



NEWS

Winter 2003

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caring

respect

responsibility

trust

family

A Message from the Chairman

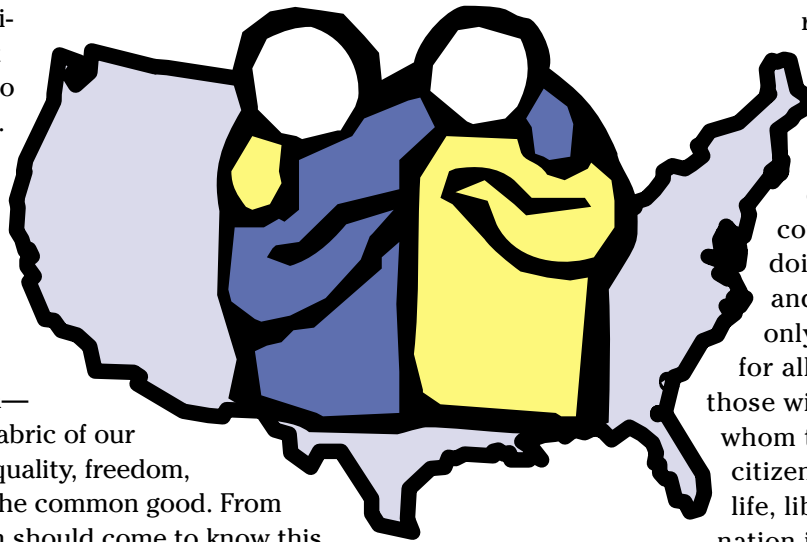


Dear Colleagues:

A central tenet of Community of Caring is that if values are truly to become the basis on which a school operates, they must be taught everywhere—not in a single class or grade, but throughout the curriculum and within every aspect of school life. Teachers and administrators must model values, discuss them in assemblies and highlight them in English, history, math, science, and sports. Students need to identify values in what they read, talk about them in student forums, at the lunch table (and the dinner table!), and practice them through service projects. Parents, students, teachers, administrators, bus drivers, cafeteria workers and civic leaders must all be part of the effort. We feel confident in this comprehensive approach because the values we teach—caring, respect, responsibility, trust and family—are neither divisive nor controversial, but are universal and critical to our democratic way of life.

Community of Caring's commitment to values is entirely consistent with the history of American public education, which was begun, in fact, to inculcate values in the nation's youth—values that lie deep in the fabric of our country's beginnings like equality, freedom, hope, and commitment to the common good. From the earliest grades, children should come to know this country's values by studying those of its heroes—the courage of the pilgrims and signers of the Declaration of Independence, the passion of Paul Revere and Patrick Henry, the wisdom of John Adams and Thomas Jefferson and the extraordinary vision of more recent heroes like Martin Luther King, Jr. These stories must be told to every child, including those with mental retardation, so that every child can understand and be inspired by what makes our country great. At Community of Caring we recognize the enormous debt we owe to special children as we thank them for sharing with us their unique capacity for spontaneity, joy and a generous spirit—values that kindle goodness in others.

In an important sense, Community of Caring is itself an experiment in values. It is an attempt to see whether committing to specific values will bring diverse people together to form joyful, peaceful and constructive school communities. Community of Caring's focus on students with mental retardation is especially important in this regard. Throughout history, relationships with people with mental retardation have been steeped in fear, so much so that they were often sent to distant institutions far from their families. But Community of Caring defies this notion and rejects the label of "intellectually disabled" as adequate definition of a person's worth. Instead, we hold that celebrating the abilities that people do have—physical abilities, abilities for friendship, for work, for education, for understanding, and for happiness—is precisely what builds true community in our schools and moves all of us toward lives of honor, friendship and reconciliation.



When our founding fathers wrote the Declaration of Independence, they defined our country's values and, in doing so, embraced a new and more just world—not only for the privileged, but for all people, including those with special needs, for whom the battle to gain full citizenship and the right to life, liberty and self-determination is still being waged.

Thank you for all your wonderful work with Community of Caring this past year and very best wishes for a new year filled with the love and joy that each of you so genuinely deserves.

Sincerely,

A handwritten signature in cursive script that reads "Eunice Kennedy Shriver". The ink is dark and the signature is written in a fluid, personal style.

Eunice Kennedy Shriver

A Message from the Executive Director



Dear Colleagues:

My teenage daughters used to tease me when we watched movies together as a family, because they always claimed that I saw character everywhere, and would find a moral message no matter what. (Nothing escaped, including Road

Runner cartoons!) When we watched *October Sky* together, they both burst out simultaneously, with a great rolling of eyes, at a spot in the film that they just knew was fraught with possibilities. ("Oh brother. Here it comes!") And so you can imagine my delight while recently viewing the new film: *The Emperor's Club*. If you've seen it, you know that it tells the story of a remarkable teacher of the classics, who believes that his role as a headmaster is to mold young minds, and that one way to do that is through the academic curriculum, with the higher goal of character development as the end result. He sees the curriculum in its broadest sense as not only bursting with moral overtones, but existing for the larger purpose of unlocking that moral heritage for the young people in his charge. Character, is after all, destiny, and he's determined to help cultivate the qualities, attributes and habits of the mind, heart and hand that will make the difference. And of course, part of the conflict is that not everyone agrees, including an influential Senator who is the father of one of his young charges.

It wasn't so very long ago that the school master's viewpoint was the predominant one in our country; in fact, many of the founders of our nation pressed for a system of common schools, or public schools, because they believed that academic and character development were key to the future destiny of our new, emerging democratic republic. There was a belief that families were children's first and most important moral educators, along with faith communities, but that schools shared in that important mission as well, supporting parents, because society had a stake in the character of the next generation as well. And of course, ancient philosophers from all traditions have always believed that raising youth up in virtue was the highest purpose of education.

