

Student Learning Committee members reviewed ESD Board End #3 Connections to identify potential changes or additions to this Board End moving forward. They also watched a short video from Edudutopia at <https://www.youtube.com/watch?v=Q6niuYToam4>

# Connections

Goal: To know each student’s strengths and needs and have the systems and supports to respond to them so that all students graduate prepared for life’s opportunities.

**Outcome 3A: Every ESD student experiences extracurricular opportunities during their K-12 journey through ESD.**

Targets

Measures 10

<p><b>&gt; 90% of students will participate in least one extra-curricular/school related/community opportunity at each grade level</b></p> <p><b>includes close monitoring of the subgroups that have predictable underperformance)</b></p>	<ul style="list-style-type: none"> <li>● At the secondary level, measure how many students belong to some type of club or school organization</li> <li>● At the elementary level, measure how many students are accessing different types of school culture building events or roles: ex. Bobcat buddies, safety patrol, student helpers, student helpers, spirit day assemblies</li> </ul>
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**Strategies:**

- Effective Advisory Practices: Career exploration and planning
- High School and Beyond plans
- Mentorships / Work Based Learning
- Counselors, teachers intentionally promote the importance of engaging with extra-curricular or culture building events and look to engage students who are not connected. Types of events could include:
  - Robotics, Rock and Read, Homework Club, Chess Club, Knitting club, after school plays, ESL tutoring, Afterburners (Title / LAP Intervention)
- Implement parent education around the importance of providing opportunities to connect with the school and greater community.

**Outcome 3B: Students increase their level of connectedness and empathy with peers, within the school as a result of participating in community circles.**

Targets Measures	
<p><b>B.a &gt;90% of all students will participate in a community circle at least twice a month</b></p>	<ul style="list-style-type: none"> <li>● At each school, measure the number of times that each teacher implements a community circle within each month</li> <li>● Have teachers regularly share out their observations about the development of empathy within their students.                             <ul style="list-style-type: none"> <li>● Give students regular opportunities to collaborate within the circle.</li> </ul> </li> </ul>

**Strategies:**

- Continue to train teachers in restorative practices and the use of community circles to increase students' sense of connectedness to their classmates and to the school.
  - Regularly collect feedback from students on the effectiveness of the circle in helping them to feel connected.
  - Create flexible scheduling of community circles at every school.
- Offer multiple opportunities within the circle for students to see issues or topics from a variety of perspectives. Give them opportunities to put themselves into someone else's shoes.

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| <ul style="list-style-type: none"> <li>● Action research</li> <li>● Focus groups</li> </ul> |
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**Outcome 3C: Students learn essential social emotional skills to experience increased connections between peers and between staff and students.**

Targets Measures	
<p><b>3C.a &gt;90% of students will have access</b></p>	<ul style="list-style-type: none"> <li>● Take an inventory of what we currently have in place and record these programs on a <b>to Social Emotional Learning</b> spreadsheet.</li> </ul> <p><b>Supports throughout their K-12</b></p> <ul style="list-style-type: none"> <li>● Map out the ways we are serving students, record the number of students who are <b>journey</b> being supported and identifying areas where these systems need to be strengthened.</li> </ul>

**Strategies:**

- Take an inventory of what is currently being used in every school.

- Use the CASEL and ASCA resources to guide our work in ensuring that SEL supports are in place at every building.
- Use the PBIS/MTSS teams to support social emotional learning with the schools.
- Use the Community Circle protocol and look for ways to embed the social emotional learning skills into these circles.
- Give students multiple opportunities to engage in teamwork and collaboration throughout the day.
- Leverage the grants that we currently have to support initiatives like the Positive Action Program to promote social/emotional wellness.
- Potentially adopt Second Steps K-8 for tier one

**Student Centered Learning Committee Observations : Noticings: What should we consider adding or changing as we review the Board End of “Connections” this year?**

- Missing diversity, equity and inclusion (DEI) in the goal area
- Accessibility by all students? (extracurricular)
- Student voice needed (feedback on community circles)
- 90 percent goal for extracurricular: Should we chunk this goal out into more achievable goals? ● More parent connections: How does parent involvement affect student connectedness? ● Very positive that 1/3 of the goals equal connections (wellbeing) : Positive whole child approach ● How do we have opportunities for minority/underrepresented students?
- These are structures. How do we ensure that the results of the strategies are that kids and families are feeling connected/belonging?
- After school transportation plan to reach all families/kids?
- Curriculum/library books: Do they reflect our student population?
- Sustainable funding for clubs