Comprehensive School Plan for Student for Student Achievement (CSP)
Final Report to Leadership Team Spring 2011

The CSP represents the focus and strategic vision for our school for the seven year period from Spring 2009 to Spring 2015. It incorporates curriculum development, recommendations for improvement from WASC, and results from faculty and parent community strategic discussions. This represents the work of the second year of implementation following a year of plan development:

Recommendations for Improvement from WASC-2009 are:

1. Prioritize support for the ongoing process of creating a well defined and articulated, standards-based and assessment driven P-12 curriculum in all subject areas.

2. Enhance Concordia’s student support program by developing processes to identify and assist enrolled students with ESOL or particular learning needs.

3. Develop transparent, school wide policies and procedures that impact student learning and remain appropriate as the school continues to grow.

Principles and Processes behind Committee Work for the Strategic Plan

1. Policy of transparency –the existence of all committees, a summary of the processes that they followed to reach their findings and conclusions will be available to all stakeholders.

2. All teachers and administration contribute to the work of the committees when appropriate. Interest, choice, and background/training will all be considered in the formation of committees.

3. When appropriate, students and parents will be recruited to contribute to the work of committees.

4. Progress on the Concordia School Plan for Student Achievement (CSP) will be reported regularly to stakeholders, the board, and WASC.

The CSP Leadership Team is made of:

Committee Leaders, Jim Koerschen, Krista Nagy, Mark Lewis, David Harris, Steve Nurre, and Kristin Kappelmann.

Initiatives for 2010-11

1. Leadership in Technology
2. Financial Model
3. Improve Physical Plant-landscaping
4. Information System-Aspen
5. Standardized Homework Policy
6. Teacher Advisory Group
7. Comprehensive School Plan
   a. Communication-Web redesign

**Topics for future consideration during the current CSP cycle:**

1. Enhanced Health Program as part of the health curriculum review next fall
2. Revision of the current staff evaluation program to begin next fall
3. How mobile learning could be incorporated into CISS instruction to begin next fall
4. Where is Education headed: Other initiatives related to 21st Century learning which keep us in the position of being educational leaders

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<th>Reports to S. Nurre</th>
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* Curriculum committees conclusions not included in this report
CSP Committee 1: Communication
Final Report-May 2011

Members: Kelly Jo Larson, chair; Eric Semler, Tony Tovar, Meg Ideker, Tom Reed, James Hounsell, Liu Li, Shelly Bramer, Deb Kemper, Tracy Shiring, Carmen Cervantes

Summary: This committee will serve as a feedback loop to faculty and the parent community in regard to the work on branding and web redesign during the first half of the year. They will develop a plan and support implementation of recommendations from last year’s committee in regard to external communication. In the second half of the year they will begin to look at best practices and gather feedback on internal communication between administration and staff.

Considerations:
- Develop a plan to implement recommendations from last year’s committee based upon the framework of Streamlined Home Communication; Productive Academic Progress Information; Effective Intra-school Communication; and a Comprehensive Community Lexicon (see PPT, pg 32 of 2009-10 Communication Committee’s final report).
- Support for the implementation of these recommendations as needed.
- Review branding and web redesign work and serve as feedback channel to representative groups for this work.
- How do effective businesses, corporations, schools, institutions, etc. disseminate information internally?
- Which tools used for internal communications are effective? Which should be abandoned? Which need adjusting to become more effective?

Overview
The Communication’s committee worked on two tracks during the 2010/2011 school year.
- The external communication track focused on communication between parents and the school, and
- The internal communication track focused on teacher <> teacher or teacher <> administrator communication.

External communication focus and results
The focus of the external communication track involved assessing recommendations from the strategic plan work done by the communication committee in 2009/2010 and narrowing the recommendations to those that would create the greatest positive impact for external communications. The resulting recommendations should then be implemented with approval from the office of the CSP. The final recommendations of the committee focus on four areas of improvement:

1. Revamp and update the website (ongoing)
2. Create a glossary of terms to outline a common language that is used among all the stakeholders of the community (ongoing as part of the website)
3. Define and implement consistent email subject line format to better allow triage of the large amounts of email received by the parents from the school
   a. Create a formula for all external email subject lines that outlines
      i. Division or department (i.e. HOS, ES, MS, HS, MKT, PSO, etc.)
      ii. Group or club (StuCo, NJHS, etc.)
      iii. Content category (Band, Field trip, Math, etc.)
      iv. Information or Action required (Practice schedule, etc.)
v. Time requirement (RSVP by, deadline, etc.)
   b. Provide parents with a guide for how to decipher the information communicated by
      the subject line
4. Define a consistent formula for meeting minutes from various school coffees so that
   interested parties are able to follow the feedback loop of issues discussed at the coffees and
   later resolved whether or not they are able to attend the coffee. (Similar to Roberts Rules of
   Order employed by many meeting organizations). See recommendation put together by 6
   volunteer parents who were a part of the communications committee during the 2010/2011
   school year.

Recommendations 1 and 2 are in full swing and should be completed by the time of the full website
launch in August, 2011. Recommendation 3 should be outlined in conjunction with the internal
communication recommendation 2 by the same teachers so that there is consistency of formula for
those using the format. Marketing can create the parent guide for deciphering the email subject line
once the categories are defined.

Recommendation 4 will require some discussion with the HOS office, Marketing department and the
three principals so that there is a consistent format and process for all of the schools related to
communication feedback channels. What is finally decided upon will be posted to the website so
every parent, whether or not they are able to attend any or consecutive coffees can be informed as
to what has been discussed and the resulting actions taken because of the discussion.

A full-year committee is not needed to complete these recommendations. However, the interested
parents who participated this year are happy to support the implementation process of the
outcome. Several of the pieces can be implemented into the revamped website as it simply requires
making the content available all in one place for parents to find. At the very least, formalizing the
meeting minute process will go a long way to addressing the concerns of the parents who feel that
communication is lacking from the school, or who struggle to decipher the various approaches used
by the three divisions of the school.

Internal communication focus and results
The focus of the internal communication track involved representatives of the three schools
surveying their colleagues to find out what areas of communication would make their job go more
smoothly if they were modified. The survey questions were administered differently in the three
schools, but results were similar across the board. The elementary school used an online survey
system, the middle school had face-to-face meetings, and the high school used email to gather data.
The results of the recommendations focus on four areas of improvement:
   1. Email protocol and etiquette;
      a. Create a guideline for protocol and etiquette related to email
      b. Train all employees on what is acceptable and not acceptable (can be done in
departmental meetings)
   2. Define and implement consistent email subject line format to better allow triage of the large
      amounts of email received by the teachers
      a. Create a formula for all internal email that outlines
         i. Division or department
         ii. Content category
         iii. Action required
         iv. Time requirement
      b. Communicate the formula
      c. Hold all employees accountable for using the formula
3. Change the policies related to sharing information with a large number of people creating a *pull* (either received because I requested to receive it, or I go to a source to see what it currently being discussed) forum environment rather than a *push* (received whether or not I want to receive it) email environment.
   a. Remove the ability of any employee to do mass mailings to all.employees@ciss.com.cn or all elementary, middle, etc.
   b. Create a place for forums and posting of articles, PD opportunities, etc so that those interested can sign up for an RS feed or sign-on to read and/or participate in online discussion with colleagues about the content.
   c. Send announcements that need to be made to all employees through the staff updates and announcements only

4. Modify the every Wednesday meeting schedule. There were several comments around the meeting schedule that suggest:
   a. Agenda items should be allowed to be placed on the table by teachers, not just administrators—particularly in the divisional or departmental meetings
   b. Rethink how time is spent to making meetings happen as needed rather than simply because it is Wednesday

These recommendations should be implemented early in the coming year by a small group of individuals outlining what needs to be done to accomplish them and then implementing the steps to put them into practice. A full-year committee is not needed to be successful with this track of work.

Some additional comments related to teacher <> admin communication related to new students:

1. Admissions:
   a. need more info about student Bio (who should be doing this?)
   b. Provide some training or guidance on “how to welcome new students” commonality across classroom and division

2. Tech:
   a. Passwords the same rather than so many
   b. Get the emergency tree contact details out earlier in the year

**APPENDIX:**

Internal:
[CSP-Current Communication Channels-May 2011.pptx](CSP-Current%20Communication%20Channels-May%202011.pptx)

External:
[Teacher focus group timeline and questions.docx](Teacher%20focus%20group%20timeline%20and%20questions.docx)
[Concordia communication across three divisions.docx](Concordia%20communication%20across%20three%20divisions.docx)
CSP Committee 5: Curriculum-Information Literacy and Technology
Final Report-May 2011

Members: Christina Mayers, chair; Johanna Schooley, Annie Hall-Paulson, David Larson, Tom Reed

Summary: Review best practices and national organization philosophy statements, standards, and benchmarks in Information Literacy and Technology. Review the philosophy and practices in information literacy and technology education that are currently in place at Concordia. Begin the Information Literacy and Technology Research and Study phase of curriculum development (year one in a two year process).

Considerations:

- What is information literacy (building on the work of last year)?
- What is our current philosophy of technology?
- What is the interaction and unique characteristics of these two areas? Should they be dealt with separately?
- Specifically, what does Information Literacy aim to develop in students (standards) and how will be observe it being learned throughout the grades (benchmarks)?
- Specifically, what does Technology aim to develop in students (standards) and how will be observe it being learned throughout the grades (benchmarks)?
- As an integrated subject area, what are aligned guidelines for Information Literacy implementation P-12?
- As an integrated subject area, what are aligned guidelines for Information Literacy implementation P-12?

Background
The genesis of the Comprehensive School Plan #5 Committee: Information Literacy and Technology (CSP #5: ILT) began in Fall 2009 when Head of School Dr. James Koerschen asked Dr. Tom Reed, Director of Technology, and Christina Mayers, Director of Libraries, to work in concert to create an Information Literacy definition that would reflect Concordia’s ethos. Through assessing other sources, including schools and universities, they created a CISS version of Information Literacy and presented it to the faculty on May 26, 2010, the last all-school faculty meeting for the 2009/10 school year. The faculty gave its input which became the foundation for CSP #5: ILT in September 2010. The definition was revised following teacher and administrator input and is as follows: Information Literacy is knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner.

The CSP #5 ILT, a two-year committee, first met in September 2010 and was charged with formulating an Information Literacy and Technology curriculum continuum. Committee members are Tom Reed, Christina Mayers, David Larson, Johanna Schooley, and Annie Hall Paulsen. While not in the meetings, Kristin Kappelmann, Director of Curriculum, received committee updates which will, in turn, be sent to Jennie Munson, the newly appointed Director of Curriculum.

Process & Product
During the 2010/11 school calendar year, the CSP#5 ILT committee met and used as guidelines the support material that was gathered in 2009/10 as well as ones that were newly added. These sources are currently posted on MyConcordia CSP#5: ILT Research. During this first year, the committee determined the Concordia ILT Strands and Standards. To do so, the committee chose sources from
- International Society for Technology in Education National Education Technology Standards for Students (ISTE-NETS-S)
Both the Bellevue and Mankato school districts incorporated materials from
- ISTE-NETS S for Students
- American Library Association (ALA)
- Australian Library and Information Association (ALIS)
- Association of College & Research Libraries (ACRL)
- American Association of School Librarians (AASL) Information Power

From the outset, the Committee understood the need to thread timely use of software, hardware, and the skills necessary to research throughout the curriculum. To that end, the Committee formulated the Concordia Information Literacy Standards & Benchmarks Continuum. Please see pages 7-8.