Character development is also key to academic achievement. In other words, a school environment that doesn't focus on caring, effort, accomplishment, responsibility, etc., may be a school environment that's difficult to learn in. In addition, acquiring character traits like effort,

responsibility and diligence are qualities that will help one master rigorous curriculum. Dr. Kevin Ryan, professor emeritus of Boston University's Center for the Advancement of Ethics and Character, says this most eloquently with his comment that: "The road to academic excellence runs through character education. To become effective students, our children need the good habits of courage, responsibility, self-control and respect for others that will enable them to achieve academic goals."

So what does all of this have to do with this month's newsletter theme: "Values Across the Curriculum"? Simply that Community of Caring has always believed that values must be taught across the curriculum, in all aspects of school life, including the academic curriculum. Values are learned by example, through caring relationships and by belonging to a caring community, and are all important features of Community of Caring schools. However, Community of Caring has also always believed that the curriculum itself is important to character development, and it must be grounded in values. In other words, it's about "Values In and Across the Curriculum." Come to think of it, that headmaster might be onto something.

Sincerely,

A handwritten signature in cursive script that reads "Kristin Fink". The ink is dark and the signature is fluid and legible.

Kristin Fink

MIDDLE SCHOOL AT PARKSIDE MANCHESTER, NH

On September 27, Parkside planned a Community of Caring Day for the entire student body and staff. After a keynote speech on "Our Responsibility to be a Community," students returned to their teams to spend the day focusing on different topics. 6th graders discussed bullying, 7th graders looked at acceptance and 8th graders examined leadership. Principal Amanda Lecaroz read a book to each grade on the relevant topic.

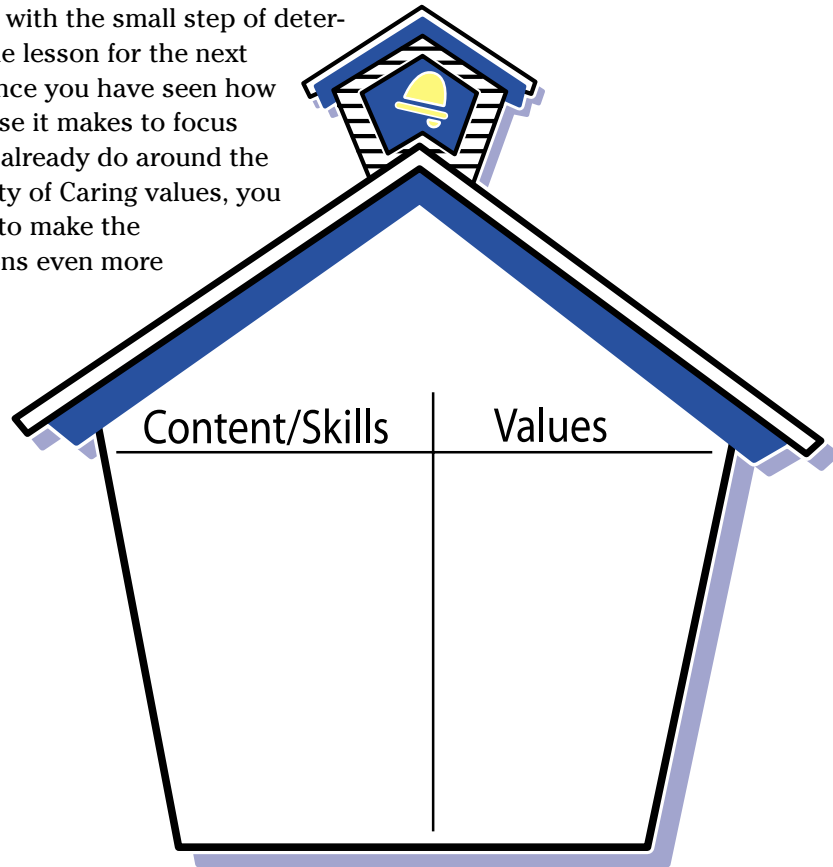


MINING YOUR CURRICULUM

As you are meeting with other teachers to determine how to integrate the five core Community of Caring values (caring, respect, responsibility, trust, family) into your existing curriculum, consider discussing the following questions:

1. What content or skills will you teach in the next month?
2. What are the core ethical or moral issues that relate to the topics that you will teach?
3. Where do you see connections between content and/or skills and the five core Community of Caring values of caring, respect, responsibility, trust and family? (Complete the chart to the right to examine those connections)
4. What would be the most appropriate strategies to allow students to engage these topics? Consider teaching strategies that encourage student interaction: cooperative learning, group brainstorming, small group activities with a finished product, etc.

If you are just beginning the process of formally integrating values into the curriculum, start with the small step of determining one lesson for the next month. Once you have seen how much sense it makes to focus what you already do around the Community of Caring values, you will want to make the connections even more often.



Community of Caring Awarded "SElect" Program by CASEL

Community of Caring has received special recognition in a recently published guide of 80 nationally recognized programs by the Collaborative for Academic, Social, and Emotional Learning (CASEL). *Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning Programs* provides educators with detailed information on 80 nationally available programs to help them make informed program selection decisions.

CASEL, which promotes safe, supportive schools that use sound methods to enhance students' academic, social, emotional, and ethical development, judged programs on 17 criteria, including the quality of their instructional support for teaching children five competencies essential to their success in school and life, the degree to which they include strategies to support school-wide structures to extend and reinforce the application of these skills, how well they support school-family and school-community partnerships,

whether there is evidence from well-designed evaluation studies of their effectiveness in impacting student behaviors, and whether they provide on-going professional development support. The guide also provides educators with information on the purpose, grades covered, types and cost of materials, numbers of lessons, and contacts for each program reviewed.

