tabs; recycling; school spirit days, Pennies for Peace to build schools in Pakistan and Afghanistan etc.</p>	X	X	X	X
<p>National Days of Recognition</p>	X	X	X	X
<p>Fort Governance Board</p>	X			
<p>Kindness Connection A non-profit 501© 3 organization dedicated to promoting volunteerism by connecting schools, groups and/or individuals with those in need through service-learning. TKC works with local charities to define service projects that meet their needs and then designs the projects, procure the required materials, and organize the schools/groups to complete the projects. TKC works with a variety of learning goals, ages and interests and customizes volunteer projects to meet different needs.</p>	Past	X	Past	Past
<p>Sister School Sister schools receive help from several drives throughout the year (i.e. food; books, school supplies, warm clothing, holiday gifts etc). Some students also have pen pal programs with sister schools.</p>	X	X	X	X
<p>Donation/Collection Collection drives to benefit community and sister schools (food, warm clothing, school supplies, books)</p>	X	X	X	X
<p>Pedal Power is an annual used bike collection drive donated to Jane Addams Hull House and distributed to kids in CPS</p>		X		

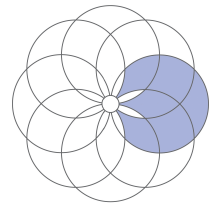
Social Responsibility in D39's Elementary Schools



Social Responsibility

	CENTRAL	MCKENZIE	HARPER	ROMONA
ENVIRONMENTAL				
Biggest Loser	X	X	X	X
Farm to School			X	
Eco Club	X			X
Green Classroom Jobs	X		X	X
Outdoor Gardens	X	X	X	X
Recycling	X	X	X	X
Environmental Awareness	X	X	X	X
Composting Bin		X	X	X
GLOBAL AWARENESS				
<u>Educational Partnership with Sister School in Tanzania</u> Central school now has a sister school in Tanzania through Opportunity Education, a non-for-profit that provides teaching materials to participating schools. Children in all classes are matched with children in Tanzania and will be exchanging monthly letters. Teachers will incorporate sister school partnership into curricular learning. The objectives of sister school program are threefold: 1) to develop awareness of other cultures appreciating differences and similarities; 2) to become active members of global community; and 3) to practice writing skills as children communicate with their pen pals.	X			

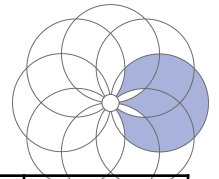
Social Responsibility in D39's Middle School and Junior High



Social Responsibility

	HIGHCREST MIDDLE SCHOOL	WILMETTE JUNIOR HIGH SCHOOL
CHARACTER EDUCATION/SOCIAL-EMOTIONAL LEARNING/EMPATHY TRAINING		
<p><u>Special Needs Peer Mentoring Program</u> At HMS, there is a "Buddy Program" where 60 students applied to help students with special needs in the classroom, at lunch and at recess. At WJHS, a new peer mentoring program started this year. Students are recommended by teachers and they work 1 on 1 with students in the Functional Academics program. The program is on a 9 week rotation and students participate instead of taking a related art. Program size is based on the number of special needs students (currently 3 students/quarter).</p>	X	X
<p><u>Youth Tutoring Program</u> Inspired Youth Tutoring is a program at WJHS where students are paired with a student of similar age in Chicago. They travel by bus to Chicago two Saturdays per month to provide tutoring. The commitment is for the entire school year and approximately 100-150 students applied for the 50 available spots (a lottery determined who was chosen).</p>		X
<p><u>Student of the Month</u> WJHS teaches character education in homeroom through the Character Traits program. The Student of the Month is chosen because he/she possesses at least one of the following character traits: service; tolerance; integrity; compassion; self-awareness; leadership or responsibility. Breakfast is served once a month for those awarded Student of the Month for that month.</p>	X	X
<p><u>PE Student of the Month</u></p>	X	
<p><u>Homeroom Advisory Period</u> At both HMS and WJHS, homeroom/advisory periods are utilized to teach and promote social responsibility through character education, community building; service projects (both school wide and individual classrooms).</p>	X	X
<p><u>Health Class</u></p>	X	X
<p><u>PBIS</u></p>	X	X

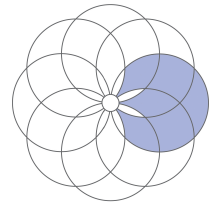
Social Responsibility in D39's Middle School and Junior High



WILMETTE JUNIOR HIGH SCHOOL
Social Responsibility

	HIGHCREST MIDDLE SCHOOL	WILMETTE JUNIOR HIGH SCHOOL
<p><u>Bullying and Disability Awareness</u> PTA sponsored assemblies focusing on teasing and bullying and Stand Up for Yourself, NT High 5 Choir and disability awareness education.</p>	X	X
<p><u>Snowflurry</u></p>		X
<p><u>CLIMB Program</u> The CLIMB program, which stands for Connect, Live, Inspire, Motivate, Believe started at WJHS in the 2008-09 school year. The Charmed Foundation provides a consultant free of charge to work with WJHS around the core values of CLIMB "collaborative and communicative environment, commitment to personal growth, and respect for others' differences and the accompanying belief statement - Education is a partnership among staff members, parents, students and the community that requires collaborative communications to create an optimal learning environment." The program started with teachers and staff only and has been examining their social and emotional values as well as how they function within the building. The goal is to expand the program to parents and students.</p>		X
<p><u>SERVICE PROJECTS/CITIZENSHIP</u></p>		
<p><u>Student Council</u> Student Council program in both HMS and WJHS focuses on developing leadership and promoting social responsibility through school/community service. HMS student council activities include a canned food drive, clothing drive, and sponsoring the student vs faculty basketball game. WJHS student council activities include green initiatives, a canned food drive for NT Food Pantry, raising money for Katrina (Approx \$50K in Nov 2005), and a book drive.</p>	X	X
<p><u>National Days of Recognition</u></p>	X	X
<p><u>Kindness Connection</u> A non-profit 501© 3 organization dedicated to promoting volunteerism by connecting schools, groups and/or individuals with those in need through service-learning. TKC works with local charities to define service projects that meet their needs and then designs the projects, procure the required materials, and organize the schools/groups to complete the projects. TKC works with a variety of learning goals, ages and interests and customizes volunteer projects to meet different needs.</p>	X	
<p><u>Sister School</u></p>		X 40

