

Monitoring Report - Ends Policy
E-4, Social Skill Development

BOARD POLICY EXPECTATION

The Board expects each student to develop the social skills to be a confident and self-reliant learner in a complex and rapidly changing world.

CERTIFICATION

I hereby present my monitoring report on Ends Policy E-4 “Social Skill Development” in accordance with the monitoring schedule set forth in board policy. I certify that the information contained in this report is true as of October 20th, 2016.

Dave Holmes, Superintendent

SUPERINTENDENT’S INTERPRETATION OF POLICY

I interpret Social Skill Development to mean the board expects each student to graduate with the social skills and knowledge that will support their effort for effective life-long learning. They will have skills that allow them to be successful in the workplace, in personal relationships and various social settings. This will be met by students having access to a wide range of experiences and opportunities that will provide the necessary learning opportunities for each of the following four areas.

REPORT

There are four specific areas described in this policy. The following will address each specific area of Ends-4 as best as possible.

1. ***Share, negotiate solutions to problems, respect uniqueness of others and act assertively in support of their own learning in a manner that invites positive relationships.*** **IN COMPLIANCE**

Our district Learning Model specifically speaks to the need to create effective learning support networks. The ability to accomplish this expectation enhances one’s ability to create such networks. Therefore, this explicit linkage between respecting others and their views/thoughts, being able to problem solve when problems/conflicts occur and helping students establish an internal drive to support the learning of others is a central theme.

Student leadership is central to both the types of learning environments we are working to create in the classroom, but also to having students gain ownership in how their schools are run and problems are solved. Student leadership at all levels is

stronger than ever before. Be they Bobcats, Hawks or Wildcats, student leadership and choice is central to our schools. The impact of the leadership classes at both the MS and HS is a model for other schools. A great example of this is the students in the elementary school worked for and ultimately chose through a school-wide process, the selection, purchase and site of the new playground equipment on the round-building play area. The zip-line structure is being used continuously even after school and weekends. The students raised the money through their walk-a-thon, chose from a list of possible equipment options and then selected the location on the playground. At the HS, the acceptance of the Gay/Straight Alliance without it becoming a focal point of contention is evidence of respect for uniqueness in individuals across the student body. Again at the HS, the Pillars program which represents; Unity, Passion, Integrity and Sportsmanship is displayed in our gym, is referred to by our coaches to their teams and is discussed by the school leadership groups on a regular basis.

The showing of “Paper Tigers”, which was originally brought to the high school by our students and then supported and expanded by La Center United is evidence of ownership in this area at the highest level.

2. ***Develop a deep awareness of the factors that will guide their personal actions in regards to substance use, sexuality, respect of others, compassion for others, and honesty.*** **IN COMPLIANCE**

As a district, we offer a variety of PE and health offerings. Some of these are traditional classes, while others are online. Other examples of our efforts to help students achieve this expectation is to provide students with experiences such as leadership programs, student to student tutoring efforts, Cispus experience in the middle school and Phoenix program at the high school. Lastly, I would point to a very powerful part of our efforts to achieve this expectation in how we see ourselves when there are issues of student discipline.

The work done last year in the elementary to work with parents and students to develop, review and look at discipline protocols was to determine a systemic strategy that would best support student learning. The resulting program is as much a discipline plan as it is an instructional effort. I have seen a significant difference in the atmosphere at the elementary school and I believe there is a direct link back to their work to calibrate and implement a comprehensive plan to teach, support and communicate expectations that support a disciplined learning environment.

3. ***Establish their capabilities to make decisions within and as leaders of groups.*** **IN**

COMPLIANCE

Our students have many different leadership opportunities within their learning environments as well as their co-curricular and athletic opportunities. Examples of these opportunities are Educational Leadership in the middle school helping tutor and support elementary students, our sports programs both in our regular school athletic teams and our community education programs, Bobcat ambassadors in the elementary, ASB and Leadership classes at the high school and many, many more. In a formal way, there are leadership opportunities on every team, in every club and even in most classrooms that allow students to develop leadership skills at a pace and in an appropriate manner for them as individuals.

4. ***Demonstrate effective communication skills, be a flexible thinker and an effective team member within a group work/learning environment.*** **IN COMPLIANCE**

Without question, our district learning model focuses all learners at becoming effective communicators, flexible thinkers and supportive learning partners. You cannot find a classroom in our district where the physical arrangement represents rows of students in chairs with a teacher in front of the grid droning on about facts, dates, names, etc. Classrooms are organized in groups or teams of students who share ideas, challenge each other's thinking and communicate differences of opinions. Examples of other opportunities students have to not only practice, but to continually demonstrate their current skill level relative to this expectation are student led conferences, MS and HS ASB, Bobcat Ambassadors, Educational Leadership class, and student led announcements each morning.

Students also have the opportunity to problem solve in all areas of the district such as playground, food service advisory, board linkage meetings and student forum. These are just a few of the many evidences that there are ample opportunities for students to work on achieving this expectation.