

## Monitoring Report – Ends Policy October 2021

### 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 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 20th, 2021.

Peter Rosenkranz, Superintendent

#### SUPERINTENDENT’S INTERPRETATION OF POLICY

I interpret confident and self-reliant learners to be a skill that we need to provide practice for students to achieve. This is a skill that can be developed not only in our classrooms, but also in sports and activities. This is a skill set necessary to navigate a world that rapidly changes. I often believe we are preparing students for a world that is completely different. Creating independent learners who can thrive will be essential for their success and the success of our community.

#### REPORT

There are seven specific areas described in this policy. The following will address each specific area of Ends-3 as best as possible. I believe at this time the district is meeting the intent of all the expectations of this policy and is In Compliance.

##### **1. Integrate current technology as part of their learning efforts.**

One of the benefits of our response to COVID-19 was the broad dissemination of district devices. We essentially started a one-to-one program in a matter of weeks. The learning for adults and students alike has been significant as the district adapts to an electronic delivery model and students broaden their horizons on new ways to accomplish their work. The push for electronic access to textbooks as well as the universal application of Google Classroom has improved access for students regardless of their ability to attend.

##### **2. Incorporate perspectives from other cultures in a manner that allows deep exploration of global and economic issues.**

Of course, we offer social studies classes that are designed to look at multiple sides of an issue and analyze the impacts. Additionally, we have two foreign exchange students which will allow exposure for a limited number of students regarding other countries. Going a bit deeper, this has been a challenging one in the current political climate. The conditions would seem perfect for rich civil discourse and debate on a wide range of subjects. As I talk with the staff, there has been trepidation as they work to include this kind of work as we have limited civil discourse currently as a nation. I believe folks tread lightly in these kinds of discussions as tolerance for different perspectives wains.

### **3. Experience personal pursuits such as music, art, drama, sports, and/or service-learning**

We enjoy significant participation in music, art, drama, and sports. This fall season, our teams have been highly successful on the field and court. As we completed the last regular season football game, homecoming, we had several alumni return for the game and even some participated in the band. We have sent graduates on to college sports programs and we have a local musician that plays virtual concerts and recently performed at Sternwheeler park. I continue to believe that service learning can grow. However, that might be a factor that I'm just not aware of as service-learning also occurs in churches and around the community. This might make a great guiding question within our student linkage in February.

### **4. Gain financial awareness and understand the importance of personal fiscal responsibility.**

This happens in a couple of locations. We offer a personal finance class as an elective option. That being said, we also offer several locations where students can learn fiscal responsibility. The leadership class and our ASB officers work through governmental financial processes by balancing an ASB budget, ordering materials, and working through systems. Additionally, our environmental class works within budgets as they work on the community garden, water monitoring, and suggestions for stream restoration presentations for local environmental groups.

### **5. Participate in school and non-school community service activities that model selfless citizenship.**

We have a tradition of large events that raise funds and food for our local community and the broader community that we serve. Doernbecher dolly sales raise significant funds to serve Doernbecher's children's hospital. We also bring in thousands of pounds of food that goes to local shelters. We have staff that also give selflessly toward efforts to help the needy, especially around the holidays. Andy Taylor, the high school custodian, collects frozen turkeys to distribute around Thanksgiving. We also receive 15-20 winter coats from the Knights of Columbus to distribute to students who need coats.

### **6. Connect how health, nutrition, and physical fitness are essential to their efforts of lifelong learning and to thrive personally.**

Our nutrition services continue to provide healthy meals for our students. I've talked with several students who transferred in from other districts and they truly like our lunch offerings. For the first time, we have added an additional physical education teacher to the high school,

consolidating our physical education classes to two specific teachers. As I observe classes throughout the school day both in the gym and on the field, I continue to see a variety of offerings of sports and fitness. Michelle O'Neil has started up our Health Committee that will focus on new materials that are in line with state standards.

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

With our focus on Multi-Tiered Systems of Support (MTSS) and Universal Design for Learning (UDL), we are working toward meeting and aligning our work around the district mission statement and the strategic plan. Within the strategic plan, goal two is focused on supporting students who need help. By using the principles of UDL, we can design lessons that reach a majority of students from the onset of planning each lesson. MTSS strategies can be used in the classroom (Tier 1) to support students who struggle. With the COVID-19 pandemic, we are utilizing our ESSER funds to support students who had their reading instruction interrupted by state-wide closures. Our system is reacting to a need we could have predicted with the limited opportunity for direct instruction caused by the state-wide shutdown and limited effectiveness of zoom instruction. Teachers were doing the best they could given the circumstances and dramatic shift of the instructional delivery model.