

BOARD POLICY EXPECTATION

The Board expects each student to develop the personal 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-3 “Personal Skills 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 18th, 2017.

Dave Holmes, Superintendent

SUPERINTENDENT’S INTERPRETATION OF POLICY

I interpret Personal Skill Development to mean the board expects each student to graduate with the personal skills and knowledge that will support their effort for effective lifelong learning. 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 seven areas. As a measure of student success in accomplishing these Ends expectations, objective data (survey’s, awards, participation data, etc.), anecdotal descriptions as well as direct observations will be used to demonstrate effort towards and accomplishment of Ends-3 expectations. Each of the following areas provides a short narrative reflective of work from across the district to meet these expectations.

REPORT

There are seven specific areas described in this policy. The following will address each specific area of Ends-3 as best as possible. I believe at this time the district is meeting the intent of all the expectations of this policy.

1. Integrate current technology as part of their learning efforts. IN COMPLIANCE

In our district we focus collectively on technology integration and personal skills across all stakeholders rather than simply a student endeavor. This is clearly seen in our collective efforts to integrate current technology into our learning efforts.

Our integration of technology has been focused on a number areas already this school year. We have finally reached our student-to-device ratio goal across the district and feel good about the availability of both iPads and Chromebooks at the K-3 level and Chromebooks across grades 4-12. We have upgraded our servers and our infrastructure for our main ethernet system and the wifi in addition to our filter. While this was a real struggle at the very beginning of the year, the system is now working better than it ever has, all the while serving the highest number of devices ever. I feel very good about the current status and its ability to serve our schools.

Teachers continue to change their web pages to Google classroom as they continue to attend trainings and get assistance from Ms. Holmes, Mr. Johnson and Bill Hrdina in the district office,

with the latest classes and training occurring just this last Friday. The administrative team has converted from iPads to Chromebooks and uses Google docs exclusively for communication and sharing of ideas, projects and working documents. The high school has reconstructed “High School and Beyond” using an online program called “Xello” (Zilo) which is 100% online and all of the student work, exploration, teacher and student communication and collection of evidence is being done electronically.

2. *Incorporate perspectives from other cultures in a manner that allows deep exploration of global and economic issues.* IN COMPLIANCE

The foundation of our social studies offerings continues to be awareness of social, cultural and economic issues and differences. I see examples on a regular basis walking into classrooms particularly in grades 6-12 where students are discussing in respectful and guided manners issues around government, elections, world trade, stock market, etc. Our Women’s Studies and Current World Problem classes at the high school are great examples of learning environments that focus almost exclusively on culture and global and economic issues. We have expanded our Women’s Studies class to now include a second year opportunity in Women’s Studies II. This class, taken by a large number of boys I might add. Lastly, additional evidence of this ends exists in the hallways of the high school in many different exhibits that focus on different global cultures.

3. *Experience personal pursuits such as music, art, drama, sports and/or service learning.* IN COMPLIANCE

Our athletic, music, drama, art and service learning components continue to be a strong point of the La Center School District.

Our numbers in athletics this fall, 6-12 are once again at record levels. We continue to make huge strides in focusing students experiences in athletics toward lifelong learning experiences and not just winning and losing. [Here is a link to our offerings in sports and clubs!](#) Our list continues to grow yearly and we are currently investigating archery and trap for next year!

We continue to help meet the service expectation by building a broader service experience for our middle school and high school students. The LEOs club (Leadership, Education, Opportunity, Service), which is the youth program as part of Lions International, has been a group that was formed in the middle school three years ago and continues to grow and mature with expansion to the high school. Both clubs have taken on many different service projects each year and gain great satisfaction from their involvement. The students are very dedicated and are taking full advantage of the opportunity to serve others through this new program.

Music continues to be a major focus of experiences for students across the district. We have a new music instructor at the high school in Mr. Cameron and he has hit the ground running by recruiting new members to the band and expanding the percussion/drumming class curriculum.