**Recommendations**

The next step in the process is to develop benchmarks for each grade level. Doing so will provide the templates that teachers need to seamlessly weave Information Literacy & Technology into their classroom lessons. The Committee feels strongly that this process must be deliberate and requires teachers from each grade level to be on the committee to help shape the Benchmarks. This committee’s recommendations for the next year, 2011/12, include the following
- Develop Benchmarks per grade level with input from grade-level teachers; start with benchmarks for the Elementary School
- Involve Jennie Munson in the regular Committee meetings so she can provide guidance and ensure that the ILT Continuum is incorporated effectively into the existing curriculum development process
- Develop a Concordia lexicon of Information Literacy & Technology terms
- Provide blocks of concentrated release time for participants to work on this effort within the first quarter of the academic year
- Critique the Student Assessments and Teacher/LMS Planning Templates used by the Mankato School District http://tinyurl.com/447tw24
- Evaluate potential technology assessments for use as a graduation requirement
- Contact the organization whose sources we wish to emulate and request permission to incorporate said materials in our Standards and Benchmarks
- Consider implementing a teacher technology skills assessment
## CSP #5: Information Literacy Technology Standards Benchmarks Continuum 1

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<thead>
<tr>
<th>Strand</th>
<th>Concordia Standard</th>
<th>Benchmark (notes for reference 2011-2012)</th>
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| Communication & Collaboration | a. interacts, collaborates, and publishes with peers, experts, or others employing a variety of digital environments and media. (from ISTE NETS 2 a.)  
   b. communicates information and ideas effectively to multiple audiences using a variety of media and formats. (from ISTE NETS 2 b.)  
   c. produces original works or solve problems (from ISTE NETS 2 d.)  
   d. selects the most appropriate format for presenting information (from Bellevue A 4. d.) |                                            |
| Expanding Literacies          | a. experiences a variety of literature and media (from Bellevue B 1.)  
   b. applies existing knowledge to make new connections, generate new ideas, products, or processes (based on ISTE 1 a.)  
   c. identifies trends and forecast possibilities (from ISTE 5 c.; similar to Bellevue A 4. a. & b but on a broader scope)  
   d. demonstrates personal responsibility for lifelong learning (from ISTE 5 c.) |                                            |
| Inquiry, Research, and Problem Solving | a. identifies and define authentic problems and significant questions for investigation (from ISTE 4 a.)  
   b. defines the information need (from Bellevue A 1.)  
   c. locates Information (from Bellevue A 2.) | a. Determines the kind and extent of information needed; b. States the research focus, question, or potential thesis; c. Identifies concepts and key terms  
   a. Identifies and uses a variety of potential sources for information; b. Develops and uses various search strategies; c. Accesses information sources effectively;  
   d. Selects sources in a variety of formats based on appropriateness for task |
### CSP #5: Information Literacy Technology Standards Benchmarks Continuum

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<td>d.</td>
<td>selects and organizes information (Bellevue A 3.)</td>
<td>a. Applies reading, viewing, listening, critical thinking and problem solving strategies; b. Evaluates sources critically for relevance, accuracy, authority, objectivity, currency, and comprehensiveness; c. Distinguishes between fact, point of view and opinion; d. Selects from primary and secondary sources; e. Interprets visual images; f. Extracts and records information appropriate to the problem or question at hand; g. Organizes information for practical application</td>
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<td>e.</td>
<td>integrates new information into one’s own knowledge (from Bellevue A 4. a.)</td>
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<td>f.</td>
<td>synthesizes information and draws conclusions based upon information gathered (from Bellevue A 4. b.)</td>
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<td>g.</td>
<td>assesses the information process (from Bellevue A 5.)</td>
<td>a. Determines if information need was answered and identifies steps that require improvement; b. Verifies that a variety of resources were used</td>
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<td>Ethical Participation in a Global Society</td>
<td>a. recognizes the importance of information to a democratic society by demonstrating respect for the principle of equitable access to information (Bellevue D1 a.)</td>
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<td>b. recognizes the importance of information to a democratic society by seeking information from diverse sources, disciplines and cultures for global awareness and social tolerance (from Bellevue D 1 b.)</td>
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<td></td>
<td>c. practices and advocates safe, ethical, legal and responsible behavior in the use of information and technology. (from Mankato, Bellevue D2., &amp; ISTE 5 a.)</td>
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<td>d. understands intellectual property rights and avoids plagiarism (from Bellevue D2 a.)</td>
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<td>e. demonstrates respect for the principle of intellectual freedom (from Bellevue D2 b.)</td>
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<td>f. uses information sources and technology systems responsibly (from Bellevue D2 c.)</td>
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## CSP #5: Information Literacy Technology Standards Benchmarks Continuum

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<th>Benchmark (notes for reference 2011-2012)</th>
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<td></td>
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<td>g. demonstrates respect for others' ideas and backgrounds and acknowledges their contributions. (from Bellevue D 3.)</td>
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<td>h. cites sources using appropriate documentation style (from Bellevue A 4. e.)</td>
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<td>Technology Use &amp; Concepts</td>
<td>a. understands Information Technology &amp; Audio-Visual technology systems (from ISTE 6 a.)</td>
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<td></td>
<td>b. selects and uses applications effectively and productively (from ISTE 6 b.)</td>
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<td>c. troubleshoots systems and applications (from ISTE 6 c.)</td>
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<td>d. transfers current knowledge to learning of new technologies (from ISTE 6 d.)</td>
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<td>e. understands and uses appropriate vocabulary to explain technology concepts and systems (from )</td>
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<td>f. chooses appropriate technology tools to process data and analyze results (from Bellevue A 4. c.)</td>
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CSP Committee 11: Curriculum Visioning-Green Technology

Final Report-May 2011

The Path to Sustainability

Members: Matt Johnson, chair; Bryce Rickett, Wendy Xu, Joel Klammer, Martin Holbery, Sylvia Bieniek, Jennifer Zimbrick, Keith Estey, Xioyin Wu

Summary: This committee will define Concordia’s goals related to green technology and the environment. It will also develop a proposal to direct the school’s future efforts in regard to green technology and the environment that brings together the green technology used in recent construction with the efforts of groups at each of the divisions and future efforts. The Green Solutions paper from HS Explorations 2009-10 will serve as a starting point.

Considerations:

- What does green technology mean at CISS? How can we incorporate what has been done with what we want to do in the future?
- Develop a proposal which includes various related initiatives currently underway with future plans.
- Define educational component(s) appropriate for the various divisions of the school.

Environmental Responsibility as a Given

Concordia has embraced green technology as made evident by its decisions in its most recent phase of construction: the instillation of a geothermal heating and cooling system, the use of renewable resources such as bamboo in the new High School building and Phoenix Café and Commons, as well at the green roofs and green wall. The Green Technology committee determined early in our meeting schedule that the clear next step is to forge an ecologically responsible community that operates with a ever present awareness of its impact on the environment and therefore conserves resources and makes decisions with environmental impact as a prime consideration. Much like technology is so embedded in Concordia’s culture that it is a given (it was barley mentioned on the 2009 WASC report) we hope that in the next few years environmental responsibility and sustainability will attain the same ‘lifestyle-status’.

Many of the ideas generated towards this end in the Green Technology Committee came from students. It has been commonplace in educational circles for the past several years to place a high value on student led instruction and initiatives. It can be argued that a greater commitment to learning and long-term appreciation is evident, when it is student-led. Concordia has enjoyed much success with student-led service initiatives such as the Yunnan Education Project. The Green Technology Committee was able to put this principle into practice as well by meeting and planning with the Concordia High School Green Solutions club as well as with members of Concordia’s parent community. All of the accomplishments summarized at the end of this report are a result of the joint efforts and partnership of Concordia’s students, faculty and parents. We recommend that this practice of community collaboration on environmental initiatives continue until it becomes embedded into the fabric of Concordia’s school ethos.

As the importance of green technology and environmental responsibility is clear, we recommend the following changes to the Core Values and Expected Student Learning Results:

1. Add Practices Environmental Responsibility to the Concordia’s Core Values
2. Change ESLR #3 to **Active and Responsible Global Citizens**. The idea of environmental responsibility is implied by including the word “responsible” and clarified in the ESLR indicators.

3. Proposal: Change Active Global Citizen ESLR indicator;
   A. Current indicator--Students understand, respect and value a variety of cultures, possess a positive attitude toward the people of the world and **seek to** use world resources wisely.
   B. Remove “seek to”
   C. Revised indicator--Students understand, respect and value a variety of cultures, possess a positive attitude toward the people of the world and use world resources wisely.

This indicates we wish to see evidence of the student’s positive attitude. It is believed that these changes will better reflect Concordia’s commitment to ‘environmental responsibility and sustainability’.

In conclusion, we recommend that Concordia pursue environmental responsibility and sustainability with the same vigor and passion with which it has embraced technology. In addition, as Concordia has strives to be a leader in 21st century education we must meet one of the great global challenges of the 21st century, environmental sustainability, with passion, creativity, and determination. As a 21st century school, we recognize that student leadership as an invaluable component to the process; therefore, we recommend that committee membership continue to include students, parents, and faculty.

**The Next Steps Towards Sustainability**

The Green Technology Committee has made substantive progress in a few key areas. As mention in the previous section, we have established a successful model in which students, faculty, and parents can work together. We have co-written several proposals with the high school Green Solutions Committee that have been submitted, approved and implemented. However, our work is far from done. Therefore, we recommend that the Green Solutions Committee continue to meet in the 2011-2012 school year. In addition, due to the importance of environmental sustainability and responsibility, we recommend that this committee meet more frequently and that its members be released from other extra or co-curricular responsibilities so they have the time needed to complete this important work. To that end, committee members for the 2011-2012 school year must be fully dedicated.

Coordinating all of the green initiatives that were adopted this school year as well as new initiatives that will be adopted in the future among the elementary, middle, and high schools is a challenge. This year we piloted initiatives and programs in the high school because of our connection with the high school Green Solutions group. Our intention was to develop a core group of committed faulty and students and build a foundation upon which to build. We envision one of the main goals of the committee next year will be to implement the proposals passed this year across the three school divisions and to research, adopt, and implement new campus wide initiatives. We are also aware that the difficulty of coordination among the three schools is not limited to environmental initiatives. The Green Technology Committee has the opportunity to experiment in the attempt to create new models of efficiently for all school coordination and collaborate with other committees that are addressing the same issues. We recommend that the Green Technology Committee chair have direct access to the Administration Council to better facilitate the approval and implementation of campus wide green initiatives.
To summarize, the following are the committee’s recommendations to better facilitate campus wide coordination of green initiatives:

1. The Green Technology committee continue to meet in 2011-2012
2. Joint meeting with high school Green Solutions group continue and middle school representatives be invited to attend as well
3. The committee should meet more frequently than other CSP committees given the scope and importance of its task
4. Committee members be released from other co-curricular commitments in order to focus on the expanded duties of the Green Technology committee
5. The chair or a representative of the Green Technology committee have direct access to the Administration Council (i.e. attend the portion of the Administrative Council meeting in which green initiatives are discussed)
6. As the scope of the work of this committee has moved beyond green technology the committee name be changed next year to better reflect its philosophy and mission.

The Following is a list of topics, initiatives, and ideas that the committee discussed this year that we recommend as agenda items for next year. We have begun work on some of these initiatives.

