

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 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 18<sup>th</sup>, 2017.

Dave Holmes, Superintendent

**SUPERINTENDENT’S INTERPRETATION OF POLICY**

I interpret Social Skills Development to mean the board expects each student to graduate with the social skills and knowledge that will support their effort for effective lifelong 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

Student leadership is central to both the types of learning environments we are working to create in the classroom, and 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. Bobcats, Hawks and Wildcats form student leadership groups and provide opportunity for choice in all aspects of student life and 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 students and the ASB leadership at the high school working with the Booster Club to make this fall one of the most successful in recent memory around school spirit and involvement at games and dances. I would cite the involvement of students at the annual board/student linkage meetings as another example of voicing concerns, presenting solutions and negotiating solutions. The student led change to the Navigation program at the high school is a perfect example of the process. At the HS, the on-going acceptance of the

GSA club without it becoming a focal point of contention is evidence of respect for uniqueness in individuals across the student body. 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.

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. These classes provide instruction in and guidance to make good choices with parental involvement around substance abuse, sexuality and relationships. Other examples of our efforts to help students achieve this expectation is to provide students with experiences such as leadership programs and student to student tutoring efforts. This year’s CISPUS experience for our 6th graders was fantastic as always, but what really stood out was the leadership that our high school counselors provided in the care and success of the learning experiences at the camp. Lastly I would point to a very powerful part of our efforts to achieve this expectation is how we see ourselves when there are issues of student discipline. We rely on a blended model of progressive discipline and restitution. Violators of rules are always encouraged to “make right” what they have caused. Bullying and harassment are taken very seriously and steps are always taken to teach empathy and understanding as part of the solution.

We have continued to expand on the work done over the last couple of years in the elementary to develop and review discipline protocols so as 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. Although we have seen a definite uptick in the number of severe cases with K-2 level students, I have seen a significant difference in the atmosphere at the elementary school especially in the primary grades. 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 continue to 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. It is hard to 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 & HS ASB, Bobcat Ambassadors, Educational Leadership class, student created and produced spirit assemblies and student led announcements each morning.