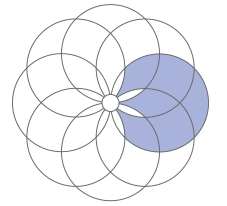
Social Responsibility in D39's Middle School and Junior High



Social Responsibility

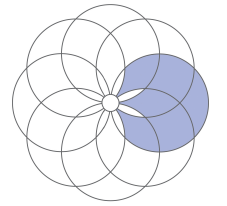
	HIGHCREST MIDDLE SCHOOL	WILMETTE JUNIOR HIGH SCHOOL
<u>Donation/Collection</u>		
Food drives	X	X
Read-a-thon to raise money for Haiti (\$60K raised)/Japan	X	
Operation to support troops over holidays (holiday stockings)	X	
Warm clothing drive	X	
Juan Orduno's Family-money, food, clothing collected to donate to family of WHJS custodian who died last year		X
Make a Difference Day	X	
Pennies for Peace	X	
<u>Good News Soup Kitchen</u>		X
Advertised in Highlights and is a monthly volunteer opportunity with parent		
<u>ENVIRONMENTAL</u>		
Biggest Loser	X	X
Farm to School	X	
Eco Club		X
Green Classroom Jobs		X
Outdoor Gardens	X	X
Recycling	X	X
Environmental Awareness	X	X
<u>FINANCIAL RESPONSIBILITY</u>		
<u>Math of Economics</u>		X
Math of Economics is a 6 week course that teaches financial responsibility. It is required of 7th grade students and is a related arts elective for 8th grade students.		

Results Show That Parents and Educators Are Aligned



Social Responsibility

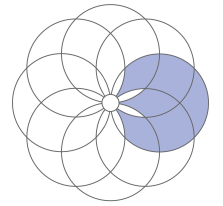
- Both agree that empathy and ethical conduct are drivers of Social Responsibility.
- An emphasis on globalization, citizenship, and environmental awareness needs to be further developed.
- There are many Social Responsibility efforts occurring throughout D39, but project definition, criteria, and goals are not consistent across the schools.
- Most of what is being done within schools is “community service” or one-off collections. There is an opportunity for these experiences to be more meaningful to participants.
- Both cautious about the districts current strain on resources and time.



Social Responsibility

- I. Background
- II. Social Responsibility in Education
- III. CRC' s 2010-2011 Journey
- IV. Current role of Social Responsibility within D39
- V. Best Practice Study Results**
 - I. Non-Educational Environments**
 - II. Educational Environments**
- VI. Social Responsibility **CONNECTED** to D39
 - I. Social Responsibility in D39 classrooms
 - II. Recommendations
- VII. Next Steps
- VIII. Appendix

Best Practices in Non-Educational Settings



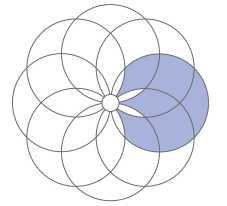
Social Responsibility

Goals and Processes

- Our goal was to research Social Responsibility occurring in non-educational settings and identify potential best practices.
- Best practices would be programs that could be replicated in a public school setting.
- Types of organizations covered included:
 - Media
 - Scouting and clubs
 - Corporations
 - Religious institutions
 - Foundations created by children

Best Practices in Non-Educational Settings

Goals and Processes (continued)



Social Responsibility

- Areas Covered in Analysis
 - Motivation and goals of projects
 - Platform and themes the project covered
 - Key success factors
 - Application to an educational setting
 - Examples

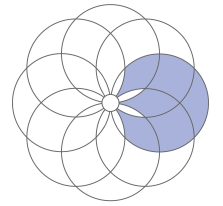
Non-Educational Best Practices Findings



- After looking at a variety of examples the committee discovered:
 - An application of Social Responsibility programs can be difficult due to economic limitations and motivational aspects.
 - Several key attributes emerge from programs that have been successfully implemented.
 - Local or “home grown” issues or topics were most successful
 - Measurable and identifiable goals were critical
 - Partnerships with secondary/tactical organizations were often leveraged
 - On-line/electronic interface was important to harness meaningful levels of engagement for all participants (ex: www.dosomething.org and www.charterforcompassion.org)
 - *Details of Non-Educational Best Practices can be found in the appendices*

Best Practices in Education

Goals and Processes

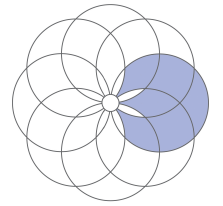


Social Responsibility

- Our goal was to better understand what makes a successful program and what is possible. We looked at best practices within other school districts and educational resources that work directly with schools to teach Social Responsibility.
- Process:
 - Started locally and interviewed principals from New Trier and sender schools to understand what is happening in our neighboring communities.
 - Sunset Ridge - Shelly Carrey
 - Glencoe - Ryan Mollet
 - Washburne - Cathy Rosen
 - Marie Murphy - Deanna Reed
 - Northfield (Freshman Campus)- Paul Waechtler
 - Winnetka (Upper Class Campus) - Timothy Dohrer

Best Practices in Education

Goals and Processes (continued)

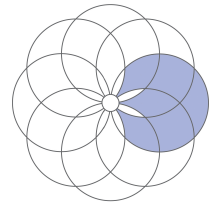


Social Responsibility

- Interviewed Service Learning Coordinator for North Shore Schools District #112.
 - Cheryl Levi
- Researched schools around the world for best practice examples of Social Responsibility in action.
 - K-8
 - High Schools
 - International Schools
 - Higher Education
- Best practices were identified as programs that appeared to teach Social Responsibility effectively and could be modeled by D39.