1. Vigilance for passed items (see final section of report)
2. Roots and Shoots Training and auditing
3. School wide awareness days—1 per quarter
4. Conservational ‘training’ / instruction for Guards and Ayis
5. Continue to develop the green roofs and garden space and connect to Educational standards and benchmarks
6. Elimination of plastic bottles on campus (replace with RDIF soda-fountains)
7. Tray-less middle and high school cafeterias
8. Connect with the curriculum initiative on sustainability
9. Pursue various eco-friendly accreditations
10. Full energy audit
11. Establish a green/carbon neutral room (powered by a wind turbine)
12. Installation of light sensors

Actions and Accomplishments for the 2010-2011 School Year
The Green Technology committee in collaboration with the Green Solutions student committee began and completed several initiatives during the 2010-2011 school year. We used the ideas generated by the 2009-2010 grade 9/10 Explorations group as our starting point. Several initiatives were begun and are still in process. Below is a brief summary of each initiative.

• The Green Technology committee proposed the use of recyclable paper products to the business office. This proposal was approved and adopted. Paper towels made from recyclable materials are now used in all campus restrooms.
• The high school environmental committee (re-named Green Solutions) expressed frustration that there was no continuity from year to year regarding committee membership and project initiatives. To rectify this problem students and faculty member collaborated to create a Green Solutions Charter (see appendix 1.1), which clearly explains the philosophy, mission, and objectives of the committee. The charter will serve as the starting point for the Green Solutions committee each year. In addition, the Green Solutions committee members were vigilant about keeping notes and minutes in order to facilitate a smooth start for the 2011-2012 Green Solutions group.
• Faculty and students introduced a school wide recycling proposal (see appendix 1.2). The proposal was approved, although many of the components of the proposal are yet to be implemented (ex. recycling bins have not been purchased). Follow through on this proposal should be a top priority for the committee next year.
• The committee researched Concordia’s use of energy and resources. This was not a full audit; however, we gathered data regarding electricity usage and paper consumption. Two proposals were introduced and approved as a result of this research combined with student generated ideas:
  • The Watt Watchers proposal aims to reduce electricity consumption through conservation measures. This proposal has been implemented with a moderate degree of success in terms of raising awareness and beginning to change behavior, but a greater degree of systemization and follow through is needed
  • The Paper Proposal (see Appendix 1.3) has had similar results. Increased vigilance is needed
  • Concordia High School students in collaboration with faculty members held Concordia’s first Green Week (See Appendix 1.4). We recommend that this become a yearly all-school activity.
  • The purchase of a wind turbine was recommended and approved. It has not yet been purchased.

The 2010-2011 Green Technology committee has taken some important first steps. Significant challenges lay ahead. As outlined above, significant time, energy, and effort is needed for the Concordia community to become leaders in environmental responsibility and sustainability and thus meet our challenge to be active global citizens.

APPENDIX

1.1 GREEN SOLUTIONS TEAM CHARTER AND MISSION STATEMENT

Catch Phrase: Before you ask God what He’s done to change the world, ask yourself the same question.

Rationale
Multiple reasons exist for preparing a team charter. One is to document the team’s purpose and clearly define individual roles, responsibilities, and operating rules. Next, it establishes procedures for both the team and agency management on communicating, reporting, and decision-making procedures. It lays out a blueprint for conducting business for the acquisition of a greener community and defines how the team works in an empowered manner, including setting out responsibility and authority. Finally, it facilitates the concept of stakeholder buy in by including key members in the decision making process, which results in a group agreement.

Charter Sections:

1. Purpose

To ignite a passion for environmental issues, in order to establish a culture of awareness that will be ingrained in future Concordia students, and to act upon these notions to create a green and carbon free community and campus.
2. Background

The combination of Green Solutions and the Green Technology committee is Concordia’s green team. No other group is focused on improving the state of Concordia’s environment. As the sole environmental awareness group in the school, it is our responsibility to promote the awareness needed and perform the actions required.

3. Scope

As the name implies, environmental committee will be focusing on reducing waste disposal, whether it is food or plastic bottles and cans, conserving ink and paper from the printers and saving more energy. In addition, our goal is to inform and address the issue of environmental awareness so that the changes that take place will not be temporary, and will produce a long-lasting impact on the Concordia community. Our goal is to make a change in the habits of the people that go to the school, with regards to the environment.

4. Team composition

The Green Solutions student committee group and the Green Technology faculty committee group are the two organizational components represented. The core members are the co-heads of Green Solutions and the head of Green Technology committee. The anticipated time required for the overall accomplishment of all the groups’ goals would take several years. The resources required are committed members every year who expand upon the work done in past years and co-heads who diligently pass down all work done to next year’s leaders. As student leaders change almost yearly and returning members are frequently not prominent decision-making members, it is vital for the committee that each year’s leaders accomplish substantial work each year and pass down that work for the next year, so the expansion of the already started projects may resume.

5. Membership roles

The co-heads of the Green Solutions student group are the main students who coordinate with the faculty committee in order for the group as a whole to accomplish its goals. The members of Green Solutions contribute ideas and take action to transform Concordia into an environmentally friendly and aware community. The committee is divided into small groups that pursue green initiatives including, energy conservation, recycling, eco-friendly printing, etc. Different initiatives will be pursued each year.

6. Team empowerment

The team comes up with ideas to make Concordia a greener community and has to present these ideas in the form of proposals to the school administration for approval. Each group is given limited supervision and it is at the discretion of the members in that group to accomplish their goals. Members are expected to commit their time to this organization and complete their tasks with excellence.

7. Team operations

The Green Solutions presents proposals to the faculty committee to review. The combined review of both groups will lead to an action or a proposal being submitted to the administration. If the co-heads observe and feel that a student member is not contributing to the group and does not desire to make a change; he/she may be removed from the group
8. Team Performance Assessment

Each group in Green Solutions is expected to complete their project efficiently and with quality. Whether it is writing proposals or participating in a joint faculty-student meeting, each member is expected to participate and contribute his/her ideas. During Green Solutions meetings, time is given to work on the projects at hand. Members are expected to complete projects without detrimental effects to academic standing. Time commitments should be reasonable. To measure progress, the groups will report to the co-heads on their group advancement.

Members Signature Page

(Each team member signs, agreeing to the contents and being held mutually accountable for adherence.)

11. Approval

1.2 Recycling Proposal

Proposal: Recycling Bins (Choice of bins and logistics)

Submitter: Environmental Committee/Green Solutions

Introduction: The Green Solution team has long dreamt of a comprehensive recycling program. This recycling program had to be beneficial to the environment in that our waste will be, in a sense, put to good use, and the rubbish that are thrown out may be utilized for recyclable products. Moreover, we wanted to raise awareness on green issues, and by placing these recycle bins in the paths of students, they will be reminded of their environmental obligations. Finally, in an effort to promote the school’s image, this very tangible action will be a way to reaffirm the school’s stance on environmental needs.

Purpose: Choosing the bins and then detailing where the recycling bins will be located. To promote recycling efforts in this school by allowing students to allot their waste into the proper bin. For example, wrappers may be put in to the plastic bin, while waste paper will be put in the paper bin. In addition, Concordia’s image of a green school would be bolstered by the numerous bins in place.

We chose this bin because it was one of the cheapest bins. Since our current budget for recycling bins is at USD500, we could not afford the more expensive ones. The company offers the possibility of placing Concordia’s logo on the bins.

Logistics:
(Where, when, how, how much, who, etc.; this is where you have to go into detail about the event. Please separate topics by putting them in different paragraphs. BE VERY SPECIFIC ABOUT THE OPERATIONAL STEPS OF THE EVENT WITH NUMERAL FIGURES AND DATES, ETC. Also include pre-event setup and organization in a separate paragraph.

Where: There will be 2 recycling bins on the 3rd, 4th, and 5th floors. These recycling bins will be placed at the entrances of the main staircase (beside the elevator) and beside the science teachers’ classrooms/World Language Lab. These are the locations where the blue garbage bins are already placed. On the 6th floor, there are only 2 staircases and a recycling bin will also be placed beside each
staircase. On the 2nd floor, 1 recycling bin will be placed beside the elevator at the main staircase and the other will be placed in the PC Café. On the 1st floor, 1 recycling bin will be placed in the commons.

Why this distribution format is effective: Our school schedule is very complicated and mobile. All students have to move from one floor to another. There is not a single student in our school who stays in one floor the whole time unless for an exceptional reason. By placing the bins next to entrance to every staircase in our school, we can make sure that everyone, or almost all the students, has the incentive and no hindrances, common ones such as laziness and fatigue, in throwing his or her water bottle or any type of recyclable object into a normal trash can.

When: As soon as possible, preferably right after the Chinese New Year holiday ends.

How many recycling bins: 11 recycling bins

Who: Environmental Committee members

1.3 PAPER PROPOSAL

Submitter: Victoria Chen, Justine Lee, Joyce Lam (Members of Green Solutions)

Introduction:

The purpose of this proposal is to make Concordia a greener community through reducing our paper and ink consumption. Green Solutions propose for teachers to require student to print their assignments in Ecofont, a font that uses less ink than the default fonts found in common writing applications, during Green Week. We also propose for teachers to accept double-sided printing or printing on the backside of recycled paper for student assignments. Furthermore, we encourage for teachers to accept and promote reduced margins of 0.6 inches instead of the default 1 inch. All of this is to create a more environmentally friendly school community.

Purpose:

The purpose of implementing the use of Ecofont, double-sided or recycled paper printing, and minimal margins of 0.6 inches can help reduce our school's consumption of printing ink and printing paper while being more eco-friendly. Additionally, these actions can help decrease the amount of money spent on buying these materials.

Logistics:

Implementing the use of Ecofont in all printed assignments during Green Week (April 18-22, 2011) in the high school will help decrease Concordia's printing ink consumption. During the advisory class on April 18, advisory teachers will make sure each student has the free font already downloaded (from http://www.ecofont.com/) and installed in their computer. Teachers will remind students to print assignments in Ecofont for each assignment turned in that week. Teachers are also encouraged to participate in this effort to make Concordia a truly greener community.

Decreasing the margin sizes (top, bottom, left, and right) of printed assignments from 1 inch to 0.6 inches will greatly reduce paper consumption. This measure will be the most effective if all teachers in Concordia's high school require their students to decrease margin sizes on printed assignment
throughout the entire school year. Furthermore, reducing margin sizes will not be a difficult task; students will only need to make a simple change in the settings of their word-processing applications. This action will require minimal amounts of time and energy, yet it will be able to help the school to be more environmentally-friendly and, at the same time, save large amounts of money on printing paper.

As assignments and hand-outs are printed on new paper, recycled paper—old print-outs later deemed unnecessary—pile up. Green Solutions proposes for all teachers throughout Concordia’s High School division to print all future hand-outs on recycled paper, or double-sided when professionalism is required. In cases where the hand-out is only one page in the document, it should be printed on half-pages (there is a setting that allows one to print two pages per side), whenever possible. Green Solutions further asks teachers to accept and encourage assignments to be printed either double-sided, or on recycled paper through ways such as, but not limited to: a) including them on assignment instructions and b) reminding students in class. This should be practiced for the rest of the school year, and hopefully, for the coming years as well.