Twenty-two of the 80 programs, including Community of Caring, are highlighted in the guide as "SElect" programs, meaning that they met especially high standards in teaching social and emotional skills, professional development, and evidence of effectiveness. A pre-publication edition of the guide can be downloaded on CASEL's web site at www.casel.org. You can also obtain a complimentary hard copy of the guide by sending your mailing address to CASEL at jpayto1@uic.edu or 1007 West Harrison Street (M/C 285), University of Illinois at Chicago, Chicago, IL 60607.

ELEANOR ROOSEVELT HIGH SCHOOL

A 2002 NATIONAL SCHOOL OF CHARACTER

Eleanor Roosevelt High School, a Community of Caring School, in the Washington, DC suburb of Greenbelt, Maryland was a recipient of the 2002 National School of Character award from the Character Education Partnership (CEP) in recognition of its exemplary work to encourage the social, ethical and academic development of its students through character education. Eleanor Roosevelt High School was one of nine schools and one district selected in the competition.

The largest high school in Maryland, Eleanor Roosevelt prides itself on its character development program, which has transformed the school. The school embodies “the Roosevelt way”, the virtues for which Eleanor Roosevelt was well known – tolerance, humanitarianism and international good will. Currently Roosevelt has a 72 percent minority population. As the percentage of minority students has increased, so have students’ test scores, including scores on the Scholastic Aptitude Test. The numbers of Roosevelt students taking advanced placement tests is also increasing.

Roosevelt began their comprehensive character development program about five years ago with a Community of Caring staff development workshop. Community of Caring worked with them to develop the framework that dramatically changed the school culture and gave students the tools they need to be the best they can be in all the facets of their lives. Barbara Luther, character education chair, said that one of the group’s first jobs was to make sure its goals dovetailed with those of the school at large and the community. There was broad support for character education and staff buy-in, and staff were required to model the character traits that the program was designed to emphasize.

A primary goal of the character education program was to create student leaders. “Students of Character” who are selected by the school discuss character and leadership issues with Principal Sylvester Conyers over lunch. They participate in Student Forums, which are held two or three times a year, attended by about 90 students. These students are then challenged to be leaders in classroom discussions held on a school-wide basis

three weeks later. Forum topics are real-life issues, such as sexual harassment, tolerance and academic honesty. Mentoring is also important at Roosevelt. Many of these relationships develop as a result of early-morning sessions in which teachers help students with their assignments; others are nurtured in the school’s clubs. “Teachers here make an effort to see what’s going on

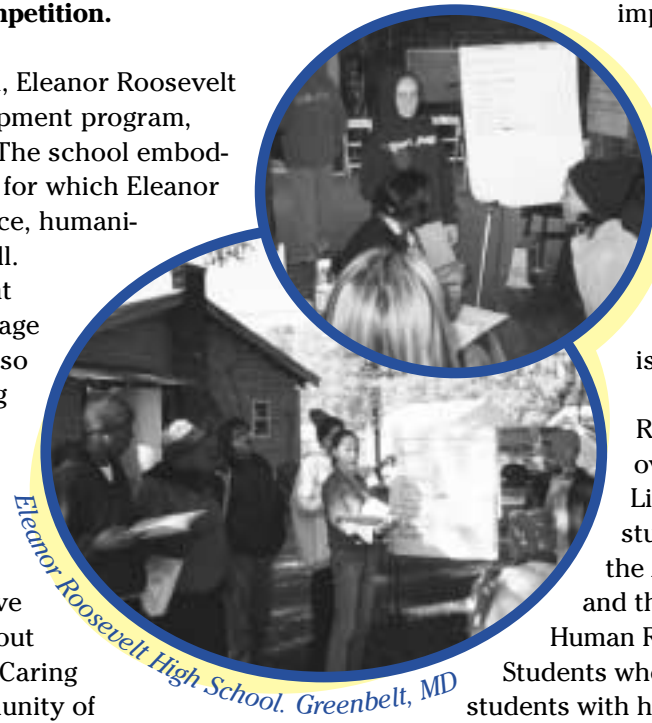
with you. They want to have an impact on your life,” said one student. Roosevelt also has a strong service learning tradition. Last year, a consumer science class made more than 500 monogrammed “Bears That Care” for distribution to family members of the September 11 terrorist attacks.

Roosevelt recently had an overnight camping retreat at Lions Camp Merrick for 45 students in conjunction with the American Lung Association and the Prince George’s County Human Relations Commission.

Students who attended included students with hearing impairment and deaf students, student government association members, and 9th grade English Program Excel (XL) students as well as students from TV Production classes.

A variety of activities, including a nature walk, a challenge course and a marshmallow roast at the campfire were included, as well as a comprehensive discussion about tobacco and the consequences of its use. Hands-on facilitation and leadership training were a major part of the two day experience.

These student leaders will become facilitators of future school-wide discussions about a variety of character discussions with tobacco and its dangers. Students have been challenged to join a Youth Advisory council dealing with tobacco issues in an effort to educate the community. Television Production students have taped the experience and are now developing a Public Service Announcement stemming from this camp experience.



Highlights from Around the Country

FRICK INTERNATIONAL STUDIES ACADEMY PITTSBURGH, PA

Frick International Studies Academy (ISA) is a middle school in the Pittsburgh Public Schools, Pittsburgh, Pennsylvania under the leadership of Wayne N. Walters, principal and Dr. John W. Thompson, superintendent. The school has a population of approximately 680 students representing over 30 countries. Students study intermediate French, German and Spanish and beginning Japanese. Frick also houses the district's middle school English Language Learners program. The international studies program, along with the school's diverse population, provide wonderful opportunities for students in an urban setting to function as problem solvers, critical thinkers and effective communicators in a multicultural, economically interdependent, and technologically advanced society and world. Students excel in the study of world languages and develop an appreciation of the common ties among cultures. They also have the opportunity to develop their talents and express their creativity through the arts and sports. Still, the school felt like they were missing something. That missing ingredient was the moral fiber that builds character. As Martin Luther King, Jr. stated, "Intelligence plus character, that is the goal of true education." Frick decided that Community of Caring was the best vehicle for character development.