Educational Best Practices

New Trier Sender Schools

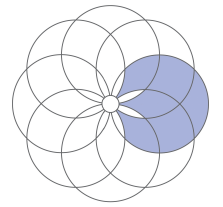


Social Responsibility

- Interviewed Principals of the New Trier sender schools. Principals spoke primarily about their individual focus on Social and Emotional learning (SEL) programs.
- All sender schools are:
 - Directly addressing issues of ethical conduct and empathy development.
 - Believe that SEL efforts work best when they are infused into the curriculum with dedicated instructional time.
 - Occurs primarily in advisories
 - Parent Education is critical for the re-enforcement of classroom instruction.
- Several schools emphasized that relationships are critical to a successful SEL program.
 - Prevention occurs when Students feel a connection to their schools and teachers.
- All schools have a unique approach to SEL requirements, however the New Trier Campuses expressed a desire to have some shared objectives so incoming students have a shared language and similar exposure to SEL concepts.

Educational Best Practices

New Trier Sender Schools (continued)

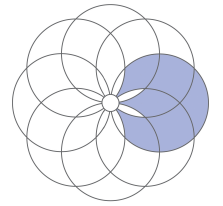


Social Responsibility

- We found SEL programs are the primary focus for Social Responsibility for the sender schools.
- D39 schools are leading the pack by addressing Social Responsibility as a whole topic.
- All schools are participating in some Community Service activities.
 - Food collections for the New Trier Food Pantry
 - Fund raising for Japan
 - Charity wheel chair basketball tournaments
- Two examples of Service Learning experiences occurring:
 - Marie Murphy School has done a project for 7th grade math students. Growing through Gardening. A partnership between Marie Murphy and The Atrium in Wilmette to build gardens for Seniors.
 - New Trier’s Building schools for Haiti program. Students have raised over \$100,000 for new schools in Haiti. English classes at the Northfield Campus have worked Haitian literature into their curriculum to learn more about the Haitian people and their country.

Educational Best Practices

New Trier (I)

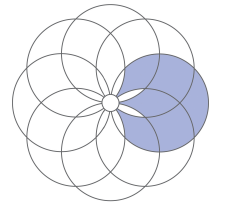


Social Responsibility

- New Triers' Social Responsibility efforts are developed through the Ethical Conduct and Global Citizenship Committee
 - In 2005, as part of the District's 2005-2006 strategic plan, the ECGC was created as a "student driven program to identify and articulate New Trier's core standards of ethical conduct and responsible global citizenship with appropriate follow-up activities, including communicating the standards and identifying curricular, co-curricular, and extracurricular programs that teach the standards."
 - Surveyed the students, parents, and staff to obtain a comprehensive school climate.
 - Led discussions with staff and students to identify:
 - Core values relating to ethical conduct and global citizenship.
 - Establish a mission statement and committee to facilitate conversations about values, social emotional skills, and ethical conduct and global citizenship.

Educational Best Practices

New Trier (II)

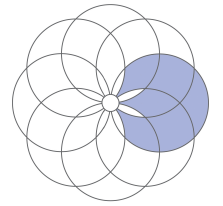


Social Responsibility

- Ethical Conduct and Global Citizenship Committee
 - Mission Statement:
 - To act ethically and be responsible global citizens we must be clear about what we believe to be right and just and we must possess the social and emotional skills that will allow us to act in ways that are in accordance with our beliefs. As we are able to act in these ways we can be more caring towards others near and far, feel safer, have more satisfying relationships, and be more successful in school, in society, and in life.
 - New Trier Expectations for their students:
 - Responsibility
 - Respect
 - Integrity
 - Compassion
 - Self-Awareness
 - Self Management
 - Social Awareness
 - Relationship Decision Making
 - Responsible Decision Making

Educational Best Practices

New Trier (III)

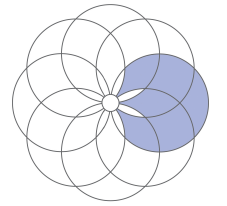


Social Responsibility

- Commitment to service at New Trier comes in three categories:
 - Community Service projects (student driven collection efforts)
 - Service Learning (curriculum based projects)
 - Campus-wide projects (include community service or Service Learning but are conducted by an entire grade, campus or the whole school.)
- By the time a student graduates they will have completed 40 hours of community service. When you add in the Service Learning experiences in the classroom that number jumps to 56 hours of service, not including extra-curricular activities.
- New Trier created a Service Learning Coordinator position for both campuses to facilitate the integration of Service Learning into the classrooms.
 - Teacher with 1/5 time allocated to assisting Service Learning needs.
 - Works with interested teachers to identify opportunities within their curriculums to integrate Service Learning projects.
 - Coordinates and evaluates requests for projects.
 - Allocates necessary aid and resources to insure each project's success.
 - Manages website to communicate success to the community and highlight best practices and information sharing within New Trier.

