



### Social Responsibility Outcomes

<b>Peer Relationships</b>	<b>Toddler</b>	<b>Children's House</b>	<b>Lower Elementary</b>	<b>Upper Elementary</b>	<b>Middle School</b>
Initiate and establish friendships	Participates in parallel play. Participates in occasional play with another child.	Responds to invitation to work with others. Extends invitation to work to others. Inquires when friends are absent.	Seeks out work partners. Aware of and concerned with friends' feelings. Understands the give and take of friendships.	Seeks out specific work partners. Looks to establish friendships outside of school, with other children in extra-curriculars. Can recognize a friend's perspective during conflict.	Understand why specific work partners are more advantageous for them. Looks to establish community wide friendships like-minded groups. Can empathize with a friend's perspective during conflict.
Resolve conflicts proactively	Responds appropriately to conflict resolution initiated by adult.	Resolves minor conflicts, utilizing turn taking. Asks for adult assistance when unable to resolve conflict.	Resolves minor conflicts, utilizing turn taking. Includes student mediator, when appropriate. Asks for adult assistance when unable to resolve conflict.	Resolves individual student to student conflicts independently. Asks for adult assistance when unable to resolve conflict independently. Discusses and resolves classroom conflicts with support of adults.	Resolves community conflicts independently through council. Seeks guidance when unable to resolve conflicts independently. Predicts potential conflicts and seeks advice to manage situations.
<b>Adult Relationships</b>	<b>Toddler</b>	<b>Children's House</b>	<b>Lower Elementary</b>	<b>Upper Elementary</b>	<b>Middle School</b>
Interact positively	Responds to verbal interaction with adult. Initiates requests to adults.	Responds to verbal interaction with adult. Initiates detailed conversation with adults.	Initiates and shares experiences and needs with adults.	Discusses strategies and needs with adults. Seeks adult guidance for a variety of purposes.	Initiates a conversation regarding self-assessment or meta-cognition.



**Social Responsibility Outcomes**

	<b>Toddler</b>	<b>Children’s House</b>	<b>Lower Elementary</b>	<b>Upper Elementary</b>	<b>Middle School</b>
Respect external authority	Complies with adult directive, given sufficient time and space.	Complies with adult directive. Complies with ground rules.	Follows through with given directions. Accepts responsibility for actions. Follows the classroom ground rules.	Follows through and repeats given directions to others. Accepts responsibility for actions and works to repair trust with adults. Establishes and follows classroom ground rules.	Helps establish the guidelines that best fit the community’s needs. Accepts responsibility for actions and works to repair trust with the community. Holds one another accountable for ground rules.
<b>Community Relationship</b>	<b>Toddler</b>	<b>Children’s House</b>	<b>Lower Elementary</b>	<b>Upper Elementary</b>	<b>Middle School</b>
Work collaboratively	Works briefly with another child.	Works with another child to complete a work, solve a problem or accomplish a goal.	Works with other children to problem solve and compromise. Completes small group project work successfully.	Discusses individual or community needs and difficulties until compromise is reached. Works with a group of students on a project successfully.	Discusses individual or community needs and difficulties until compromise is reached with minimal adult support. Empowers one another using individual strengths and covering individual difficulties.
Respond to the needs of others	Notices when another child is hurt, angry or sad.	Helps a child in need, either by proactive offer or response to a request.	Offers encouragement and mediation to others. Supports peers’ ability to accept responsibility in conflicts.	Offers support to others demonstrating empathy. Offers strategies to others in order for them to independently meet their needs.	Is able to prioritize individual needs in order to support others effectively. Understands the most effective suggestions and approaches for individual peers.



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	<b>Toddler</b>	<b>Children's House</b>	<b>Lower Elementary</b>	<b>Upper Elementary</b>	<b>Middle School</b>
Contribute to the maintenance of the environment	Returns material to proper place. Rolls up rug.	Cleans up after self. Completes lunch jobs. Cares for plants and animals.	Completes classroom and lunch jobs. Organizes personal and classroom space and items. Cleans up after self.	Completes classroom and lunch jobs. Organizes personal and classroom space. Suggests other kinds of classroom maintenance when needs arise. Cleans up own belongings.	Establishes classroom jobs. Initiates new jobs when needs arise. Research more effective ways of maintaining the environment.