

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 28th, 2014.

Mark Mansell, 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. 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. 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-4 expectations. Each of the following areas provides a short narrative reflective of each building’s work to meet these expectations along with a summary statement.

REPORT

There are four specific areas described in this policy. The following will address each specific area of Ends-4 as best as possible. Even though we can and will do better than what we are currently achieving, I believe at this time the district is meeting the intent of all four areas of this policy.

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 other 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 of everything we do.

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 that Bobcats, Hawks or Wildcats, student leadership

and choice is central to our schools. A great example of this is students in the elementary school work for and ultimately choosing through a school-wide process the selection, purchase and siting of the new playground equipment on the round-building play area. They raised the money through their walk-a-thon, chose from a list of possible equipment options and then selected the location on the playground.

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 Empathy Assembly in the middle school, the Human Trafficking forum, Drug and Alcohol Awareness training, Internet Safety training, Paws-itive themes throughout the school year in the elementary and the Phoenix Program at the high school. 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.

This past year in the elementary, a committee was formed to review and look at 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. 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 impellent 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, our sports programs within our school programs and community education programs, Bobcat ambassadors in the elementary, ASB and Leadership classes at the high school and many, many more. In fact, our Learning Model is built on the concept of creating teams of learners that are student centered and provides virtually limitless opportunities for students to make decisions within and as leaders of groups.

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 has at its foundation the focus of helping all learners become effective communicators, a flexible thinker and a supportive learning partner. Examples of 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, 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 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.