Educational Best Practices

North Shore District #112

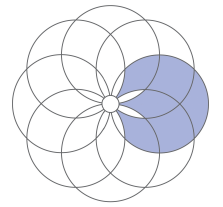


Social Responsibility

- Cheryl Levi holds the position of Service Learning Coordinator for NSSD 112.
- The position is funded through a Service Learning grant and overseen by Illinois Department of Education. Funded through the Learn and Serve program.
- Position involves providing funding and support for projects throughout the entire district.
- Teachers submit requests to Ms. Levi outlining project outcomes and needs, she provides resources and funding.
- Also oversees implementation of Project Citizen throughout Illinois 10th Congressional District as well as D112.

Educational Best Practices

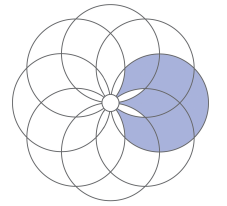
North Shore District #112 (continued)



Social Responsibility

- Project Citizen:
 - A structured program that helps middle schools students become responsible and involved citizens.
 - Run through the Center for Civic Education.
 - Focuses on Public Policy, Service Learning, and local legislation.
- Provides seminars, summer training, materials, and books to interested teachers free of charge.
- Provides an interdisciplinary approach to learning about civic issues. Teachers receive training and materials geared toward enhancing their curriculum to include various projects.
- Projects are year long and involve all core academic subjects.
- Students present their findings/results at the end of the projects to the school and the community.

Educational Best Practices Research Findings



Social Responsibility

- The committee selected 12 schools located in the United States, Poland, and Thailand as best practice examples. Their findings highlighted programs that represented all of the elements of Social Responsibility.
- The research showed that a best practice school was one that reflected the elements of Social Responsibility which best met the needs of each schools' individual community.
- The ideals, methods, and motivations of the varied educational settings studied were used to foster a stronger vision of how Social Responsibility programs could be uniquely applied to District 39.

Educational Best Practices Research Findings (continued)



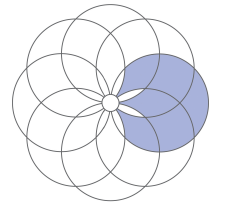
- Research uncovered the National Youth Leadership Council's 8 standards and indicators for a successful Service Learning/Social Responsibility Program
 - Meaningful Service
 - Curriculum Connection
 - Reflection
 - Diversity and Mutual Respect
 - Youth Voices
 - Partnerships
 - Progress Monitoring
 - Duration and Intensity

National Youth Leadership Council's Indicators of Success



1. **Duration and Intensity:** Service Learning experiences require that students take the time to identify the needs of the community, prepare for service, act accordingly, reflect upon their experience and celebrate their success.
2. **Link to Curriculum:** Service Learning experiences should be aligned with the curriculum and should help students transfer the knowledge and skills they are learning in the classroom to the community. The learning should exceed the service.
3. **Meaningful Service:** Service Learning experiences must be age and developmentally appropriate. The experiences should address issues that are personally relevant to all participants.
4. **Youth Voice:** Students should have a strong voice in planning and implementing Service Learning experiences.

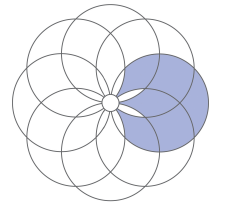
National Youth Leadership Council's Indicators of Success (continued)



Social Responsibility

5. Diversity: Service Learning experiences should help participants understand multiple points of view and perspectives.
6. Partnerships: Service Learning experiences should be a collaborative effort amongst students, educators, families, and the community.
7. Reflection: Service Learning experiences should offer students the opportunity for reflection that prompts students to develop greater understanding and learning.
8. Progress Monitoring: Students should be encouraged to evaluate their experience from implementation to outcomes.

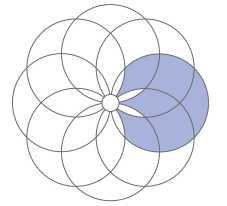
Community Service, Service Learning, and Social Responsibility Clarified



Social Responsibility

- When we started this project we used the term “Service Learning” to capture the efforts currently being done within schools to help the community.
- Through our best practice research we began to understand that these projects were better defined as **community service**, not Service Learning.
- The Illinois State Board of Education defines Service Learning as:
 - “An integrated teaching approach that combines curriculum and community service to enrich learning experiences through practical application, teach civic responsibility, encourage critical thinking, and strengthen communities.”
- www.isbe.org

Best Practice Social Responsibility Programs

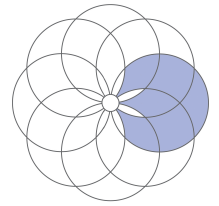


Social Responsibility

Best Practice Social Responsibility efforts within schools combine Service Learning embedded into the curriculum with dedicated instruction in empathy development and ethical conduct



What Did We Learn?



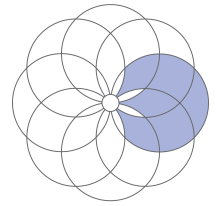
Social Responsibility

District 39

- Empathy and Ethical Conduct are current areas of strong focus.
- All schools do a large number of Community Service projects.
- Schools are consistent in commitment to “green” efforts.
- Currently doing very few Service Learning projects.
- No agreed upon criteria across the district regarding Social Responsibility.

Best Practices

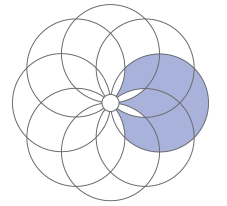
- Social Responsibility programs are multi-faceted and are most effective when tied to the curriculum.
- Service Learning is a vehicle for building Social Responsibility.
- Social Responsibility is executed through a balance of SEL instruction and Service Learning.
- Social Responsibility programs need a strong focus and are best when representing the 8 standards and indicators of success.
- There are resources for outside funding available to schools.