Ms. Slinkard is now teaching an advanced vocal group at the high school in order to offer the best possible experience for our students as Ms. Slinkard personally performs regionally at the highest levels.

We continue to have a very strong arts and drama department and added an additional .5 art teacher, Ms. Suttles, so that we can expand both drama and art offerings at the high school level.

4. *Gain a financial awareness and understand the importance of personal fiscal responsibility.* IN COMPLIANCE with improvement a focus.

Students at the high school continue to have the option to take one of three classes on personal finance. These classes are offered in the afternoon to minimize the number of conflicts in student schedules (i.e. Skills Center). While this is an area of great importance to student success after high school and students continually ask for these opportunities we have had limited luck getting large numbers of participants to actually sign up when we've tried to expand our offerings in the HS schedule. With that said, we are taking a different approach with our offerings this next year. With the appointment of Ms. Bounds as our CTE Director and former business education teacher, we are developing new classes for next year that will be driven by industry standards in the financial world locally and have certifications available for the completion of the classes. We believe that the certifications that represent mastery of skills required for hiring in the local area will attract more students during survey periods, thus allowing for the expansion of offerings.

5. *Participate in school and non-school community service activities that model selfless citizenship.* IN COMPLIANCE

Students have opportunities for many different forms of community service activities available to them beyond the formal LEOs organization or club. Some opportunities are planned and some are thrust upon us. Examples of planned opportunities are when students volunteer for events within the community such as various fundraisers for those in our community who need assistance. Examples include, Doernbecher, food drives, backpack program, annual Christmas tree sharing, etc., and this year our MS students desire to help the people of Puerto Rico. These opportunities are generally organized and ran by student organizations or groups such as ASB, National Honor Society or LEOs.

There are many examples of unplanned activities or interactions where students selflessly step up to help others. It is unfortunate that in the past few years we have had several students pass away due to various reasons (i.e. car accident, significant health issue, etc.). Each time we have had the need to face these life-impacting events, our students have stepped up to support each other, family, staff and community members. Many of these opportunities are organic in their origination which provides even more evidence that we are successful in creating this attribute in our students.

6. *Connect how health, nutrition and physical fitness are essential to their efforts of lifelong learning and to thrive personally.* IN COMPLIANCE

Certainly one type of experience beyond the classroom would be through our athletic programs where our coaches and experts on nutrition and fitness beyond the sport have continued to provide students with knowledge on health, nutrition and fitness. Staff have also customized opportunities for students to learn in this area through support groups such as Alateen, which is a group designed to help students whose lives have been impacted by alcoholism in their families or group activities to wrestle with crisis. Our former staff member Ms. Stupfel continues to volunteer her time to lead this group. (i.e. death, divorce, drug use, etc.). Our challenge course, 6th grade Cispus experience and now the development of a climbing tower (student created) show unique ways that LCSD provides and encourages students on health, nutrition and physical fitness. All of these small pieces fit together to provide an overall program for all students. We continue to require all 9th grade students to take health and PE as we believe this is the most appropriate and opportunistic time to try and establish lifelong habits in this area.

7. *Create appropriate learning support networks in a variety of settings.* IN COMPLIANCE We have continued to provide increased counseling support for our students K-12. Last year we added a drug and alcohol counselor at the high school. This will provide additional support to our Alateen programs at the MS and HS. This year we were able to add an alcohol and tobacco prevention specialist at the MS and HS. These positions continue to be provided by grant dollars! We have tutoring after school for athletes and at the MS, we offer after school tutoring for all students focusing especially on math. We continue to offer our zero hour college and career readiness class at the high school which lets seniors prepare for life after graduation. We continue to support the Phoenix program. We have a focus class just for freshman and sophomores that need additional support in the regular schedule to be successful. We continue to provide alternative learning environments in the home school academy for students that need a different type of support out of the mainstream to be successful. Lastly, we were able to add another full time counselor this year at the elementary school and increase the counseling support at the middle school from half time to full time.