

Monitoring Report - Ends Policy October 2021

E-4 Social Skills 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 the board policy. I certify that the information contained in this report is true as of October 20th, 2020.

Peter Rosenkranz, Superintendent

SUPERINTENDENT'S INTERPRETATION OF POLICY

I interpret Social Skill Development to mean the board expects each student to have the skills necessary to be a confident and self-reliant student who will grow into a confident and self-reliant adult. Students will be expected to learn developmentally appropriate social skills throughout our system culminating through graduation and beyond.

REPORT

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

- 1. Students will be able to share, negotiate solutions to problems, respect the uniqueness of others and act assertively in support of their own learning in a manner that invites positive relationships.**

Intention to reduce the spread of COVID-19 has impacts that will continue to impact students and adults alike. Social interaction is necessary for our own mental health and wellbeing. Additionally, our regulations have, at times, over-inflated harassment and bullying claims to the point that kids avoid conflict. The days of negotiation on the playground and children solving problems on their own appear to be slipping away. That's not to say the impacts of serious bullying are to be neglected, however, at times much of what could be negotiated and or resolved with kids working with each other is lost. Returning to the discussion about homecoming (in Ends 2 Monitoring Report), I was pleasantly surprised at the email from students regarding options for holding a homecoming dance this year. Students successfully presented solutions with respect and were persuasive in their arguments. In the end, students were able to negotiate, plan, and successfully put on their own homecoming dance.

- 2. Develop a deep awareness of the factors that will guide their personal actions in regards to substance use, sexuality, respect for others, compassion for others, and honesty.**

There are three factors that are having a positive impact on our student's awareness of substance use, sexuality, and respect for others. Specifically, our health youth survey results typically show low numbers across the board on substance use as compared with other communities and with the state. Additionally, we are working toward the adoption of updated health materials in line with state standards. Finally, we continue to work with our counselors specifically, this year, we are working toward a comprehensive counseling plan.

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

There are several typical groups in which students can show leadership such as ASB, student council, leadership classes, blue crew, and a new aspect of service leadership with Hawk Helpers. I would like to call out those who lead by example. As we broaden what it takes to be a leader, they are not always the vocal sort. Often our future community leaders show up every day and do their job as a student. They are on time, turn in quality work, and lead by example. These students come from a variety of backgrounds, however, they value putting in a hard day's work and doing the right thing without reward or prompt. The data we have for this success is our attendance rates. Students show up for classes in La Center. One of our community norms is that they come to school.

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

Specifically, student-led conferences are called upon to demonstrate this component of Ends four. Many of our classes also incorporate some form of presentation into their daily work and large assignments. Presentations are commonplace. Specifically, when approaching classrooms I often observe students presenting their learning or debating topics. I would take this a step further and simply ask, "Where do we incorporate student voice into our work as a district"? Is there a way we can provide the opportunity for students to present their ideas and solutions beyond student-led conferences and the once-a-year linkage?