Social Responsibility

How Do We Get There?

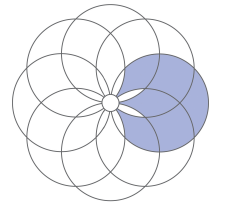
- Adopt a strong vision of what Social Responsibility means to D39.
- Create Social Responsibility standards for D39 that can be executed individually across the schools.
- Integrate programs that are curriculum based.
- Establish communication between parents, the community, and D39.
- Identify and secure dedicated and organized resources.



Social Responsibility

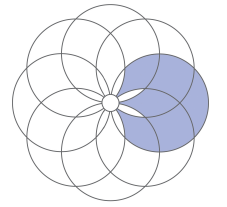
- I. Background
- II. Social Responsibility in Education
- III. CRC' s 2010-2011 Journey
- IV. Current role of Social Responsibility within D39
- V. Best Practice Study Results
 - I. Non-Educational Environments
 - II. Educational Environments
- VI. Social Responsibility CONNECTED to D39**
 - I. Social Responsibility in D39 classrooms**
 - II. Recommendations**
- VII. Next Steps
- VIII. Appendix

Social Responsibility in D39



Social Responsibility

- In culmination of the year of study, the CRC has refined the definition of Social Responsibility within D39 schools.
- **Social Responsibility** is a lifelong respect for one another and the world in which we live, demonstrating empathic and ethical behavior in order to contribute thoughtfully to our local and global communities, through service learning, financial and environmental responsibility, and citizenship.

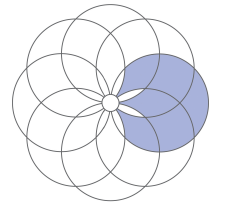


Social Responsibility

Guiding Principles

- Non-educational and educational best practices have proven that a successful Social Responsibility program in D39 must include:
 - Meaningful Service
 - Curriculum Connection
 - Reflection
 - Diversity and Mutual Respect
 - Youth Voices
 - Partnerships
 - Progress Monitoring
 - Duration and Intensity

Social Responsibility is CONNECTED



Social Responsibility

- Our research highlighted the fact that best practice Social Responsibility programs are intertwined with all the other components of CONNECTED.
 - Globalization
 - Communication
 - Collaboration
 - Technology
 - Learning Environments
 - Teaching and Learning Styles
 - Characteristics of Successful learners
- Creating a Social Responsibility program for D39 schools is a natural next step for the CONNECTED strategic plan.

Social Responsibility Integrated Into a Curriculum



A Best Practice example of Social Responsibility in action, in a 21st Century learning environment.