1.4 GREEN WEEK

Submitter: Green Solutions Members: Katie Klammer, Mary Vecellio, Alex Lee

Introduction:

China is one of the largest contributors to the environmental issues of today. Over three thousand billion kilowatts are consumed every year. This number is only increasing with the expanding economy of today. Our school has made impressive strides so far in decreasing our carbon footprint; we have geothermal energy, we have a green wall, and light inducing windows. However, our lifestyles at school promote the opposite message. We throw out countless plastic bottles, we ignore recycling bins, we print carelessly, and we leave lights on as if energy is unlimited. This needs to change. Earth Day 2011, Green Solutions is prepared to take on that challenge.

Purpose:

Green Days is a three-day event intended to raise awareness about the environment and the challenges it currently faces. Our primary goal after this three-day event is to raise awareness within the student body so that they may have a more environmentally friendly outlook and attitude to take care of our Earth. Secondary goals include using fun activities to help bolster a sense of responsibility for the environment as well as reducing electrical output throughout the school during this event and hopefully bolstering a sense of duty to reduce electricity usage, carbon emissions, and unnecessary waste products. By organizing a school-wide event involving hands-on activities, Green Solutions hopes to induce enthusiasm in Concordia’s students to be environmentally responsible.

Logistics:

Earth Day 2011 is on April 22nd, however, school is not in session on that day. Thus, Green Solutions proposes Green Days take place three days prior to that, starting with a short presentation on Tuesday, April 19th, in hopes of raising awareness for environmental issues. Green Days would continue on until Thursday, April 21st. This day will consist of the announcement of the victorious class in the Green Games. These competitions will be played to raise even more awareness.

The first class competition will revolve around the necessity to recycle primarily bottles and paper. It
will also be a chance for the high school to create recycling habits with the introduction of the new recycling bins that Green Solutions has advocated for. Each class is designated to a certain floor (the floor in which their lockers are on). The floor with the most recycled bottles and paper at the end of the three days will receive point’s corollary to their placing in the competition.

Another chance for them to receive points is by walking or biking to school instead of taking a car. Green Solutions members will stand at the door each morning taking count of the students who indeed have given up the use of easy, but energy consuming cars for the bettering of the environment. The members will simply record the grade and the mode of transportation. These points will them be added to the previous event’s record.

The final opportunity to gain points would require the help of the teachers. The teachers should remind the students that for the day there will be no printing allowed. The students should email their assignments or post on myConcordia instead of printing them out. This activity is to help extend the messages Green Solutions are trying to spread to not just the students but also to the staff.

Finally, the incentive for the student body would be a free dress day for the winning class of the most events. However, in this free dress they must wear an item of blue or green reminding them of what the events truly meant: creating awareness for conservation of our earth.

Specific details are spelled out below:

**April 15th:**
1. Break Time: 5 minutes, at the end of announcements, we will present what Green Solutions intends to do for Green Days

**April 19th:**
1. 7:30 – 8:00: Green Solutions members will be checking students in, regarding their mode of transportation for competition (see above)
2. Break Time: 10-15 minute presentation on environmental issues
3. ALL DAY: Recycling Competition

**April 20th:**
3. 7:30 – 8:00: Green Solutions members will be [again] checking students in, regarding their mode of transportation for competition (see above)
4. Break Time: Normal chapel as scheduled
5. ALL DAY: Begin No Printing Competition (see above)
6. ALL DAY: Recycling Competition

**April 21st:**
1. 7:30 – 8:00: Green Solutions members will be [again] checking students in, regarding their mode of transportation for competition (see above)
2. Break Time: Advisory as scheduled
3. 2:00: Email sent to high school declaring the winner

**1.5 SUSTAINABILITY THEMES-ES**

**Standard 1:** Understand the importance and characteristics of Sustainable Urbanization.

**ES Benchmarks:**

CSP Final Report for Leadership Team-Spring 2011
1. Know that the number of people living in cities is increasing and state some of the problems that this can bring.
2. Know what a ‘community’ is and recognize ways to make a positive contribution to a community.
3. Identify ways of saving energy and water within a growing community and understand why this is important.

**Standard 2:** Understand the benefits of Sustainable Consumption and the value of resources.

**ES Benchmarks:**
1. Understand that as population size grows there is a greater demand for resources.
2. Know that the size of a population and its wealth affect how much of a service or product it consumes.
3. Know that the way in which services and products are provided or made also has an impact on the environment.
4. Understand the difference between ‘I want’ and ‘I need’ and that not everyone has enough.
5. Understand that there is an environmental cost associated with throwing away items.

**Standard 3:** Appreciate the significance of Peace and Human Security while developing strategies to maintain them.

**ES Benchmarks:**
1. Understand what a ‘socially just’ society might look like for different individuals.
2. Identify situations that can lead to confrontation, recognize the causes, and propose ways to avoid and solve them.
3. Know what the words ‘rights’ and ‘democracy’ mean and the role they play in societies.

**Standard 4:** Appreciate the importance of Rural Development and how to enrich rural communities.

**ES Benchmarks:**
1. Understand where the food we eat comes from and why agriculture is so important to us.
2. Identify ways that the standard of living in some poor rural communities can be improved.
3. Know there are positive and negative impacts of ‘ecotourism’ on rural communities.

**Standard 5:** Recognize the importance and benefits of Cultural Diversity.

**ES Benchmarks:**
1. Know that different cultures may have different beliefs and ways of doing things.
2. Identify ways in which knowledge is shared to sustain a community.
3. Recognize the importance of beliefs, art, literature, music and dance to cultural identity.

**Standard 6:** Appreciate the values of Gender Equality.

**ES Benchmarks:**
1. Know that in some cultures there are differences in the way men and women are treated.
2. Understand why everyone’s contribution is needed for a society to be successful.
3. Know that there are organizations that promote the rights and empowerment of women.

**Standard 7:** Appreciate the importance of Health Promotion and develop an understanding of how to improve it.
ES Benchmarks:
1. Understand that in some parts of the world, widespread disease makes development difficult.
2. Understand that living conditions will affect an individual’s quality of life.
3. Recognize that a country’s wealth is linked to its ability to treat and eradicate disease.
4. Understand what constitutes a ‘healthy’ lifestyle and recognize the importance of Wellness Education in promoting positive behavioral changes.

Standard 8: Recognize the importance of protecting the Environment and the role of individuals, communities and governments.

ES Benchmarks:
1. Understand that the relationship between People and Nature is dynamic.
2. Understand there are many ways in which humans rely on the natural environment.
3. State examples of how Science is able to address some environmental problems.
4. Evaluate an individual’s actions in terms of carbon and ecological footprints.
5. Understand that many decisions involving the environment are driven by money.

Essential Questions –
1. How can I contribute to my community?
2. How much is ‘too much’?
3. What does peace feel like?
4. Why are rural communities important?
5. What can be learnt from other cultures?
6. What happens when rights are ignored?
7. What are healthy living conditions?
8. How do the choices I make impact the Environment?

1.6 SUSTAINABILITY THEMES-MS

Standard 1: Understand the importance and characteristics of Sustainable Urbanization.

MS Benchmarks:
1. Understand the scale of urbanization around the world and the opportunities and problems that this brings.
2. Identify the characteristics of a sustainable community.
3. Identify ways of saving energy and water within a growing community and understand why this is important.

Standard 2: Understand the benefits of Sustainable Consumption and the value of resources.

MS Benchmarks:
1. Recognize and be familiar with major trends in global population dynamics and the demand this puts on resources.
2. Distinguish between the symptoms and the root causes of hunger and population pressure on food choices.
3. Know that population (P), affluence (A) and the choices of technology (T) employed influence consumption patterns and environmental impact (I); I=PAT.
4. Understand the difference between wants and needs and the driving forces in consumption patterns.
5. Understand that there is an environmental cost associated with the production and disposal of items.

**Standard 3:** Appreciate the significance of Peace and Human Security whilst developing strategies to maintain them.

**MS Benchmarks:**
1. Understand what a ‘socially just’ society might look like for different individuals.
2. Recognize sources of conflict and identify ways to resolve them.
3. State key human rights and explain the role of governmental systems in achieving sustainable development.

**Standard 4:** Appreciate the importance of Rural Development and how to enrich rural communities.

**MS Benchmarks:**
1. Understand the nature and importance of sustainable agriculture.
2. Identify strategies for alleviating rural poverty.
3. Demonstrate an understanding of the ways in which ecotourism can impact rural communities.

**Standard 5:** Recognize the importance and benefits of Cultural Diversity.

**MS Benchmarks:**
1. Understand indigenous perspectives on ways of living together and using resources.
2. Understand the relationship between culture, beliefs and values and sustainable living.
3. Recognize the importance of beliefs, art, literature, music and dance to cultural identity.

**Standard 6:** Appreciate the values of Gender Equality.

**MS Benchmarks:**
1. Recognise examples of sexual discrimination and understand how this discrimination is often structurally embedded in a society.
2. Understand why gender equality is important in developing a sustainable society.
3. Identify ways in which women are working towards sustainable futures in their own communities.

**Standard 7:** Appreciate the importance of Health Promotion and develop an understanding of how to improve it.

**MS Benchmarks:**
1. Understand the impact of infection with HIV/AIDS on economic and social development.
2. Identify links between life expectancy, quality of life and living conditions in different geographical locations.
3. Understand the preventability of diseases such as Malaria and the obstacles to their elimination.
4. Understand what constitutes a ‘healthy’ lifestyle and recognize the importance of Wellness Education in promoting positive behavioral changes.

**Standard 8:** Recognize the importance of protecting the Environment and the role of individuals, communities and governments.
MS Benchmarks:
1. Understand the synergistic relationship between humans and the natural environment.
2. Understand the need to conserve the complexity of ecosystems.
3. Recognize the role of Science and Technology in addressing environmental problems and the importance of the Precautionary Principle.
4. Evaluate an individual’s decisions in terms of carbon and ecological footprints.
5. Understand the roles of policy and taxation in promoting sound environmental practices.

Essential Questions –
1. How should cities be built for the 22nd century?
2. How much is ‘too much’?
3. How is conflict resolved and peace promoted?
4. What are the problems faced by rural communities?
5. Why is diversity a strength?
6. What happens when the rights of women are ignored?
7. How is health linked to social and economic status?
8. How do the choices I make impact the Environment?

1.7 SUSTAINABILITY THEMES-HS

Standard 1: Understand the importance and characteristics of Sustainable Urbanization.

HS Benchmarks:
1. Recognize the scale of urbanization around the world and the opportunities and problems that this brings.
2. Identify the characteristics of a sustainable community and understand the principles of community development.
3. Understand the importance of the ‘5th fuel’ (efficiency) in the design and planning of housing and transportation systems.

Standard 2: Understand the benefits of Sustainable Consumption and the value of resources.

HS Benchmarks:
1. Recognize and understand major trends in global population dynamics and the demand this puts on resources.
2. Distinguish between the symptoms and the root causes of hunger and population pressure on food choices.
3. Know that population (P), affluence (A) and the choices of technology (T) employed influence consumption patterns and environmental impact (I); I=PAT.
4. Know the difference between wants and needs and the driving forces in consumption patterns.
5. Understand that there is often an additional cost to be met beyond the monetary consumer-manufacturer transaction and recognize ‘Green Wash’.

Standard 3: Appreciate the significance of Peace and Human Security while developing strategies to maintain them.

HS Benchmarks:
1. Understand what a ‘socially just’ society might look like for different individuals.
2. Recognize sources of conflict and identify ways to resolve them.
3. State key human rights and explain the role of governmental systems in achieving sustainable development.

**Standard 4:** Appreciate the importance of Rural Development and how to enrich rural communities.

**HS Benchmarks:**
1. Understand the nature and importance of sustainable agriculture.
2. Identify strategies for alleviating rural poverty.
3. Demonstrate a critical awareness of the ways in which ecotourism can impact rural communities.