School coordinators Andre McGee and Jason Rivers used the Community of Caring framework and components to meet the needs of the school. Whether through dynamic teen forums, well-attended Family Nights, the establishment of a peer mediation program, the numerous community partnerships formed, or the school wide

service learning initiatives, a cultural change permeated the atmosphere at Frick ISA. "When the student council president credits the implementation of Community of Caring as one of the ways that gave

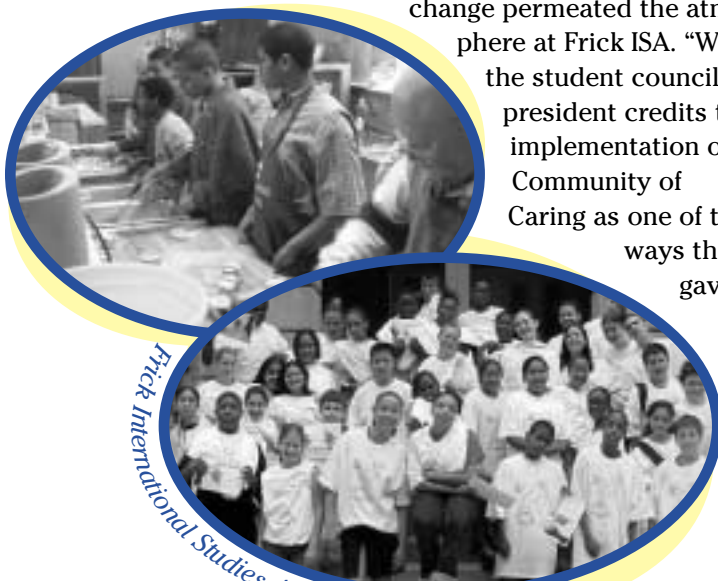
her a sense of family and community throughout the school year after the tragedy of September 11th, a graduating eighth grader highlights a teen forum as the activity that made the strongest personal impact in her reflective essay during promotion exercises, a teacher uses the program as the basis for informational and creative writing and a parent writes a thank you letter for bringing such a worthwhile program after Community of Caring was first introduced at one of our family nights, I know this program is making a difference in our school community," says principal Wayne N. Walters.

Beyond the many Community of Caring visuals that are evident upon arrival into the school, the ongoing teen forums, active student, staff and parent participation in the program's direction, increased community involvement, the Community of Caring suggestion box, participation in conferences, the peer mediation program, ongoing family nights; Frick also created some unique programming. Two such programs are:

FOCUS: When the academically gifted students travel to the Gifted Center on Fridays, remaining students are involved in an alternative block schedule called FOCUS (Friday Opportunities for Culture, Understanding, and Service). The purposes of this alternative schedule are many; practice in skill areas, interdisciplinary teaching, community service and enrichment. The goal is to promote high academic achievement in a safe, caring, nurturing environment and to develop community service initiatives, relationships and connections.

Project T.H.I.N.K.: Project Truth, Honor, Integrity, Non-Violence and Knowledge (T.H.I.N.K.) was developed to provide potentially at-risk male students with an opportunity to change with ongoing support. The majority of the students involved with this program are struggling with academic, emotional, family, and/or social issues. Specific students were recommended to participate in this program by the principal who is concerned about their overall performance. The students are held to high levels of accountability through scheduled community service projects, academic and behavioral monitoring and opportunities to participate in weekly career forums by successful professionals in the Pittsburgh area. Project T.H.I.N.K. continued throughout the summer with an emphasis on academic preparation for the upcoming school year and service learning.

Frick International Studies Academy continues to be "On the Move!"



Frick International Studies Academy, Pittsburgh, PA

CRESSON ELEMENTARY CREATES BEHAVIORAL RUBRIC

The school began the project to craft a behavior rubric at a community event held at the County Administration building. Principal Chris Briggs-Hale at Cresson Elementary School in Cripple Creek, Colorado felt that for a model for healthy behaviors in the school to be truly accepted that it should come from the greater community at large. The event was a dinner and presentation entitled "Defining Healthy Behaviors for our Children." A diverse group attended the event including county commissioner Jerry Bergeman, parents, teenage students, city council members and school representatives, including kitchen and maintenance staff. During the event, community members were asked to generate one word or a very short phrase to describe the demonstrable behaviors that one would see for each Community of Caring core value.

The process then moved to Cripple Creek/Victor High School where a cross section of students created descriptive language for the behaviors associated with each value during the second semester of the last school year, clarifying and condensing the earlier responses. "Without those students, this document would look very different," said Briggs-Hale.

PARK VIEW HIGH SCHOOL STERLING, VA

Park View High School designated the month of November as Sportsmanship Month as part of its character education program. The students in the 9th and 10th grades attended an assembly featuring former Park View student athletes. Park View's newest assistant principal, Major Warner, opened the program reminiscing about his first basketball game as an 8th grader at Cedar Lee Junior High. Mr. Les Cummings, athletic director, informed the students about the Virginia High School League Wachovia Sportsmanship Award which Park View has received for six consecutive years. There is only one other school in the state of Virginia that has received the award for this duration. Pam Smith, activity coordinator and Community of Caring chair, organized this program in conjunction with other sportsmanship activities for the month of November. Coaches and students read and displayed quotes on sportsmanship and emphasized how to integrate cooperation, fair play and citizenship in all facets of life. The month culminated with the presentation of the Wachovia Sportsmanship Award.



Park View High School, Sterling, VA

In August, community members, parents and teachers were invited to help write the rubric. The audience was given instruction as to how to write definitions for observable behaviors and then divided into five groups. Each group produced a draft for each value. From September to October, the rubric went through a brief revision period and then was mailed as a pamphlet to district parents.