School: Marie Murphy, D37

Project name: Growing through Gardening

Age of participants: 7/8th grade

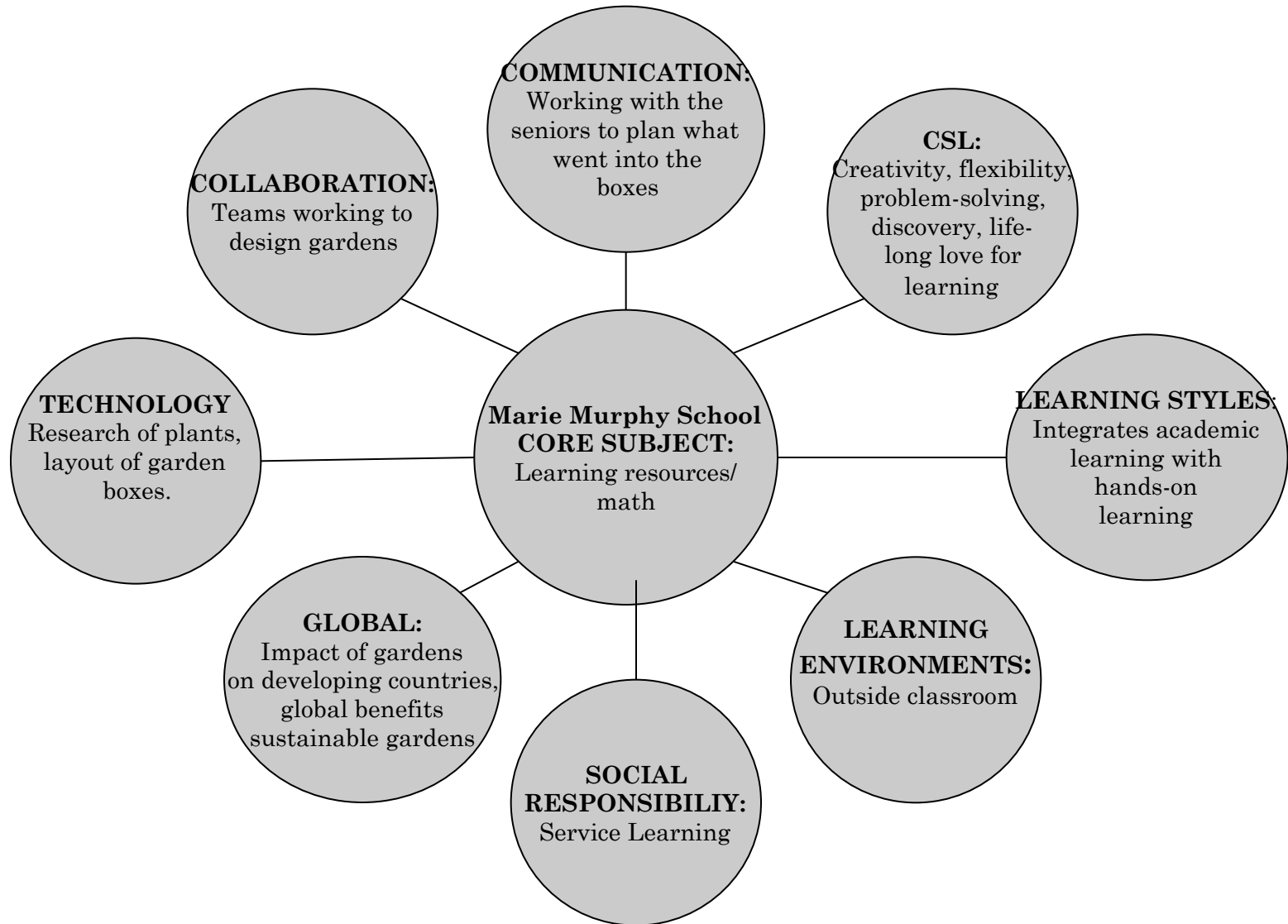
Academic class: Learning Resource/Math

Senior Home: The Atrium in Wilmette

Length of Project: 2-4 months

Project Description: Junior High math students worked with the residents of the senior residence, The Atrium, in downtown Wilmette to create outdoor garden boxes. The students measured the area, built the boxes, used their geometry skills to plan the gardens, and worked with the residents to do the planting.

Social Responsibility CONNECTED to the curriculum



2010-2011 CRC Recommendations (I)



- Social Responsibility should be developed and experienced in the classroom through an established Service Learning program.
 - Project selection should reflect the definition of Social Responsibility within D39 and incorporate the 8 guiding principles.
 - Projects should be tied into the curriculum maps.
 - Projects need to be meaningful and to reflect the individual interests and priorities of each school.
- PTA/PTOs and Student Councils will identify and implement Community Service Projects
 - Establish a community wide committee representing each school to identify and coordinate meaningful Community Service opportunities throughout the district.
 - Investigate the creation of a District wide Student Council to identify and coordinate Community Service opportunities.

2010-2011 CRC Recommendations (II)

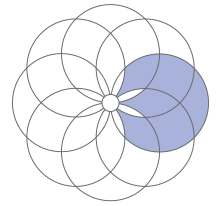


- Continue developmentally appropriate SEL programs emphasizing empathy development (e.g. social work curriculum) and ethical conduct, as dedicated instruction within the classroom.
- As part of the 2010-2015 CONNECTED strategic plan, Social Responsibility should be included in each schools SIP, as their CONNECTED goal.
- Establish a dedicated resource within D39 responsible for coordinating and supporting Social Responsibility efforts.
 - Apply for available Learn and Serve grants.
 - Investigate re-allocating partial time in a current position.
 - Investigate partnering with the D39 Foundation for support.

2010-2011 CRC Recommendations (III)



- Create a vehicle for parent and community education on Social Responsibility within D39.
 - CONNECTED website
 - Coordinate with FAN for parent education opportunities.
- Work with Cheryl Levi and NSSD #112 to initiate a Project Citizen program for our middle schools students.
- Work with New Trier and sender schools to create uniform SEL goals for students entering New Trier.
 - Continue discussions to highlight best-practices within the New Trier territories.
- Include Social Responsibility into 2011-2012 Professional Development plans for D39 staff.

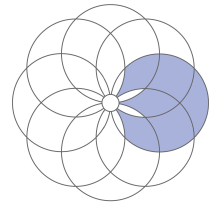


Social Responsibility

Next Steps

- Reflect on Dr. Lechner's response due this summer.
- Develop plan to educate the educators, parents, and community about Social Responsibility CONNECTED to D39.
 - Present top-level findings to schools in the early fall.
 - Present top-level findings to PTA/PTO's in the early fall.
- Provide support and direction to VPTO for the creation of the "Community Service Coordinator" position within all school PTA/PTO's.
- Investigate options for creating a Social Responsibility Coordinator position for D39 given current economic environment:
 - Learn and Serve Grant and Project Citizen.
 - Gripp grant for pilot program and/or support position.
 - Partner with PTA/PTO's to pursue the use of enrichment budgets to support Social Responsibility efforts.
- Continue work with New Trier sender school principals to streamline SEL criteria.

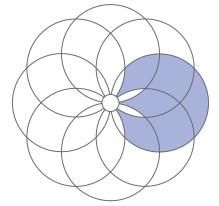
Appendix



Social Responsibility

- Parent survey and Summary, December 2010
- Teacher survey and summary, January 2011
- Educational Context Best Practice Results
- Non-educational Context Best Practice Results
- Professional Development Presentation, February 2011
- New Trier Service Learning website
- ISBE criteria for a Service Learning programs

