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 June 12th, 2012.

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**
   The district learning model is founded upon working together to create teams of learners. Students filling specific roles on teams in support of their overall learning target creates the opportunity for them to problem solve, engage others through respectful debate and becoming advocates for their own learning efforts. Other examples of this would be how students initiate change within their school. Students have worked with principals and teachers to create new and varied learning games during recess (one in particular they were able to bring back was four-square), bring about the addition of a water bottle dispenser in the K-8 cafeteria, SOS program, salad cart, etc.

Other examples of student generated initiatives are Empathy Assembly in the middle school, leadership class, Cispus fundraising, peer mediation, Phoenix program, Moodle forum through Educational Leadership Class and the Challenge course.

Our students have many different opportunities to achieve success with this expectation.

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**
   The district offers health and fitness courses that address these topics. We also weave into all of our learning activities (classes, activities, sports, etc.) throughout the district what is expected in how we treat people. Other examples of our efforts to achieve this expectation is through the recent Empathy Assembly middle school students received, the Human Trafficking forum, Drug and Alcohol Awareness training, Internet Safety training, Paws-itive themes throughout the school year in the elementary are all good examples of these efforts. Finally, I believe that our discipline policies are designed to hold students accountable, yet at the same time support them in making good choices to help them get back on track. All these efforts and the many more that are embedded in our daily work support students in achieving this End.

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, the La Center Learning Model is built on the concept of creating teams of learners that are student centered 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**
   As stated above, the La Center Learning Model at its core provides limitless opportunities for students to work on their communication skills, challenges them to think as well as be an effective team member for and within groups. Student led conferences, ASB, Educational Leadership, student led announcements each morning, student owned problems solving in all areas of the district such as playground, food service advisory and student forum are just a few of the many evidences that there are ample opportunities for students to work on achieving this expectation.