Students are graded by peers and adults on a progressive scale, from "In Progress" to "Basic" to "Proficient" to "Advanced." (see below) For instance, a student showing advanced behavior for the value of caring would "often look for opportunities to help others," whereas "basic behavior" would be to help others when asked. In such a way, the rubric provides guidance and attempts to show students how to solve problems, instead of dwelling on negativity.

"It was so much fun working on this – really, it's democracy in action," said Briggs-Hale.

Behavior Rubric - Caring

Advanced

I often look for opportunities to help others.

I always listen to others and sincerely care what others have to say.

I sincerely care about others and treat them as family members. I am very careful never to put others down and encourage others to do the same.

Proficient

I usually offer to help others.

I listen to others, whether the topic interests me or not.

I care about others' feelings or problems no matter what they are. I usually think before I speak to avoid putting others down.

Basic

When asked, I will help others.

I sometimes listen to others, but only if it interests me.

I sometimes care about others' feelings or problems. I sometimes realize when I put others down.

In Progress

I rarely go out of my way to help others.

I rarely listen to others and don't care what they have to say.

I seldom care about others' feelings or problems. I'm rarely aware when I put others down.



Highlights from Around the Country

GRANITE SCHOOL DISTRICT SALT LAKE CITY, UT

Often we have wonderful activities for our students and then lose the learning by failing to ensure that they process the information. Realizing this, lead teacher Cathleen Taggart of Granite School District's Young Parent Program focused on issues of social justice based on one such activity. The group attended the production of *Les Miserables* at Hunter High School in Salt Lake City, UT. *Les Miserables* is a play rich in moral dilemmas and issues of social justice. The following afternoon, students and faculty met together and held a discussion of issues engendered by the play. For instance, looking at the issue of fairness, faculty asked the students, "Did Jean Valjean do wrong by stealing a loaf of bread? Do you blame him for doing it? If you do not blame him for stealing the bread, where do you draw the line between crime which should be punished and crime that should be excused?" They asked similar questions concerning the issues of redemption, fairness, caring, etc. Topics such as "the freedom to hold unpopular opinions" were discussed in small groups. The afternoon also included an activity on addressing community problems.

WEST ELEMENTARY ST. GEORGE, UT

A new Community of Caring school, West Elementary divided their school community into "neighborhoods" of classrooms in close proximity to each other. Three such neighborhoods were made throughout the school, each with their own core value that they teach and model for the rest of the school community. This arrangement affords students an opportunity to get to know both younger and older students and to take ownership and pride in a more manageable mini-society. Class meetings are held weekly or as needed to solve problems and create a sense of belonging. The neighborhoods have further activities, which encourage acceptance and allow cross-grade curriculum opportunities.

The neighborhoods join for assemblies and other whole school enhancement activities. At the beginning of the year, the school counselor "warned" the students and staff that she would be taking pictures of students caught showing respect by following the rules. The pictures cover a bulletin board in the lunchroom. Students created posters promoting peacemaking skills and put them up in the hallways. Monthly assemblies and counselor classroom activities are coordinated around a value. Everyone at West Elementary is coming together as a community that values each other.

Reception in Boston

Eunice Kennedy Shriver recently hosted a reception at the home of Community of Caring board member Dr. Eli Newberger of Harvard Medical School and Dr. Carolyn Newberger of Harvard Medical School. Reception attendees included local superintendents, administrators, principals, community members and potential local funders who gathered to help us begin a successful Community of Caring project in the Boston area. Mrs. Shriver gave a wonderful speech, a few local practitioners presented, and the event was very successful. A staff development workshop took place in late January at the Eunice Kennedy Shriver Center that brought more schools on board.

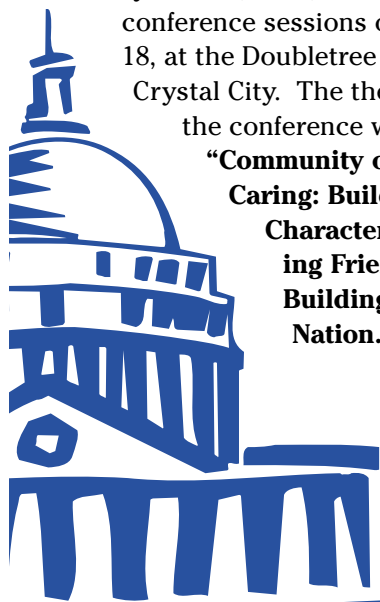
"Including More Students In a Community of Caring" Pilot Project

As a part of a grant to Community of Caring from the Federal Administration on Developmental Disabilities, four schools were selected to take part in the "Including All Students in a Community of Caring" Pilot Project. Those schools were Park View High School in Sterling, VA; Nottingham High School, in Syracuse, NY; Cresson Elementary School, in Cripple Creek, CO; and South Fork High School in Miranda, CA. The project is designed to identify our "best practices" for including students with disabilities, in Community of Caring. Participants will receive free staff development, a small budget, and an opportunity to pioneer what works in Community of Caring schools. Our recent evaluation on this topic indicated that Community of Caring schools do much better in this area than other schools, and now we want to tease out the specifics on "best practices" so we can disseminate that information widely.

Community of Caring Comes to the Nation's Capital!

Community of Caring is pleased to invite you to the 2003 Community of Caring National Conference on July 19 – 21, 2003, with pre-conference sessions on July 18, at the Doubletree Hotel Crystal City. The theme of the conference will be

“Community of Caring: Building Character. Building Friendships. Building Our Nation.”



New This Year for Students

The 2003 National Conference will have a menu of sessions and activities for youth! Students ages 14-18 will be able to attend the conference with breakout sessions and leadership activities just for them. During this exciting program, students will take part in values-based discussions, participate in a service learning project and gain valuable leadership skills. Student registrations are available at a discounted rate. Students will need to be accompanied by a registered adult supervisor. Visit www.communityofcaring.org for more information.