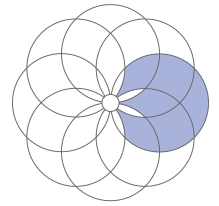
Resources



Social Responsibility

Social Responsibility in Education

- Ethical Conduct & Global Citizenship (ECGC), New Trier Township High School District 203, <http://www.newtrier.k12.il.us/ecgc.aspx>
- “Our Commitment to Learning in the 21st Century - Character Education,” Catalina Foot Hills School District, Tuscon, Arizona, <http://www.cfsd16.org/public/century/centMain.aspx>
- “Compass to 2015, A Strategic Plan for Student Success,” Virginia Beach City Public Schools, <http://www.vbschools.com/compass/index.asp> 21st Century Learning, East Syracuse Minoa Central School District NY, <http://www.esmschools.org/>
- “21st Century Learning and Leading,” Newport News Public School, Newport News, Virginia, <http://sbo.nn.k12.va.us/21stCentury/>
- “Future Leaders,” The Center for International Understanding-University of North Carolina, <http://ciu.northcarolina.edu/what-we-do/future-leaders-2/>
- First Amendment Schools, <http://www.firstamendmentschools.org/> Quest to Learn School - New York, NY, <http://www.q2l.org/node/4>
- National Service-Learning Clearinghouse, Corporation for National and Community Service, <http://www.servicelearning.org/library/resource/8542>
- *HE Sector Service Learning Success Stories*, National Service-Learning Clearinghouse, <http://www.servicelearning.org/success-stories/1>
- Furco, Andrew, “Assessing All Dimensions of learning”. *Principal Leadership*, February 2010, pp.32-36.
- Furco, Andrew and Root, Susan, “Value of Service Learning”. *Kappan*, February 2010, pp. 16-19.
- Kaye, Catherine Berger, “Work That Is Real”. *Principal Leadership*, February 2010, pp. 18-23.



Social Responsibility

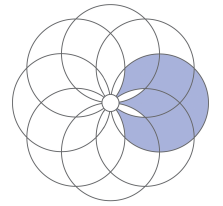
Resources

Social Responsibility in Education (cont.)

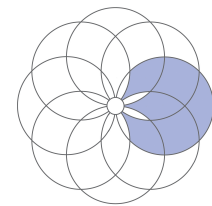
- Urbana Middle School, <http://ums.sites.fcps.org/home>
- Maryland Center for Character Education, <http://www.mdctrcharacter.org/index.shtml>
- Service Learning Texas, <http://www.servicelearningtexas.org/>
- National Youth Leadership Council, <http://www.nylc.org/>
- “Educators – Service Learning,” *Paul D. Coverdell worldwide schools*, Peacecorps, <http://www.peacecorps.gov/wws/educators/servicelearning/>
- “Confucius Classrooms,” *The Center for International Understanding*, The University of North Carolina, <http://ciu.northcarolina.edu/what-we-do/future-leaders-2/confucius-classrooms-2/>
- PTIS Community Sustainability and Social Responsibility, PTIS International School, <http://www.threeneration.org/content/sustainability.html#>
- Tools: The ISIS Accelerator, AtKisson, http://atkisson.com/wwd_tools.php
- “Center for Talent Development Civic Education Project,” Northwestern University, <http://www.ctd.northwestern.edu/cep/alumni/resources/>
- Center for Civic Engagement, Northwestern University, <http://www.engage.northwestern.edu/about.html>
- Project Pericles, <http://www.projectpericles.org/projectpericles/>
- Lorna Christoff, “Bridging Business and Social Responsibility,” ICOSA Connection & Collaboration, http://icosamag.com/webapp_1076788/Bridging_Business_And_Social_Responsibility
- Richard H. Hersh, “Fostering Personal and Social Responsibility on College and University Campuses,” *Association of American Colleges and Universities*, Summer/Fall 2005, <http://www.aacu.org/liberaleducation/le-sufa05/le-sufa05feature1.cfm>
- Social Responsibility Masters program, St. Cloud State University, <http://www.stcloudstate.edu/socialresponsibility/>

Resources

Social Responsibility in Education



Social Responsibility

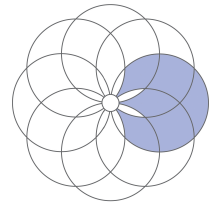


Resources

Social Responsibility: Non-Educational Best Practices

- “25 Top Children's Charities,” *More4Kids*,
<http://www.more4kids.info/652/top-childrens-charities/>
- Melissa Hodges, “Charities Started by Children,” *Kids Activities by suite101*, April 7, 2010,
<http://www.suite101.com/content/charities-started-by-children-a222664>
- “Child-Founded Charities,” *Kidzworld*,
<http://www.kidzworld.com/article/6444-child-founded-charities>*Kids Caring 4 Kids*, <http://www.kidscaring4kids.org/>
- Sherry Holetzky, “How can I Teach Kids About Charity?” *wiseGEEK*,
<http://www.wisegeek.com/how-can-i-teach-kids-about-charity.htm>
- *Social Responsibility – About McDonalds*, McDonalds,
<http://www.aboutmcdonalds.com/mcd/csr.html>
- *Responsibility*, Kraft Foods Inc.,
<http://www.kraftfoodscompany.com/Responsibility/index.aspx>
- *Boeing: Corporate Global Citizenship*, Boeing,
<http://www.boeing.com/companyoffices/aboutus/community/index.html>
- *Social Responsibility*, Walgreens Co.,
http://www.walgreens.com/topic/sr/social_responsibility_home.jsp
- *Corporate Responsibility*, Motorola, <http://responsibility.motorola.com>
- *Social Responsibility*, Allstate Insurance Co.,
<http://www.allstate.com/social-responsibility/welcome.aspx>
- 4-H, <http://www.4-h.org/>
- Heifer International, <http://www.heifer.org/>
- World Bank Institute,

Resources



Social Responsibility

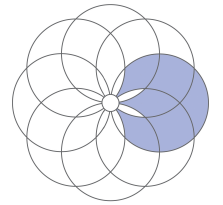
Empathy Teaching

- David Bornstein, “Fighting Bullying With Babies,” The New York Times: Opinionator, November 8, 2010, <http://opinionator.blogs.nytimes.com/2010/11/08/fighting-bullying-with-babies/>
- Winnie Hu, “Gossip Girls and Boys Get Lessons in Empathy,” The New York Times, April 4, 2009, <http://www.nytimes.com/2009/04/05/education/05empathy.html>
- Roots of Empathy, <http://www.rootsofempathy.org/>
- “Stop Bullying: SPEAK UP,” CNN Living, December 10, 2010, <http://www.cnn.com/2010/LIVING/12/10/babies.combating.bullying/index.html?iref=allsearch>
- Engle, Susan. *Red Flags or Red Herrings?*. New York: Atria, 2011