**Standard 5:** Recognize the importance and benefits of Cultural Diversity.

**HS Benchmarks:**
1. Understand indigenous perspectives on ways of living together and using resources.
2. Understand the relationship between culture, religion and sustainable living.
3. Recognize the importance of beliefs, art, literature, music and dance to cultural identity.

**Standard 6:** Appreciate the values of Gender Equality.

**HS Benchmarks:**
1. Recognize examples of sexual discrimination and understand how this discrimination is often structurally embedded in a society.
2. Understand why gender equality is important in developing a sustainable society.
3. Identify ways in which women are working towards sustainable futures in their own communities.

**Standard 7:** Appreciate the importance of Health Promotion and develop an understanding of how to improve it.

**HS Benchmarks:**
1. Understand the impact of infection with HIV/AIDS on economic and social development.
2. Identify links between life expectancy, quality of life and living conditions in different geographical locations.
3. Understand the preventability of diseases such as Malaria and the obstacles to their elimination.
4. Understand what constitutes a ‘healthy’ lifestyle and recognize the importance of Wellness Education in promoting positive behavioral changes.

**Standard 8:** Recognize the importance of protecting the Environment and the role of individuals, communities and governments.

**HS Benchmarks:**
1. Understand the synergistic relationship between humans and the natural environment.
2. Understand the need to conserve the complexity of ecosystems.
3. Recognize the role of Science and Technology in addressing environmental problems and the importance of the Precautionary Principle.
4. Evaluate an individual’s decisions in terms of carbon and ecological footprints.
5. Understand the roles of policy and taxation in promoting sound environmental practices.

**Essential Questions –**
1. How should cities be built for the 22nd century?
2. How much is ‘too much’?
3. How is conflict resolved and peace promoted?
4. What are the problems faced by rural communities?
5. Why is diversity a strength?
6. What happens when the rights of women are ignored?
7. How is health linked to social and economic status?
8. How do the choices I make impact the Environment?
Summary: Create a framework from which our afterschool program operates that considers how it advances student learning as defined in our ESLRs.

Considerations:

- Review the document that defines the purpose and expectations for ASA and update for future use enhance support for student learning.
- Compile a list of current afterschool activities, clubs, events held by division and consider:
  a) What are we good at?
  b) What can only we do?
  c) What are we missing?
  d) Are there/Should there be opportunities for cross divisional ASA/cubs/events?
  e) What could be brought on campus from an outside source?
- Create a form/tool to evaluate for all existing afterschool activities, clubs, and events according to the following criteria:
  a) Who will benefit from the event?
  b) How does it advance student learning?
  c) What is the goal of the ASA/club/event?
  d) How will you know that you have reached the goal?
- How will we know whether or not the ASA/club/event will meet the needs of our students?

After approval of the Admin council, this form will be completed and evaluated whenever a new activity, club, or event is proposed.

The Initiative:

1. Define in writing the philosophical purpose and expectations for ASA / Co-Curricular Activities and link it to the school mission statement.

2. Identify all the current ASA’s that are being offered across the divisions.

3. Identify ASA program areas as components of a balanced co-curricular program and place each ASA offered within a program area.

4. Evaluate the current ASA offerings to see if they align with the ESLR’s and mission statement.

The Progress:

1. Made a recommendation to rename After School Activities to Co-Curricular Activities.

2. The philosophical purpose / expectations for Co-Curricular Activities:
   a. The goal of our Co-Curricular program is to support Concordia’s mission through fine arts, athletics, and other intellectual and creative activities.
3. Current Co-Curricular Activities that are being offered at Concordia listed under recommended program areas:

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<table>
<thead>
<tr>
<th>Arts &amp; Crafts</th>
<th>Cultural Enrichment</th>
<th>Language Arts, Math, Science Tech Enrichment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian aboriginal art</td>
<td>Chinese club</td>
<td>Astronomy</td>
</tr>
<tr>
<td>Cross stitching</td>
<td>French club</td>
<td>Computer games</td>
</tr>
<tr>
<td>Cupcake decorating</td>
<td>Interim</td>
<td>Free writing</td>
</tr>
<tr>
<td>Drawing fun</td>
<td>Kung fu</td>
<td>Math games</td>
</tr>
<tr>
<td>Embroidery</td>
<td>Spanish club</td>
<td>Newspaper</td>
</tr>
<tr>
<td>Friendship bracelet making</td>
<td>Travel opportunities</td>
<td>Robotics club</td>
</tr>
<tr>
<td>Fun with art</td>
<td></td>
<td>SAT math and vocabulary</td>
</tr>
<tr>
<td>Fun with puppets</td>
<td></td>
<td>Shanghai student film festival</td>
</tr>
<tr>
<td>Ornament making</td>
<td></td>
<td>Tech club</td>
</tr>
<tr>
<td>Outdoor sketching</td>
<td></td>
<td>Yearbook</td>
</tr>
<tr>
<td>Photography</td>
<td></td>
<td>24 Hour Film Festival</td>
</tr>
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<td></td>
<td></td>
<td>Odyssey of the Mind</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Student Leadership</th>
<th>Performing Arts</th>
<th>Religion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambassadors</td>
<td>String Orchestra</td>
<td>Chapel Group</td>
</tr>
<tr>
<td>Athletic Council</td>
<td>Alleluia Singers</td>
<td>Every Person in Christ</td>
</tr>
<tr>
<td>Global Issues Network</td>
<td>Ballet</td>
<td>Praise &amp; Worship Band</td>
</tr>
<tr>
<td>NHS</td>
<td>Fall play / Spring musical</td>
<td></td>
</tr>
<tr>
<td>NJHS</td>
<td>Forensics</td>
<td></td>
</tr>
<tr>
<td>Model United Nations</td>
<td>HS Choral Ensemble</td>
<td></td>
</tr>
<tr>
<td>Spanish Honor Society</td>
<td>Jazz Band</td>
<td></td>
</tr>
<tr>
<td>Student Council</td>
<td>Modern Dance</td>
<td></td>
</tr>
<tr>
<td>ECO Club</td>
<td>Orff Band</td>
<td></td>
</tr>
<tr>
<td>NAHS</td>
<td>Rockin Rhythm Revelers</td>
<td></td>
</tr>
<tr>
<td>Tri-M</td>
<td>Spirit Choir</td>
<td></td>
</tr>
<tr>
<td>Thespian Society</td>
<td>Theater &amp; Drama</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ambassador Choir</td>
<td></td>
</tr>
<tr>
<td>Youth Organizations</td>
<td>Service</td>
<td>Sports &amp; Active Games</td>
</tr>
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</tr>
<tr>
<td>Boy Scouts</td>
<td></td>
<td>SISAC / APAC:</td>
</tr>
<tr>
<td>Brownies</td>
<td></td>
<td>Badminton</td>
</tr>
<tr>
<td>Cadets</td>
<td></td>
<td>Basketball</td>
</tr>
<tr>
<td>Cub Scouts</td>
<td></td>
<td>Cross Country</td>
</tr>
<tr>
<td>Daisy Scouts</td>
<td></td>
<td>Soccer</td>
</tr>
<tr>
<td>Girl Scout</td>
<td></td>
<td>Tennis</td>
</tr>
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<td>Mercy Fund</td>
<td>Track</td>
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<td>Roots &amp; Shoots</td>
<td>Volleyball</td>
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<td>Volunteer &amp; Service Opps</td>
<td>YEP</td>
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<td>CISSA:</td>
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<td>Other:</td>
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<td>Cheerleading</td>
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<td>Gymnastics</td>
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<td>Kung Fu</td>
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<td>Tae Kwan Do</td>
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<tr>
<td>Swim Club</td>
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<tr>
<td>EVO Tennis Academy</td>
<td></td>
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<tr>
<td>Cooperative Play</td>
<td></td>
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<tr>
<td>Board games</td>
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<tr>
<td>Card games</td>
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<tr>
<td>Chess</td>
<td></td>
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<tr>
<td>Cup stacking</td>
<td></td>
<td></td>
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<tr>
<td>Fun activities</td>
<td></td>
<td></td>
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<tr>
<td>LEGOS</td>
<td></td>
<td></td>
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<tr>
<td>Marbles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No bake cooking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pencil play</td>
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</tbody>
</table>

**Recommendations for Future Growth:**

Currently, Elementary school teachers make purchases and are reimbursed at the beginning of the ASA cycle while other divisions are funded through a travel budget or the student pays; i.e. APAC travel / Interim trips.
**Recommendation 1:** School will formalize a financial plan to help support Co-Curricular activities. Teachers need to know if funds are available to support ASA’s; if so, how much is available and what process is in place to acquire these funds.

HKIS provides a detailed Co-Curricular brochure outlining all the activities that will be offered during the school year. This allows parents, students and teachers to plan and choose activities that are of interest to them.

**Recommendation 2A:** The new Activities Director, Karin Semler, will oversee the creation of a Co-Curricular brochure. Her goal is to produce a first draft for the 2011-2012 school year and have a full brochure in place for the 2012-2013 school year. The activities selected for the brochure will be meaningful and supportive of the ESLR’s.

**Recommendation 2B:** In addition to the activities listed in the brochure, teachers should have the option to suggest other Co-Curricular activities by completing a form to be approved by the division principal. Copy and paste the URL to see the template - file:///Users/beckisbury/Personal/Microsoft%20User%20Data/Saved%20Attachments/Co-curricular%20Survey%20Draft%5B3%5D.webarchive. You may also see the survey results and Appendix B for further comments.

**Recommendation 3:** Recommendations for Co-Curricular Program Enhancement:

**Summary:**
1. Hire a Full Time Dance Teacher in the Fine Arts Department
2. Secure Athletic Field space off campus for additional athletic activity
3. Secure Swimming Pool to develop a K-12 swim program
4. Formalize cooperative program with EVO Tennis (K-12)
5. Hire a supervisor for the Weight/Fitness room
6. Hire or contract with a Shanghai company someone to lead/instruct a Climbing Wall Club for K-12 students.

Dance Teacher as a Full Time Faculty Position: By 2013 Concordia will be able to provide Dance as a curricular class in the Fine Arts Department, and as a core event of co-curricular dance offerings. The hiring of a full time Dance Teacher, working in the Fine Arts Department, is necessary to meet this goal. The dance teacher would work with the PE Teachers when appropriate for ES and MS Classes. Supporting evidence for this request was provided in 2010 Strategic Planning work by the Student Support for Student Learning group.

Secure Athletic Field space off campus for additional athletic activity: With additional field space the following activities and teams may be supported:
- ES ASA soccer and little league baseball (Fall & Spring seasons)
- MS Soccer – expand program in numbers and length of season (Fall season)
- MS Rugby (Boys contact – Fall & Winter seasons)
- HS Rugby (Boys contact and Girls contact Teams – Fall & Winter seasons)
- HS Baseball (Boys – Fall season)
- HS Softball (Girls – Spring season)
Secure Swimming Pool to fully develop a K-12 swim program: the lack of a formal swim team continues to be an issue of debate within the Concordia Community. Securing a swimming pool (25m) on a regular basis would allow Concordia to fully support a K-12 swim club that would be a year-round sport, with our HS team participating in APAC and SISAC meets, and all K-12 Students being able to travel throughout Asia to a number of swim meets sponsored by international schools.