Attendees will build connections and gain expertise on how character education serves our students, our schools, and our communities.

The Doubletree Hotel is conveniently located near Washington Reagan National Airport and is a short distance from the Capitol, the White House, the Smithsonian and National Mall, Arlington National Cemetery, shopping in Pentagon City, VA and much more! The Washington, DC metropolitan area also features a wealth of dedicated and experienced Community of Caring schools.

This year's conference promises to be an inspiring educational event and will provide participants with a comprehensive program. Featured speakers at the conference will include Pedro Noguera, professor at Harvard University; Kevin Ryan, professor and director emeritus at the Center for the Advancement of Ethics and Character at Boston University; Sharon Kay Stoll, director of the Center for ETHICS; Clifton Taulbert, founder and president of the Building Community Institute; and Vitamin L, a student musical group. Conference topics will cover the Community of Caring components as well as numerous subjects of interest and concern to today's character educators, including sessions that address the needs of students with intellectual disabilities. The conference is also a great networking opportunity and a chance to meet with fellow educators from across the country to share ideas and best practices.

2003 Awards

The annual Community of Caring awards will be presented during the annual summer conference.

Now is a great time to think about who might deserve an award in your community. An award nomination form is located on page 11. So get those nominations in!

This year we are offering a menu of **eight** pre-conference sessions! These workshops will occur concurrently and cover a wide range of subject matter of interest to both those new to and those already familiar with Community of Caring. See the registration form on page 10 for the list of sessions.

Anyone involved in the school community – teachers, principals, administrators, guidance counselors, support staff, students, parents and community leaders – is invited to attend. A special early-bird rate of \$265 for Community of Caring Schools and \$295 for non-Community of Caring Schools is available for those registering by April 18, 2003.

Remember, space is limited, so make sure to reserve your spot as soon as possible! For more information and continual updates, please keep checking our website, www.communityofcaring.org. Join Community of Caring in Washington, DC next summer!

A registration form can be found on page 10, or register online on our website, www.communityofcaring.org.



**Community
of Caring®**

National K-12 Character Education Conference

Doubletree Hotel Crystal City
Arlington, VA

July 19 – 21, 2003

Pre-Conference Sessions, July 18, 2003

FOUNDED BY EUNICE KENNEDY SHRIVER

Mr. Ms. Dr.

Name _____

Job Title _____ School/Organization _____

Work Address _____

City _____ State _____ Zip _____

Phone _____ Fax _____ E-mail _____

LEVEL OF INTEREST: Elementary Middle High

GENERAL REGISTRATION:

	Community of Caring School Rate*	Non-Community of Caring School Rate	Student Rate**
Early Bird Registration: must be postmarked by April 18, 2003	<input type="checkbox"/> \$265	<input type="checkbox"/> \$295	<input type="checkbox"/> \$130
Regular Registration: must be postmarked between April 19 and June 18, 2003	<input type="checkbox"/> \$288	<input type="checkbox"/> \$320	<input type="checkbox"/> \$144
Late Registration: postmarked after June 19, 2003	<input type="checkbox"/> \$315	<input type="checkbox"/> \$350	<input type="checkbox"/> \$160

General registration fee includes general conference registration, participant packet, reception (7/20), breakfasts (7/19-21), and lunches (7/19-20).
The conference will take place on the full days of July 19 and July 20 and the morning of July 21. Participants are responsible for their own travel and accommodations.

- I am new to Community of Caring.
- I will require special access to conference facilities.
- I would like vegetarian meals.

**PRE-CONFERENCE REGISTRATION:
(Friday, July 18): (choose only one)**

	Community of Caring School Rate*	Non-Community of Caring School Rate
Community of Caring 101	<input type="checkbox"/> \$54	<input type="checkbox"/> \$60
Re-Energizing Your Community of Caring Program	<input type="checkbox"/> \$54	<input type="checkbox"/> \$60
Including Students with Mental Retardation in Community of Caring	<input type="checkbox"/> \$54	<input type="checkbox"/> \$60
Meeting Standards and Beyond	<input type="checkbox"/> \$54	<input type="checkbox"/> \$60
Character on the Sports Field	<input type="checkbox"/> \$54	<input type="checkbox"/> \$60
Improving Safety and Climate in Schools	<input type="checkbox"/> \$54	<input type="checkbox"/> \$60
Understanding, Securing & Implementing Grants	<input type="checkbox"/> \$54	<input type="checkbox"/> \$60
Teaching How to Form Good Habits	<input type="checkbox"/> \$54	<input type="checkbox"/> \$60

(*) Community of Caring schools' rates are available to staff, faculty, students, or family members associated with (1) a school officially recognized by the Community of Caring National Office as a Community of Caring school as of the conference date, (2) a school that has an official Community of Caring staff development scheduled on or before August 31, 2003, or (3) a district office over-seeing a district that includes a significant proportion of officially recognized Community of Caring schools. Registrants who are unsure whether they qualify for the discounted rates should contact the Community of Caring national office.
(**) Students registering for the conference must submit additional forms, which can be found on our website. Chaperones are required. Discounts available for chaperones.

Pre-conference registration includes entry to one pre-conference session, materials, and afternoon refreshments. Pre-conference sessions will be held 2:00pm-5:00pm on Friday, July 18. General conference registration is required. Deadline for pre-conference registration is June 18, 2003 and space is limited. Following the deadline, registration will be available on a space available basis only.