Interviews with New Trier Territory Principals

- ___ Interviewed principals from New Trier Sender schools April 7, 2011 Sunset Ridge School. Interviews conducted by Tracy Peacock and David Palzet
 - Sunset Ridge - Shelly Carrey
 - Glencoe - Ryan Mollet
 - Washburne - Cathy Rosen
 - Marie Murphy - Deanna Reed
 - Northfield (Freshman Campus)- Paul Waechtler
 - Winnetka (Upper Class Campus) - Timothy Dohrer

Resources



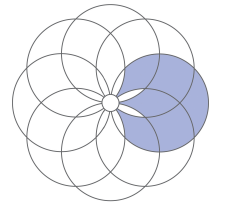
Social Responsibility

Interviews with District 39 Personnel

- Kathy Brandiesky (Romona School social worker), interviewed by Jessica Torf, November 16, 2010
- Heather Glowacki (Ramona principal), interviewed by Beth Carmody, November 15, 2010
- Pam Katz (Highcrest Middle School Social Worker), interviewed by Katy Forsyth, November 19, 2010.
- Dr. Sue Kick (Harper Elementary School Principal), interviewed by Katy Forsyth, November 9, 2010.
- Lou Mongillo (Wilmette Junior High School social worker), interviewed by Kathleen Boehm at WJHS, on December 2, 2010.
- Dr. Dave Palzet (WJHS principal), interviewed by Kathleen Boehm, December 1, 2010.
- Luke Pavone (Highcrest Middle School Principal), interviewed by Katy Forsyth, November 18, 2010.
- Denise Thrasher (Administrator for Student and Special Services), interviewed by Beth Carmody, November 15, 2010
- Dr. Denise Welter (McKenzie School principal), interviewed by Jessica Torf, November 16, 2010

Educational Best Practices

PTIS International School

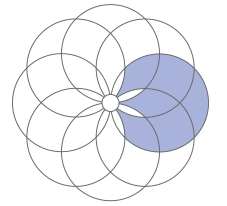


Social Responsibility

- Located in Chiang Mai, Thailand.
- Since its inception, PTIS has made global and green a core value, expressed through a commitment to operating in a sustainable and socially responsible way.
- They have created and implemented a tool to direct these initiatives inspired by the Atkisson Compass of Sustainability. The compass is used at different levels throughout the PTIS campus to encourage students, staff and policy to focus not just on green, but also on global.

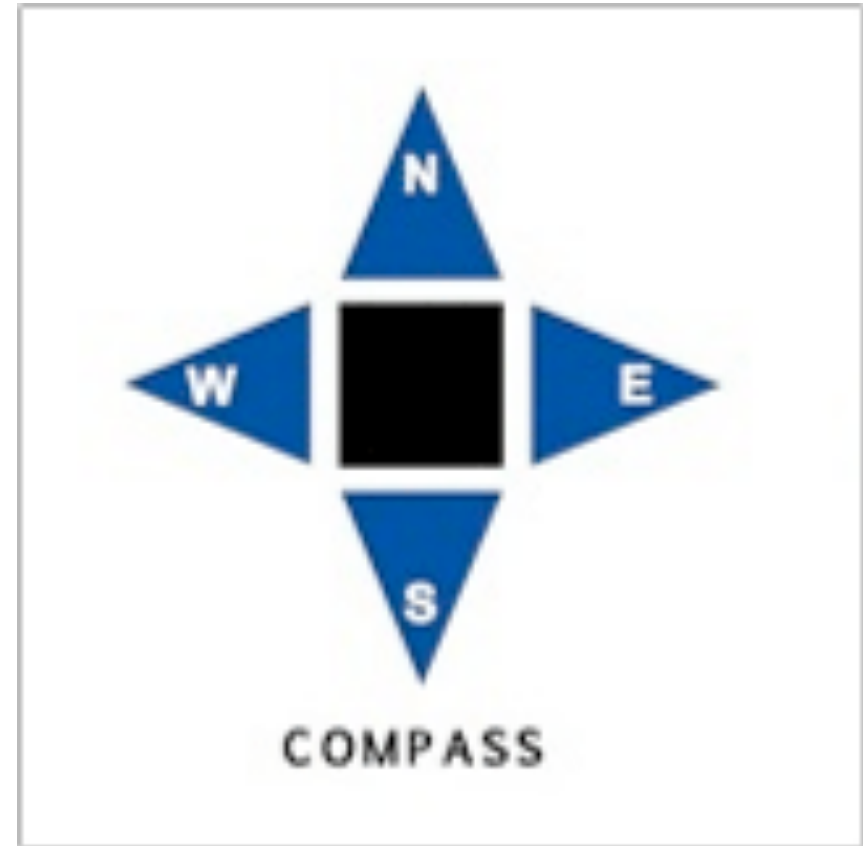
Educational Best Practices

PTIS International School



Social Responsibility

- **Nature**: Taking action to address climate change and conserve the natural environment.
- **Economy**: Ensuring PTIS operates in an economically sustainable way.
- **Society**: The importance of valuing culture and understanding and supporting the immediate and wider community.
- **Well-Being**: Our responsibility to care for each individual's rights and needs.



http://atkinson.com/wwd_tools.php