EVO Tennis Academy: a partnership with EVO Tennis would allow Concordia to have professional instructors for our K-12 students and a network into the Shanghai tennis league. EVO are leading our ES and MS Tennis club activities this school year and have been a vital support to the SISAC league for our HS tournament which was played at the Qizhong Tennis Center. Financing of EVO Tennis activities at Concordia are currently funded by student participants. With concordia funding a portion of EVO, tennis instruction could be brought even further into our ES, MS and HS PE coursework.

Weight Room Supervisor or Fitness Instructor: One of two models could be explored by Concordia.

Supervisor: would oversee the use of the weight room by students and faculty with responsibility to maintain equipment while supervising use of the room during posted opening hours. This person may not necessarily be qualified to train or instruct individuals using the equipment in the room.

Fitness Instructor: having Supervisory duties as listed above, a certified trainer who would approve individuals through a training orientation to use the room, manage Concordia Community membership to a fitness club, organize aerobic/Palates/yoga courses, design and advise individual work out programs, and help PE Teachers in their courses.

Climbing Wall Instructor: Hire a certified climbing instructor from one of the numerous climbing clubs/companies in Shanghai that would organize, instructor and lead a Concordia Climbing Club for K-12 students. Included in responsibility would be aiding PE Teachers in climbing activities.

ASA’s started as an opportunity for students at Concordia to engage in activities outside the classroom. At the time the greater Shanghai community did not offer such activities for our students. Over the past decade, Concordia and our community have grown immensely and offer an abundance of athletic teams, clubs, academic enrichment, arts and crafts, service projects, and youth organizations. While teachers embrace the time to interact with students outside of the classroom, elementary teachers feel a need to re-evaluate the current processes in place.

**Recommendation 4:** Re-evaluate the processes of ASA / Co-Curricular Activities such as: teacher involvement (clear requirements need to be clarified), partnerships (co-teaching), and inviting other members of the community to be involved. See Appendices A-D.

**ASA Elementary Survey:**

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>%</th>
<th># ppl</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Which name would you prefer?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Enrichment Activities</td>
<td>52%</td>
<td>13</td>
</tr>
<tr>
<td>b. Co-Curricular Activities</td>
<td>48%</td>
<td>12</td>
</tr>
</tbody>
</table>
2. What would be the ideal length of an afterschool activity?
   - 3 weeks: 8% (2)
   - 5 weeks: 44% (11)
   - 8 weeks: 44% (11)
   - 10 weeks: 4% (1)
   - 12 weeks: 4% (1)

3. Would it be easier if you simply chose to lead an activity from a given list?
   - Yes: 14.8% (4)
   - No: 44.4% (12)
   - Depends (provide comments): 40.7% (11)

4. Would you like the option of team teaching?
   - Yes: 77.8% (21)
   - No: 22.2% (6)

5. Are there activities you would lead if you were provided with a budget?
   - Yes: 92.3% (24)
   - No: 7.7% (2)

6. If you were provided with a budget, how much would you require per child in RMB?
   - 0-20: 28% (7)
   - 20-50: 48% (12)
   - 50-100: 28% (7)
   - more than 100: 0% (0)

7. If you could lead an activity or sport in any school division, which would you choose?
   - Elementary School: 88.5% (23)
   - Middle School: 19.2% (5)
   - High School: 7.7% (2)

8. Have you led an activity or sport in another school division? If so, please indicate the activity/sport in the comments box.
   - No: 66.7% (18)
   - Middle School: 25.9% (7)
   - High School: 14.8% (4)

9. If the opportunity existed, would you welcome the assistance of other individuals in our community to lead activities?
   - Yes: 88.9% (24)
   - No: 11.1% (3)

10. If you answered “yes” to the previous question, what would be the best way to recruit such individuals? If you answered no, just write “no comment”.
    (Please see Appendix C for comments)

APPENDIX A

Question 3: Would it be easier if you simply chose to lead an activity from a given list?
Only if the list was teacher generated!
I certainly like to be able to choose my own activities. I feel it gives me an opportunity to play to my own strengths and interests as well as what I see as possible interests and needs of the students. This said, I think having a list of topics and ideas might be a good idea.

It could be easier if I were also part of brainstorming some of the selections on the list. Also, could we please have two 6-week topics within the 12-week period and team with others OR just connect two similar or related topics together for kids to sign up? I'm very happy to design activities that are relevant to the students. Having to select from a list would remove ownership and hence motivation from the activity. Perhaps have a list to choose from, yet allow for teachers to offer something NOT on the list. I'd prefer to have the freedom to choose my own activity. It would be the easiest if the activities were meaningful for both the students. Not just an extra thing for them to do after school.

Length would depend on the nature of the activity. Some activities might be more open-ended while others might make sense to last only 6 sessions. If the idea is to introduce a child to something, for example, simple knitting, they would need time to practice and complete a simple project. Library club or block building and puzzles could go on indefinitely. It would be helpful to have a list of suggested, well-received ASA's, but some people have special interests they wish to share, and those might not be topics that others would feel comfortable taking on, such as music, specific art projects, movement activities, etc.

If I had a better idea, I would like to be able to do it. I would be ok with choosing from a list if the materials were then provided by the school. One difficulty in creating ASA is finding materials in China. A list would be a good place to start, but I think teachers should always be able to offer suggestions or do something that is unique to their special talents.

I think a list should be provided and all other ideas should be approved by the coordinator to provide consistency in the quality of the program. The type of activities would potentially provide easier planning for teachers; however, some teachers may feel that it limits their creativity.

I think it is a good idea to have a list to choose from, but also to allow teachers to bring their own specialty/interest to ASA if it is not on the list. Sometimes it's hard to come up with an idea, but I wouldn't want to get stuck with something I had no interest or knowledge in. Since there is no place to comment on the question above I left it blank because it totally depends on what the ASA is as to the best length for it.

If the list was formed on a needs basis, having gathered input from parents as to what they see is lacking in the community and needed here.

APPENDIX B

Question 8: Have you led an activity or sport in another school division? If so, please indicate the activity/sport in the comments box.

- At another school- "Writer's Pen"- created an anthology of student writing
- (Not since becoming an elementary teacher.)
- My area of teaching is one discipline in which there are never enough activities on offer.
- Sport coach
- Badminton
- Soccer
- Dance
- Student council
APPENDIX C

Question 10: If you answered "yes" to the previous question, what would be the best way to recruit such individuals?

- Community newsletter, Division newsletters, classroom newsletters, at parents meetings.
- Ask parents to list their talents/interests Request more 'commercial enterprises' to lead ASA’s
- Perhaps if the events were published, there might be more participation, and if they knew that it was teaming with someone else. Many adults are not comfortable with groups of students-management does not come easily, especially to those outside of education.
- Back to School Night PSO meetings Informational flyers/emails Webpage listing ASA
- Some of my past ASAs would have benefited from having someone scan student work and use it to construct booklets or websites. I feel that it would probably work most smoothly if high school students were to fulfill this role since they are familiar with the school's technology.
- Networking with families of other companies whose kids go to school here. They may have sources that we as teachers are not aware of. With a prepared schedule and perhaps even a prepared listing of topics, we could probably better recruit HS and MS students to help with ES selections. Parents also could better plan. This is Krista Nagy’s response, so my perspective is more "global". I hear parent confusion and think, "How could we alleviate these concerns?" Likewise, I hear from teachers, Shannon, and students. I have seen teachers scrambling for materials "on their own" or choosing a topic for a current ASA based more on resource availability than on what they see as a worthwhile offering. I would advocate, and rather strongly, for resources for teachers for developing 12-week sessions (or shorter/longer, but see so many, many advantages for a 12-week session...I’ve probably made that clear, yes?). Example, the ES students demonstrate a need for "extra-school" tutoring. The resources for this are actually relatively few in Shanghai. Could we rise up some tutors from parents and student groups to meet these students’ needs? Could we obtain online and "hands on" resources for use with these students to support or extend their learning? What would the outcome be for our struggling/ESL/talented students if we offered such a "course" for 12-24 weeks? See? Example #2: Our US history curriculum is a bit weak on content, but there is no room for more. Could we purchase a Teacher Created Materials kit for use with kids as an afternoon co-curricular activity? Or our science curriculum in ES never really gets into physics exploration...how about a simple machine workshop purchased from DELTA and resources with STEM activities, which are all inquiry based? Example #3: Amy Camp (and others) could work collaboratively for 12-weeks, meeting twice weekly, and probably be able to pull off a musical production with interested students. Example #4: Teachers A & B want to work with Teachers C & D in a running club. Each team agrees to take 6 weeks in the fall and 6 weeks in the spring. All four teachers are collaborating. All four teachers are providing 12 weeks, non-consecutively, over the course of the year. Kids can have one day of running each week for 24 weeks...and see benefit in the program as a result of the long-term approach. Switch this out for art, homework support, "robotics", Odyssey of the Mind or Destination Imagination or Future Cities (MS/HS ages/grades), mini-dramas, service learning/service projects, ecology/environmental studies, and you will see the power in this. If we plan the units this spring, getting input from new staff members coming aboard, THEN orders could be placed to receive the appropriate materials and resources for use in the fall...and over the course of the year. If we used a 12-week model with TEACHER flexibility within the 12-week context AND "normalized" all outside organizations to a 12-week session, then we’d probably have less confusion. Pardon my verbosity. This is an area of great interest among my "various constituency groups". As a principal I am to advocate for all. The basics shared above are the result of much prayer, listening, and consideration. Additionally, it reflects work that I’ve seen done, done myself, or experienced from an administrative perspective in other schools...Lutheran, Catholic, public, private non-sectarian, and the like. Some of the summer programs that my teams have developed throughout my career also follow
some of these principles. (Ideas for courses? See the following web site for an amazing list of summer camps and programs, some of which offer courses that could be replicated at Concordia (idea generation). Scott and I have even talked about making Kansas City a summer space because of the wealth of opportunities afforded to students there. Key schools/orgs: Pembroke Hill, Calvary Lutheran, Johnson County (top 10 wealthiest counties in the USA, right in KANSAS), Barstow, St. Paul's Episcopal Day School, Oak Hill Day School. Do not look at the prices as they are high end prices. These are summer programs, so space, materials and staffing are considered in pricing the programs. The link is: www.kckidsfun.com/2011/03/kansas-city-summer-camps-general-day-overnight I hope this helps you!

- I think there is a case for some activities to be provided by paid professionals. I.e. Evo tennis, ballet, gym or drama etc. I do not think classroom teachers in ES school should be asked to run ASA's they may however be invited to help find paid professional instructors. The specialists in ES need to make a case for instructional time after dismissal against start times so they can better provide options for popular disciplines to the students. It makes no sense that we have a once size fits all school day. We are not an industrial age State funded school. We are a fee paying international school, use some of the freedom and flexibility this allows. PLEASE!

- High school students, colleagues, and parents might have a valuable role to play in the ASA. This would depend on the activity and availability of the helpers. ASA is TOO short this year! Should not get out until 4:30pm and last at least 8 weeks.

- Parents could lead activities.

- School Newsletter

- All of these comments are good but I don't know "to what end is this leading?" It all depends on the activity I am doing, and why I am doing it. Right now I feel we do these activities because the school makes us. Even if ASA (or whatever name you want to call it I don't think names are that important) was not mandatory I think most teachers at Concordia would be offering to do activities after school just because that is what kind of teachers they are. But now we do them because they are mandatory. I like the idea of a list stating what might be needed in terms of: Homework Club (for those who want or need it), Reading Club (for those who need it), Writers Club (For those who need it), Math, Art, Pe etc. Even an active activities session for kids who might need a little bit more exercise. Once again what is the point of ASA here in the Elementary in terms of teachers, students, etc. Is it mandatory because of our salary, because parents really want a free extra service, why? Can we define that first before we have to answer a bunch of questions?