TOTAL AMOUNT: _____ **Name of your Community of Caring School/Organization (required for Community of Caring Schools Rate):** _____

FORM OF PAYMENT:

- Check Enclosed
 - Purchase Order Number: _____ (please enclose copy of purchase order)
 - Credit Card Visa Mastercard American Express
- Number _____ Exp. Date _____ Signature _____

Full payment is due at time of registration. Please note space is limited. All cancellations must be made in writing. Refunds will be made only for cancellations received by June 27, 2003, and are subject to a \$25 processing fee

PLEASE MAKE CHECKS AND PURCHASE ORDERS PAYABLE TO:
Community of Caring, Inc.

MAIL REGISTRATION AND PAYMENT TO:
Community of Caring
c/o Event Solutions Unlimited
P.O. Box 32862
Baltimore, MD 21282
Fax: (410) 559-2217

QUESTIONS ABOUT REGISTRATION?

Please call (800) 937-8728 or e-mail info@yesevents.com

For all other questions and inquiries, contact the Community of Caring national office at:
1325 G Street, NW, Suite 500
Washington, DC 20005
Tel: (202) 393-1251
E-mail: contact@communityofcaring.org

Community of Caring Annual Awards

The Community of Caring national office is seeking nominations for the annual Community of Caring awards. These awards recognize teachers, administrators, staff, parents, students, or community members who have made outstanding contributions to Community of Caring. Recipients are selected by a screening committee and will be honored at the 2003 Community of Caring National Conference in Arlington, VA. Recipients must be associated with a Community of Caring program.

Any student, parent, educator, community, school organization, or any other interested citizen may submit nominations. Official nomination forms must be submitted no later than May 2, 2003.

This form may be duplicated and distributed to all appropriate individuals. Submit completed forms by fax to (202) 715-1146 or by mail to Community of Caring, Attn: 2003 Awards Nominations, 1325 G Street NW, Suite 500, Washington, DC 20005.

NOMINATOR:

Mr.

Ms.

Mrs.

Dr.

Name

Position

Organization

Address

City

State

Zip

Phone Number

Fax Number

E-mail Address

Relationship to Nominee

The following person has made an outstanding contribution to Community of Caring:

NOMINEE:

Mr.

Ms.

Mrs.

Dr.

Name

Degrees (if known)

Position or Grade Level

Organization

Address

City

State

Zip

Phone Number

Fax Number

E-mail Address

Describe briefly why this person should be honored for his/her contribution to Community of Caring including the following criteria. Please use a separate sheet to provide this information.

1. Specific achievements and/or outstanding service to Community of Caring.
2. Outstanding professional qualities in working with students, colleagues, parents, and community members.
3. Additional supporting comments or letters.

Staff Development Options

BECOMING A COMMUNITY OF CARING SCHOOL WORKSHOP:

Two Facilitators, Two-Day Workshop \$6,500

Includes:

- Up to 100 Participants
- Basic Workshop
- Development of Action Plan
- Student Forum
- Values In and Across the Curriculum

One Facilitator, Two-Day Workshop \$4,500

Includes:

- Up to 100 Participants
- Basic Workshop
- Development of Action Plan
- Values In and Across the Curriculum

Two Facilitators, One-Day Workshop \$4,500

Includes:

- Up to 100 Participants
- Basic Workshop

One Facilitator, One-Day Workshop \$3,000

Includes:

- No More than 60 Participants
- Basic Workshop

ADDITIONAL ONE-DAY FOLLOW-UP WORKSHOPS \$3,000

Choose TWO Topics from the Following Areas:

- Student Forums
- Values In and Across the Curriculum
- Service Learning
- Family Involvement
- Getting Your Staff on Board
- Re-Energizing Your Staff in Community of Caring



A research-based K-12 Character Education program that works!

As part of our commitment to continue bringing more resources and staff development opportunities to Community of Caring schools, we have collaborated with Educational Impact to produce the first character education online program in the country. The program features committed and talented lead teachers and coordinators from schools around the country sharing and showing how Community of Caring works in their school.



- Teachers and principals describe the coordinating structures needed to ensure success.

- Site facilitators discuss how to generate faculty enthusiasm and develop a Coordinating Committee.
- School Coordinating Committees describe their oversight function and preparing of a Comprehensive Action Plan.
- Community of Caring Online will both jumpstart the Community of Caring process in your school and re-energize long standing Community of Caring programs!

Schools and districts interested in providing online staff development opportunities in Community of Caring should call (800) 849-2793 for more information, or visit www.communityofcaring.org.

MERCHANDISE

The complete line of available materials and merchandise are located on the form on pages 14-15. Note that *Understanding Your Sexuality and Your Choices* is available to everyone; however, the rest of the manuals are available exclusively to Community of Caring schools. For more information on how to become a Community of Caring school, contact us at (202) 393-1251.

We are excited to feature several new products including a Community of Caring handkerchief, which was first available at the 2002 national summer conference. It is yellow and features the Community of Caring logo in blue. The new tote bag, also first seen at our summer conference, is now available. It is a black bag with a steel blue accent and the Community of Caring logo. There is also a new T-shirt featuring the Community of Caring logo on the left breast and "A Community of Caring School Where Caring, Respect, Responsibility, Trust and Family Are Taught and Lived" on the back. It is available in white. The other new product is a blue pad board of durable vinyl and the Community of Caring logo in yellow.

The Community of Caring name and logo are trademarked. Please honor that trademark by ordering all merchandise through the national office. If you have any questions about policies related to the logo, contact the national office. As always, if there is an item you do not see on the merchandise form, please give us a call. We will do everything in our power to accommodate customized items. In most cases, we can

produce the product at a lower price than would be available to an individual school trying to produce the item independently.

Remember that all domestic orders have shipping and handling fees of \$5.00 or 5% of the total order, whichever is greater. Please note that rush or international orders will now have shipping and handling charges of \$20 or 20% of the total, whichever is greater.

On the order form, you will notice that we ask you to allow 2-3 weeks for delivery of the merchandise. It is best to order products as far in advance as possible, particularly if you are ordering in quantities of 75-100, or more. However, your orders will always be filled as promptly as possible.

