

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 23, 2018

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.

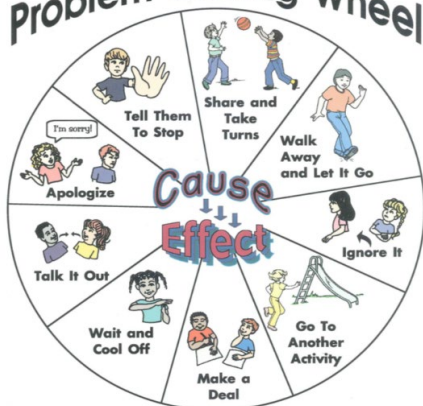
REPORT – In Compliance

There are four specific areas described in this policy. The following will address each specific area of Ends-4 as best as possible.

- 1. Students will be able to 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.*

Students in the elementary are exposed at an early age to being able to share, negotiate solutions to problems and respect the uniqueness of others. Students who disagree at recess or in the classroom are exposed to the problem solving wheel. The wheel helps students to understand options when they might encounter a problem. Students are also taught monthly lessons in the themes of the month. This year’s themes are self-awareness, patience, perseverance, respect, compassion, gratitude, courage, responsibility and curiosity.

**LC Bobcats
Problem Solving Wheel**



Try at least 2 of these ideas when you have a problem.
No luck? Seek an adult for help.

The middle school students receive lessons on “CharacterStrong”. Servant-leadership and character development are the focus of the program. These tools will move students in the direction of being more positive and caring individuals. When students develop their social and emotional skills, their grades go up and bad behavior goes down. The 8 focus areas of “CharacterStrong” are patience, kindness, honesty, respect, selflessness, forgiveness, humility and commitment.

The middle and high schools also have a prevention and intervention specialist who provides prevention activities,

classroom education and guided support groups for coping skills, stress management and relationship/communication skills. The high school also created a student select group that is a variety of students from all grades and groups to work on improvement of the school climate and culture. The skills students are learning at a young age are able to be built upon as they move through to adulthood.

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.

Again I would cite the programs mentioned above regarding honesty, respect and compassion for others. Student awareness of substance abuse and sexuality are learned in health classes and the effectiveness to some extent can be measured through the Healthy Youth Survey. The increase in our district wide counseling staff has made a huge difference in our ability to help students in all of these areas. In two years we've gone from three to five full time counselors K-12.

3. Establish their capabilities to make decisions within and as leaders of groups.

Student-led ASB groups offer opportunities for students to be leaders from middle through high school. The elementary school utilizes their Bobcat Ambassadors as school leaders for students beginning in 4th grade. Our middle school has opportunities as our "Blue Crew" representatives. Our sports programs offer students leadership roles such as team captains. These opportunities offer students the opportunity to develop leadership skills necessary for personal growth. The largest and most wide reaching impact in this area is provided by the structure of our classrooms on a daily basis. Instruction and student learning is often designed with a team and leadership aspect around a project. The responsibilities within those teams are rotated sometimes by students and sometimes by staff. We try to put students in a real world setting daily to prepare them for the environment and working conditions they will see upon graduation.

4. Demonstrate effective communication skills, be a flexible thinker and an effective team member within a group work/learning environment.

The third goal of the district's strategic improvement plan is that all students in the district will develop the social skills to be a confident and self-reliant learner in a complex and rapidly changing world. Students are able to demonstrate effective communication skills at their student-led conferences where they communicate what they have experienced in their own learning and possible goals with parents and teachers.

In the classroom, students are organized into groups or teams as described above. This allows students to collaborate on assignments and challenge each other's work ethic. Students are able so share their ideas openly and develop skills in this exchange of opinions and ideas.