- Involving HS students, inviting professionals from the community even they have charge a fee

- In the past, electing to team teach also meant taking on a larger group of students with whom to work. You would have to be doing an activity which could work with a large group. I think inviting non-teaching individuals to offer activities could be another way to increase CISS's sense of community, as long as the individuals don't feel they 'have' to do it, or 'have' to do it because teachers are unwilling to do it. The invitation could be offered at Back to School Night and parent coffees, although those may be too late for the fall schedule. I feel that ASA's exist not only to offer extra-curricular activities to students but also to ensure that all teachers fulfill their obligation to provide such activities. If we are more concerned with providing a wide and varied set of activities each session, we should certainly consider involving persons other than teachers.

- Hit up parents at Back to School Night. Do things like the EVO tennis...aren't they offering free classes, so they can parlay it into paid lessons on the weekends? Maybe Activity Box and other places like that would consider it better than advertising...only giving up a few free hours, but they might make it back if the product is good. On another note, stipends could be considered for coaches. What do elementary teachers have? Like 6 contact hours per day? Many pre-eminent schools are closer to 4.5, plus they have assistants in elementary. Adding ASAs, or coaching can be a bit much for some, I expect. Coaching a Sr. team involves 12 weeks of time, including maybe 4 practices per week, and weekend games, tournaments. Wow. These people
are saints! I opted for the 6 week, 2 practice badminton schedule in MS. Including another ASA, I feel I did my part, but there was still a lot of pressure to do more.

- Advertise what the activities the school will provide and what needs there are for leaders. This can be done through Community Bulletin, Updates and Announcements, Newsletters etc.
- At the beginning of the year or at back to school night this could be part of the sign up information that goes out to parents.
- By a survey of parents at back to school night, beginning of year registration, parent coffees (to announce upcoming ASAs and recruit helpers)
- Survey to parents of skills and interest. Then follow-up and ask them personally. You rarely get anyone by just volunteering. They could also be provided a list of ideas to choose from. As for question #1- I think the name of the program needs to reflect the goals of the program.
- Community Bulletin and Teachers' newsletters.
- I think that word of mouth would probably work best because the leader could contact an individual he/she knows who has experience with a particular activity and/or sport. Parent survey may also be an option.
- I would love to see our parents, older students get involved...I guess you would just ask them via newsletters/email (parents). Our older students could be recruited via teachers, counselors, meeting times
- Community Bulletin and newsletters
- I would welcome assistance for my cooking class- I have had this assistance from parents in previous years.
- Recruit parents or people recommended by them as having a particular skill or talent to share. It would be important to have those individuals screened somehow before putting kids in their hands. This is common practice in the US don't know here.
- I think we should invite parents to lead one cycle of ASAs so that teachers only have to lead one cycle per year.
Members:  Chris Carter, Holly Poppell, Lisa Carroll, Suzanne Brandt, Stephanie Ante, Gretchen Weesner, Sarah Elliott

Summary:  This group will pilot Pyramid Lite from the Compass Schools program as an educational classroom tool in applying sustainability to decision making. Their goal will be to collect a series of examples that show how this tool could be incorporated into broader use at Concordia. In addition, they will study chapter 12 of the training manual and assist the Green Technology committee to identify ways that the compass Schools program can help to expand Education for Sustainable Development at Concordia.

Considerations:

- How can the concept of Pyramid Lite be used by a wider audience at CISS?
- Share examples of the use of Pyramid Lite in your classroom and discuss the effectiveness of the projects and what could be done to improve their effectiveness.
- How can we get more teachers involved?
- How can the Compass School’s program be used to expand Education for Sustainable Development at CISS? Review Chapter 12 and meet with Green Technology Committee to share ideas.

Definition of Pyramid Lite
A problem-resolution system that allows 4 competing groups (the number of groups can be changed to fit the situation) to come up with a mutually acceptable conclusion. It is a visual framework for discussion that can lead to unanticipated outcomes and solutions. It is useful for decision-making in that it considers the interests of competing forces, can build community, heighten awareness of different points of view, helps to build a solution that satisfies the fundamental values of the differing interests; yielding a solution that has a greater percentage of buy-in amongst the stakeholders.

Definition of Compass
Uses the Pyramid for sustainable decision-making, but is focused on the points of view of Nature, Societal Structures, Economics, and Well-Being. It is arranged around the mnemonics for the 4 points of the Compass (NSEW). By presenting the different points of view, it does lend itself to compromise. It is most useful when the choice to be made does impact the 4 points listed. Originally designed as a tool for big decisions—corporations (where do we put the paper mill), governments (is building a new prison a positive step for this community), etc. It is a great tool for Administration.

Use of Pyramid Lite in Classrooms
After attempts to use this tool in various school settings the sense is that significant changes are required to the original concept to be effective within the confines and time restrictions of a classroom. The concept of looking at sustainable decision making, however, is viewed positively and use of this tool has raised helped to raise both the committee’s and their students’ awareness. A possible connection is seen with the ethical choices by students issue that has arisen this school year and there is a sense that the work done by this committee could have a positive impact on this issue.
Samples:

**High School “Ethics” Meeting (Chris)**
Chris is modifying the points of the compass to stakeholders—more interested in generating thought than recreating Ancient Greek society. Had to put a lot of thought into the different stakeholders—will the kids know enough to take on the point of view of (for example), slaves..., and will the different stakeholders presented give the opportunity for enough conflict to generate the discussion. Perhaps have one class be a more co-operative (4 heterogeneous groups), and 4 stakeholder groups for the other class, and see how the discussions flow using the 2 different techniques.

**Student Government (Holly)**
The work the kids did is summarized below on the topic of 5/6 Activity Nights:

<table>
<thead>
<tr>
<th>NATURE</th>
<th>ECONOMICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>If everyone brings their own water bottle, the impact on nature is less</td>
<td>25 RMB may be a lot for some families, but most can afford it</td>
</tr>
<tr>
<td>The electricity use is bad for nature, but doesn’t affect that much</td>
<td>Entrance fee will pay for drinks and snacks</td>
</tr>
<tr>
<td>Don’t give out plastic cups at all</td>
<td>The school has to pay for equipment usage and lights</td>
</tr>
<tr>
<td>We are not being good to nature</td>
<td>It is cheap babysitting for parents</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WELL-BEING</th>
<th>SOCIAL STRUCTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kids get to exercise</td>
<td>Friends get to be together</td>
</tr>
<tr>
<td>People like it when they have options for activities</td>
<td>People can make new friends</td>
</tr>
<tr>
<td>It makes us happy</td>
<td>Bonding time for friends</td>
</tr>
<tr>
<td>We won’t be wasting time at home</td>
<td>Parents can have free time without their kids at home</td>
</tr>
<tr>
<td></td>
<td>Movies are a social experience</td>
</tr>
<tr>
<td></td>
<td>Teachers are sad because they have to give up their free time to supervise</td>
</tr>
<tr>
<td></td>
<td>Parents have to volunteer and some get mad because they have to volunteer all of the time.</td>
</tr>
</tbody>
</table>

**Synthesis of Common Themes Regarding Conflict Resolution**
The committee broadened the topic of Compass and Pyramid Lite to include conflict resolution applications in schools and various situations (interpersonal, workplace, etc.).

Following is a synthesis of common themes. These themes are intended as broad topics to be considered when dealing with conflict resolution. Sources are posted on myConcordia in the CSP #13 Committee folder.

**Considerations:**

- Deal with emotions – first and on-going.
- Consider points of concern/interested parties.
- Recognize conflict exists.
- Develop a forum for discussion – safe for discussion, able to move from initial emotional reaction to thoughtful response.
Pitfalls:

- Avoiding difficult discussions – need courage, recognize seeking revenge or reconciliation.
- Can’t reach mutual agreement – no win/win, pull in a mediator.
- Believing conflict resolution is simple and natural – training/practice improve skills
• Do I want ‘them’ to change or am I prepared to look at myself and my contribution to the situation?
• What do I want in short, medium and long term in relation to the situation?
• If I had no emotional or social constraints on me, what would I do?
• If I really stand for ‘my side’ what happens?
• Can I stand for ‘their side’ and if so, what happens?
• What am I feeling?
• What is the positive thing that I want (or wanted) that I haven’t got?
• Have I asked for help?
• Can I (or do I want to) get beyond the sense of my own rightness in this situation?
• What are the other perspectives that operate in this situation?
• What might a neutral observer see if they were looking at this situation?
• How am I criticizing myself for being in this situation?
• Am I prepared to let go of my stance?

Findings
• Although the committee has met and studied conflict resolution, we are not experts on the topic.
• Consider how conflict resolution is discussed K-12.
Members: Evelyn Chaveriat, chair; Amanda Abel, Kimberley Eggleston, Kay Lambert, Vanessa Ulmann

Summary: Continue the work begun last year to choose tools and assess our current population based on the definitions created last year. Based on the assessment information, create recommendations for program enhancement, teacher professional development, and parent education opportunities. Review, revise, or create clear policies and procedures for collecting, sharing, and using assessment data. Communicate with the admissions department and administration and suggest revision to admissions testing tools as needed.

Considerations:

- What procedures do we currently use to assess student learning needs? How can they be enhanced/modified to align with our defined learning needs categories?
- What the procedures for communication of student learning needs?
- What needs do we have?
- What can we do to better meet the needs of all of our students?
- What training/support does staff need to meet the learning needs of all students?
- How can we better ensure that we admit students whose needs we can meet?

Summary of task for 2010-2011
Continue the work begun last year to choose tools and assess our current population based on the definitions created last year. Based on the assessment information, create recommendations for program enhancement, teacher professional development, and parent education opportunities. Review, revise, or create clear policies and procedures for collection, sharing and using assessment data. Communicate with admissions department and administration and suggest revision to admissions testing tools as needed.

Summary of committee work completed
Our committee has recommended, purchased and counselors have begun to use the Woodcock – Johnson Achievement test, Automated Working Memory test, and the Language Assessment System (LAS). These have been used for current populations to determine learning needs across the divisions. In elementary, the LAS assessment for speaking and listening has been added to the admission’s testing as appropriate for non-native English speakers. This committee recommends those two sections are added to the middle and high school admissions. In addition, the descriptors of specialized learning needs have been researched, gathered and compiled into categories of mild/moderate/ and severe. This packet is to help give common language and understanding of learning needs present in our school as well as students that apply to Concordia. Our committee has gone through this packet and made recommendations for which populations Concordia is able to serve. Our committee has collected data from the counselors of each division as to current numbers of students that we have in each category. Carol Ann Tonn-Bourg has met with our committee to help revise and write the admission’s statement about learning needs and English for the website as well as the admission’s information handed to the parents upon inquiry and that accompanies the application. Our group recently used the data collected about our population to develop a plan for Professional Growth for 2011-2012 and for a proposal to bring to the administrative cabinet on April 19, 2011. As a highlight and bonus to our meetings, Dr. Koerschen attended a meeting and shared with us his vision and thoughts about Concordia.
Work to be completed
Recommend to the administration which levels of needs Concordia can serve in each category to help assist admissions as well as to determine accommodations Concordia will allow in each division. This next step is part of an important dialog we wish to hold with principals at each level after making an initial recommendation.

