Monitoring Report - Ends Policy
E-3, Personal Skill Development

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 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 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 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 six 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 each building's work to meet these expectations along with a summary statement.

REPORT
There are seven specific areas described in this policy. This Ends policy was modified in May of 2012. I believe that six of the areas (number 1 through 6 below) are close enough to the old expectations that I can provide evidence of compliance. Item #7 below is totally new and therefore I do not have adequate evidence to show compliance at this time.

1. ***Integrate current technology as part of their learning efforts.*** **IN COMPLIANCE**
   Learning in our district is something that we focus on as a human endeavor and not just something students do. Teams of learners (adults and students) have begun an exciting new step forward with technology this past year. Google Docs, iPads, SuccessMaker, Internet (YouTube, Blogs, Wiki's, etc.) are becoming much more common in learning environments across the district this past year. Whether it is to research, create a learning product or information sharing, I am seeing more use of technology as part of the work of learning. The implementation of iPads has been an important "game changer" in this journey. Nearly 80 staff members have been trained in the use of iPads this year.

   The demand for additional iPads and the consistent use of the iPads we have deployed (by students and teachers) is a clear signal that there is a significant change occurring that supports this expectation. I believe a shift of thinking has occurred about accessing information, sharing learning products and opening the learning environment to new ways of

learning are linked through our learning model to harness current technology.

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 is awareness of social, cultural and economic issues and differences. With that said, it is important to note that cultural differences really mean more than just skin color. Cultures are more than a people's race and our staff work hard at analyzing what makes up a culture. An example of this work is in our middle school social studies classes where they worked to determine the various economic differences by regions within the Northwest. This concept of analyzing the economic differences can them be extrapolated in other learning experiences within other courses in a way that helps students see diversity as more than race, but rather a composite of a variety of factors that help shape a culture. Finally, it is important to realize that when we learn about diversity, it isn't about what divides us that we focus on, but rather that the differences we have creates a strength that brings us together.

3. ***Experience personal pursuits such as music, art, drama or sports.*** **IN COMPLIANCE**
   Despite deep cuts in funding from the state, it is important to realize that we have maintained our music, art, drama and athletic programs over the last several years. In fact, we have expanded some programs while so many other districts have eliminated these opportunities. We offer a full K-12 music program, provide drama opportunities across the district and support art education K-12. These programs are very obvious and don't need too much description here, but are clear evidence of our effort to support students in these areas.

4. ***Gain a financial awareness and understand the importance of personal fiscal responsibility.*** **IN COMPLIANCE**
   This is an area that even though I believe we are in compliance in spirit, I know we can do so much better. With that said, staff is working to create learning opportunities around fiscal responsibilities within their current lessons wherever possible. One example is in 8th grade social studies where students are asked to pick a career (with researched averaged compensation), determine what lifestyle and hobbies they are interested in (with appropriate expenses determined) and propose a suitable place to live respective of their job/lifestyle boundaries. This is just one of numerous examples where the topic of money is woven into the lessons. Beyond this we offer a personal finance class at the high school, which is expanding for next year. We also talk about budgets and financial choices within Navigation classes across the district.

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. Some opportunities are planned and some are thrust upon us. Some of the planned opportunities are when students volunteer for events within the community such as various fundraisers for those in our community who need assistance (i.e. Dorenbecher, food drives, backpack program, annual Christmas tree sharing, etc.). Students also volunteer

within our schools such as when elementary students volunteer to wash tables in the cafeteria, participate and support presentations such as the Human Trafficking meeting, or through the Educational Leadership class and volunteer within the classroom. Additionally, students volunteer in ways to make our schools better such as presenting to the city council, being on our food service advisory committee or working with principals to help make their classrooms or schools better.

At other times, these chances to step up and selflessly make a difference are thrust upon us. An example of this this year was with the Cody Sherrill death when students helped other students (as well as staff and community) work through this tragic event by sorting through the many complex feelings and thoughts openly and honestly. Many of our students showed selfless citizenship by how they dealt with this incident and we should all be very proud of them.

All of these examples point to the many opportunities students have to see how they can be part of the solution within their schools and community.

6. ***Connect how health, nutrition and physical fitness are essential to their efforts of life-long learning and to thrive personally.*** **IN COMPLIANCE**
As stated in examples associated with the above expectations, our efforts to meet students' needs allows us to move away from the one-size-fits-all learning model to see how many different and personal experiences can help provide more meaningful opportunities for students to meet this expectation. One type of experience would be through our athletic programs where experts on nutrition and fitness beyond the sport have provided 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 (i.e. death, divorce, drug use, etc.). Then there are the examples of how students are engaging in fun (or necessary) activities for exercise such as "Happy Feet" and the Walking School Bus. There are also competitions/events beyond sports such as Pacer competition at the middle school or the Bobcat Run-walk elementary ASB fundraiser instead of selling items to generate student project funding revenue that support all children to get involved.

7. ***Create appropriate learning support networks in a variety of settings.***

This is a new expectation that was adding in May of 2012. Without having the time to talk with our principals and staff about this expectation, I don't feel I can provide a response at this time.