We would like to welcome schools in the following areas to our Community of Caring family

Hampton, VA
Charleston, WV
Washington, DC
Manchester, NH
Tucson, AZ
LaFayette, NY

call for stories

*We are currently looking
for news from Community
of Caring schools across
the country for the spring 2003
newsletter. The theme will be
Youth Leadership*

Share with us your:

Examples of how your Community of Caring school is promoting youth leadership within the school as well as the community.

Send them to:

Community of Caring
1325 G Street NW, Suite 500
Washington, DC 20005
Attn: Communications Department

e-mail: contact@communityofcaring.org
fax: 202-715-1146 phone: 202-393-1251

Submissions are accepted on a rolling basis
You do not have to write the article. Just send us the facts and highlights. We will do the rest!



Merchandise Order Form

Bill to: _____ Ship to: _____

Attn: _____ Attn: _____

Phone: _____ Must be received by: _____

*Community of Caring merchandise is available exclusively to Community of Caring schools.
 If you would like to become a Community of Caring school, contact us at (202) 393-1251.*

Product	Quantity/Size	Price**	Total
Grey T-shirt w/small full color logo on front	__M __L __XL __XXL	\$10.00 \$12.00	
Blue T-shirt w/small gold logo on front	__M __L __XL __XXL	\$10.00 \$12.00	
White T-shirt with slogan: "Children Need All Our Hands to Succeed," small full color logo on front	__M __L __XL __XXL	\$10.00 \$12.00	
White T-shirt with slogan: "Creating Community Where You Are," small full color logo on front	__M __L __XL __XXL	\$10.00 \$12.00	
White T-Shirt with slogan, "Where Caring, Respect, Responsibility, Trust and Family are Taught and Lived," small full color logo on front	__M __L __XL __XXL	\$10.00 \$12.00	
Water Bottles, blue with COC logo and yellow top		\$3.00	
Lanyards, blue with gold lettering and key chain		\$5.00	
Click Stick Pens, yellow with blue lettering		\$1.00	
Message Pens, metallic blue, revolving five values		\$3.00	
Coffee Mugs, yellow with blue lettering		\$5.00	
Balloons, yellow, blue or white with one logo	__Y __B __W	3 for \$1.00	
Key Chains, full color logo on one side, "Creating Community Where You Are" on other side		\$2.00 or 3 for \$5.00	
Umbrellas, white and blue alternating panels, logo on one panel		\$12.00	
Video, "Five Words That Can Change Your Life"	English____ Spanish____	\$5.00	
Wristwatch, black leather band with logo on face	Ladies____ Mens____	\$20.00	
Lapel Pin, full color logo		\$3.00	
Handkerchief, yellow with COC logo		\$3.00	
		Subtotal:	

Product	Quantity	Price**	Total
Totebag, Black with blue highlights		\$7.00	
Pad Board, Blue with COC logo in yellow		\$5.00	
Poster. "A Community of Caring School, where caring, respect, responsibility, trust and family are taught and lived."	12.5 x 19 English _____ Spanish_____	\$5.00	
	25 x 19 English_____ Spanish_____	\$7.00	
	Magnets 2 x 3.5 (English only)	3 for \$1.00	
Value Cards Sets Double sided, English/Spanish	Small (5.5 x 8.5) _____	\$5.00	
	Large (11 x 17) _____	\$9.00	
How to Create a Community of Caring School*		\$15.00	
How to Create a Community of Caring Elementary School*		\$15.00	
Knowing About AIDS is Valuable Protection* An instructional guide for middle, junior, and senior high school level teachers, with some activities for students		\$6.00	
Implementing Community Service Projects* A guide for teachers and administrators.		\$4.60	
Planning and Implementing a Teen Forum* A guide for teachers and administrators		\$3.40	
Encouraging Family Involvement* A guide for teachers and administrators		\$4.60	
Understanding Your Sexuality and Your Choices Lesson Plans and exercises for middle and junior high school teachers		\$14.00	
*Community of Caring books, except for <i>Understanding Your Sexuality and Your Choices</i> , are available exclusively to Community of Caring schools. If you would like to become a Community of Caring school, contact us at (202) 393-1251.	Subtotal from page 14		
	Shipping:		
	Grand Total:		
Customized T-Shirts: small full color logo on front, school or district name with slogan "Where Caring, Respect, Responsibility, Trust and Family are Taught and Lived," on back in blue.		Please call the national office for more information or to place an order for customized T-shirts.	

**Please allow 2-3 weeks for delivery, based on product availability. Prices and product line may be adjusted or discontinued without notice.

Shipping charges of 5% of the total or \$5.00, whichever is greater, will be added.

Rush & international orders subject to shipping charges of \$20 or 20%, whichever is greater.

Mail or Fax to:

Community of Caring, 1325 G Street, NW, Suite 500, Washington, DC 20005

Fax: (202) 715-1146 Phone: (202) 393-1251

ATTN: Merchandising Department



1325 G Street, NW Suite 500
Washington, DC 20005
www.communityofcaring.org

Register Online
www.communityofcaring.org



Our logo signifies positive human growth and outreach by depicting both a hand reaching out and a sunrise. The five rays of light or fingers represent the five core values of the program.

1325 G STREET, NW, SUITE 500
WASHINGTON, DC 20005

PHONE: (202) 393-1251
FAX: (202) 715-1146
www.communityofcaring.org
contact@communityofcaring.org

Community of Caring:
Where caring, respect,
responsibility, trust, and
family are taught and lived!

FOUNDED BY THE JOSEPH P. KENNEDY, JR. FOUNDATION

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Winter 2003

Community of Caring
was founded by
Eunice Kennedy Shriver and
developed by
a group of
philosophers,
educators,
health specialists,
legal professionals,
ethicists,
policy makers
and psychologists.