Proposals

Professional Development
Based on the data collection of needs, our committee proposes for 2011-2012 the focus be put on English Language Learning strategies. We propose that this take place in several ways:

- Identify onsite ‘expert’ who is willing to give faculty tips on an ongoing basis through 10 minute quick talks and regular tips by email (this is not a position- cost may additional PD?) and work with academic counselors to develop more extensive presentations for faculty
- One week of professional development with outside consultant to work with small groups, faculty, and parents (i.e. Ginny Rojas.) This proposal has been included in the elementary budget proposal.
- ‘Book Club’ or one of the Professional Learning Communities to focus on English Language Learning and best practices.

Student Support
Based on the data collection of needs, our committee proposes for 2011-2012 two steps towards meeting needs.

1. Allow outside services that provide Occupational Therapy, Speech/Language Therapy or direct intervention for reading/writing/ math to be held on campus during school hours as appropriate. Guidelines for this qualification to be written and to be adhered to. This will not change admissions policies- this will be for students currently enrolled who have needs that have not been met with the current program. Students must have a diagnosis through an Educational Psychological report and have consensus of current teacher, counselors, administration and parents that this intervention is necessary for the success of the student and cannot be provided by the current program. The tutor/interventionist must be paid privately by the parents and must be approved by the administration for this purpose. The maximum amount of this pullout should be confined to twice a week and should the decision should be revisited on a 6 week basis. (Our committee feels this decision may apply most directly to elementary when literacy skills are still foundational and critical. This is also the division where less data is concrete upon entry and a learning profile is not yet solid.)

2. Allow for tutoring after school to be held on campus. This can be a combination of school supported tutoring/homework clubs as an after school activity and more academic after school activities as well as outside tutors to be able to use the school campus. Guidelines for this outside tutoring would be written and this would be only in agreement with the teacher, academic counselor and principal.

Both of these proposals are steps/efforts to communicate to Concordia parents and students that we want to meet the needs of student we have accepted. Our committee is aware that hiring additional staff to address needs of students is not a plan for 2011-2012. We see our proposals as a direction towards addressing the needs that arise with our current population as well as the mild needs of any population in a school.
**CSP Committee 16: Community Ethos-International Awareness**  
**Final Report**

**Members:** Jane Klammer, chair; Amy Bailey, Linda Landers, David Lyon, Roger Tu, Ashley Wu,

**Summary:** Increase the awareness of the international character of our community by developing a community education piece (a tool, booklet, movie) that improves cultural sensitivity.

**Considerations:**
- Refer to list of activities generated by Community Building Committee last year and identify what is currently being done in this area.
- Identify an area related to cultural awareness that would allow us to go to a deeper level (beyond food, festivals, fashion).
- Design an educational piece which addresses the area identified
  - a) Consider how community can be involved
  - b) Would there be an opportunity for cross divisional interaction/bonding?

Our task was to increase the awareness of the international character of our community by developing a community education piece, such as a tool, booklet or movie that improves cultural sensitivity.

The parameters of the educational piece were to identify an area related to cultural awareness that would allow us to go to a deeper level beyond food, festivals, and fashion, to design an educational piece which addresses the area identified, considerable community involvement (student, teacher, parent) and to develop the opportunity for cross-divisional interaction/bonding.

We made a group decision to focus on a video/film project and an interactive display, each highlighting and celebrating the international diversity of the Concordia community. Group discussions also expressed the desire for an international-themed mural.

We established our essential questions to be considered in our quest to make an international awareness educational piece for Concordia and, through the process of community-wide invitation and student participation in designated classes such as the Middle School Digital Design class, we have begun to obtain film footage documenting community responses to these questions.

Our five essential questions are:
- How has the educational system enhanced your cultural awareness?
- What challenges have you faced to maintain your cultural identity?
- How do you/What resources are available to maintain your cultural identity?
- Does your family have a story to tell of cultural significance? (Can you share it with us in your native language?)
- How have your lives changed due to/because of global awareness?

We developed an interactive World Map representing our international community from their places of origin by combining the concepts of film and Google Earth™. A mural in the Phoenix Center (Hall of Flags) will be designed and created during a High School eXplorations course and will be installed in Fall 2011 to celebrate Concordia’s internationalism and its diversity of cultures.
Project 1: “Google Concordia”

A Google Map has been generated by Mr. Roger Tu at http://maps.google.com/maps/ms?ie=UTF8&hl=en&msa=0&msid=217009055266094177636.000495ce8104538853f0d6&ll=4.74014,25.758301&spn=172.729085,217.96875&z=1. The production of the film/film segments is on-going as Concordia families are recruited and scheduled by Mrs. Amy Bailey and their interviews are documented and edited by Mr. David Lyon for possibly individual cultural segments and/or a longer film documenting the diversity.

Concerns from committee members as this project continues to develop:

- How does this map get displayed for public viewing?
- Where does it get housed because of “log in” issues with school servers?
- Separate maps for origins of Faculty and Students or Combined? What is the preference?
- What about the possibilities for the Future-tracking Concordia populations, college acceptances?

Project #2: An International Awareness Art Installation

A mural in the Phoenix Center (Hall of Flags) celebrating of internationalism and diversity of cultures. A new HS class for the eXplorations Program held in May has been created, “Community Art for Community Spaces” under the direction of Mrs. Jane Klammer. Completion Date: May 30, 2011.

Project #3: International Awareness and the Auction Theme: A Parade of Nations

Committee member Ms. Linda Landers worked the Auction’s international awareness theme into the work created by ES Art classes - grades, 2, 3 and 4 to meet some of the key points and criteria talked about, in relation to possible projects, that contribute to the history of the school through cross-cultural objects collections on display.

Many of the student artworks are part of Concordia cultural history, purchased at the auction to remain in the school. The sponsors are acknowledged on a plaque posted near each of the three project sets. These bodies of work will be placed on permanent display in Elementary School, after temporary display in the Hall of Nations in PC commons.

The sets of work show the following international attributes:

A. Small Hands (created by G2 students): Asia Pacific regional design motifs.
B. Large Hands (created by G3 students): Diverse designs sourced from across the globe. These are a good reflection of the modern blending of different cultural frames of reference as seen in mass media and visual arts.
C. Action figures showing dance movement and other action demonstrating different nationalities forms of physical expression, in multi-national moving mannequins.

It is hoped that these three installations will form part of a larger and ongoing visual arts, history of the school’s cultural diversity and richness, adding both past and present work from students who are touched by the Concordia family and are part of it, even for a brief time.

A potential project for the future and it drew much discussion with mixed reviews among the committee:

A Future Project: A Collection of Artifacts
Acquire and house a body of objects and artifacts from around the world as a display of links between cultures through their design and shared use of materials like clay. After an initial purchase of starter pieces, families will be encouraged and invited to donate items from their own countries that have common elements to the base group. By building such a collection, the aim would be to show that, we share very similar cultural decorative arts history regardless of our diversity.

The collection would be used to teach about the history of various cultures through the objects and to make connections to other events that were happening in those cultures at parallel times.
CSP Committee 17: Community Ethos-The Learning Hub
Final Report-May 2011

Members: Robert Hulse, chair; Eileen Mao, Fiona Thong, Mark Johnson, Nick Kent, Wes Henderson, Mary Nurre, Michael Boll

Summary: Review and evaluate the effectiveness of the programs associated with this initiative. Recommend changes that will institutionalize, strengthen, and expand this initiative.

Considerations:
- What is the purpose of being a learning hub?
- List programs currently associated with the learning hub initiative.
- Does this initiative enhance student learning and address the school’s mission and vision statements? How?
- What evidence is there that these programs are achieving their purpose?
- What could be done to strengthen these programs?
- Identify other ideas that could fit within this initiative.

This committee met to sort out issues related to the following questions:

1. What do we mean by “The Learning Hub” or “The Intellectual Hub” of Shanghai? What activities and/or events does it encompass?
2. How can the activity of the Hub be organized so that a) events can be planned in advance and b) events can be organized within a short time frame?
3. From whence comes funding for Hub activities?
4. How can activities be evaluated or assessed following their completion?

While the committee met several times and developed a list of recommendations, it was recognized that the development of the Hub is organic and will follow the energies of those who choose to become involved in planning activities. Thus the recommendations described below are intended to provide the following benefits:

1. Transparency and accountability in the funding and approval processes
2. Comprehensive guidance for those who may wish to participate in planning activities
3. Consistency in determining the boundaries of legitimate Hub activity
4. Administrative support in making decisions related to Hub activities

Following a series of meetings, the committee presented its initial recommendations to Dr. Koerschen (Head of School) and made adjustments based on his advice and feedback. Those adjustments are reflected in the recommendations that follow. The committee did not engage in activities related to dissemination of the recommendations and this would be an important next step in the process.

Respectfully submitted on behalf of the committee,

Robert Hulse, Chair

RECOMMENDATIONS

I. The committee recommends that the “Learning Hub” and “Intellectual Hub” be renamed and rebranded as the Global Enhanced Learning Center (GELC).
II. The committee recommends the following decision-making process:
   a. Planned Events (PEs) – events that are anticipated far enough in advance and/or require extensive pre-event coordination on the parts of several departments (e.g., marketing, facilities, transportation)
      i. Approval for a planned event (PE) can be made by the building principal most closely associated with the potential faculty sponsor. In the event of crossover between buildings, the Administrative Council may make the decision.
      ii. Due to nearly simultaneous needs, it is understood that approval may be sought once the following basic information is provided to the building principal or Administrative Council:
         1. Name of person or organization being solicited
         2. Proposed date(s) of activity
         3. Scope of activity – community impact
         4. Suggested cost of activity (to the extent known, may be estimated for approval purposes)
         5. Name of sponsoring faculty member(s) or department(s) who will oversee the planning and execution of the activity.
   b. Serendipitous Events (SEs) – events that arise on short notice and may or may not require extensive pre-event planning or coordination
      i. Approval for a serendipitous event (SE) will be made by the Head of School or his designated agent in consultation with the relevant building principal(s), if time permits.
      ii. Due to the potentially shortened time frame for approval, the five criteria listed above may be provided either before or after the approval process has begun.

III. The committee recommends the following budgeting guidelines:
   a. A “line item” budget should be established as a part of the normal school budgeting process. In lieu of a “line item”, the school should provide a “set aside” amount for GELC activities.
   b. Funding for the GELC should come from normal school fundraising activities (e.g., Annual Auction or other event).
   c. The amount of funding available for GELC events should be published on a regular basis so that potential faculty sponsors may be fully informed as to availability of funds.
   d. Planned events should have priority in all funding decisions. Serendipitous events should be funded if funds are available and unclaimed.

IV. The committee recommends the following assessment and/or evaluation actions:
   a. Event feedback should be solicited directly from the guest speaker or organization prior to their departure from Shanghai (immediate reflections). This feedback should be aimed at evaluating the guest’s experience and Concordia planning and event management skills.
   b. Guest speakers and/or organizations should be provided the opportunity for post-event feedback via online options (long-term reflections).
   c. Post-event participant feedback should be solicited via online options. This feedback should be oriented to value and learning.
   d. The sponsoring faculty member(s) should solicit process-oriented feedback as soon as possible following the event. This feedback should be aimed at improving the overall planning process.

V. The committee recommends that a single person or group of persons oversee the entire GELC process. This will provide accountability for improvement and for task coordination in the event of a sponsoring faculty member crisis.
APPENDIX

See PDF file on MyConcordia here