

Mercer Island School District #400
Board of Directors Meeting

April 21, 2022

Full Governance Process Monitoring—Board Policy 1800 Operational Expectation 01 | Fundamental 3- Level 2

Fundamental 3: Develop self-awareness, empathy, emotional/social intelligence, responsible decision-making and citizenship.

As part of the Board's annual planning calendar found in Policy 1008P, this monitoring report focuses on Board Policy 1800 Operational Expectation 01, Fundamental 3, which states: “Develop self-awareness, empathy, emotional/social intelligence, responsible decision-making and citizenship.”

This report and the included data describe the work in our schools to meet Fundamental 3. The instructional team considered the superintendent’s interpretation of Fundamental 3, which was originally approved by the Board on January 10, 2013. The interpretation was most recently revised and approved by the Board on March 11, 2021. The most recent superintendent's interpretation is attached for reference.

This report includes both quantitative indicators from the Developmental Asset Survey (DAS) and the Educational Effectiveness Survey (EES), as well as qualitative indicators from our schools. Please note, MISD is no longer administering the Asset Survey for reasons already discussed with the Board, which included cost, duplicative information from other surveys administered, and survey exhaustion for students. During the language review of Fundamental 3 the Board may wish to remove this from future reports.

The six schools, learning services, and other departments in the central office provided qualitative inputs to demonstrate progress toward Fundamental 3. This is a change in practice from previous monitoring reports when the data was derived almost entirely from the schools. The majority of the qualitative indicators center on the ways in which the organization continues to remain committed to students even amidst the challenges of COVID-19.

QUANTITATIVE INDICATORS

Previous Boards considered numerous quantitative factors from the Asset Survey and the Educational Effectiveness Survey and the following items were selected to highlight implementation of Fundamental 3. To the extent available, prior year’s data are included. All of the *Educational Effectiveness Survey (EES)* results come from the additional *Student Skills and Beliefs Survey* (a survey of student engagement, motivation and 21st century thinking and learning skills) first offered in 2013 and significantly revised in 2014. The *Developmental Asset Survey (DAS)* was given to high school students in alternating years prior to the COVID-19 Pandemic. As noted above, this is no longer a tool in use.

As a reminder, the HYS is a collaborative effort of the Office of the Superintendent of Public Instruction, the Department of Health, the Department of Social and Health Service's Division of Behavioral Health and Recovery, and the Liquor and Cannabis Board. The survey provides information on trends in the patterns of behavior of youth over time. It is administered in alternate years across Washington state to students in grades

6, 8, 10 and 12. The fall 2020 administration of the HYS was postponed until fall 2021. This is not currently part of the monitoring report but could be reexamined in the future.

Survey	Indicator	SY 16-17	SY 17-18	SY 18-19	SY 19-20	SY 20-21	SY 21-22
Developmental Asset Survey Results – given to MIHS (9-12) students in alternating years	Average number of Developmental Assets (40 possible) reported by MIHS students		19.9		20.9	N/A	N/A
	% of students reporting the Asset of “Self esteem”		38		35	N/A	N/A
	% of students reporting the Asset of “Positive view of personal future”		64		63	N/A	N/A
	% of students reporting the Asset of “Sense of purpose”		49		47	N/A	N/A
	% of students reporting the Asset of “Personal power”		44		38	N/A	N/A
	% of students reporting the Asset of “Restraint”		31		36	N/A	N/A
	% of students reporting the Asset of “Peaceful conflict resolution”		64		65	N/A	N/A
	% of students who agree that “Helping other people” is important.		68		85	N/A	N/A
	% of students who agree that “On the whole, I like myself”		72		69	N/A	N/A
	% of students who agree that “All in all, I am glad I am me”		74		69	N/A	N/A
Educational Effectiveness Survey Results – given to students in	% of students who agree “I am hopeful about my future”	86	86	85	87	N/A	82
	% of students who agree “I am a responsible student”	83	83	84	88	N/A	**

grades 4 through 12 each spring	% of students who agree “I take responsibility for working on my goals”	85	85	87	90	N/A	**
	% of students who agree “I pay attention to how I feel”	78	77	79	79	N/A	73
	% of students who agree “I can resist doing something when I know I shouldn’t do it”	79	84	83	86	N/A	77
	% of students who agree “I can calm myself down when I am excited or upset”	72	71	73	77	N/A	66
	% of students who agree “I am a hard worker”	84	85	85	89	N/A	80
	% of students who agree “Setbacks don’t discourage me”	67	67	67	68	N/A	58
	% students who agree “I feel bad when someone gets their feelings hurt”	85	88	90	92	N/A	85
	% student who agree “I am comfortable interacting with people from a different racial or ethnic background	91	94	94	95	N/A	94
	% students who agree “When my solution to a problem is not working, I try to figure out what went wrong”	81	81	83	86	N/A	76
	% of students who agree “Most students are respectful of others at this school.”	59	58	61	68	N/A	52
	% of students who agree “In my school, I feel that I belong to a group of friends.”	78	79	79	80	N/A	74
	% of students who agree “I am treated with as much respect as other students.”	78	77	78	83	N/A	**

** Question not included in the 2021-22 EES Survey

The District, in alignment with the Board’s direction, administered the Educational Effectiveness Survey (EES) during the month of March. The survey is given every other year and asks for perceptual feedback from parents,

students (grade 4-12), and staff. Fundamental 3 highlights several of the student perceptions of self-awareness, empathy, emotional/social intelligence, responsible decision-making and citizenship.

With the exception of the statement, “I am comfortable interacting with people from a different racial or ethnic background,” our students responded less favorably than pre-COVID perceptions. Gains made in those who agree or strongly agree in such areas as student respect, setback, self-regulation, and cognitive awareness about feelings slipped backwards. The schools and district will spend time in the coming months unpacking the data to help with future planning.

QUALITATIVE INDICATORS:

The following qualitative data provides evidence in the form of learning vignettes to support Fundamental 3 – Develop self-awareness, empathy, emotional/social intelligence, responsible decision-making and citizenship. The Fundamental has been divided into four themes, which are connected to the Superintendent’s Interpretation:

- Theme 1: Develop self-awareness
- Theme 2: Emotional/social intelligence including empathy
- Theme 3: Responsible decision-making
- Theme 4: Citizenship

Some of the vignettes apply to multiple themes within Fundamental 3. However, these qualitative descriptions have been matched with the theme they correlate with best.

The six school teams will be at the April 21, 2022 Board meeting to engage in a conversation with the Board.

Theme 1: Developing Self-Awareness

Elementary Second Step Curriculum

Second Step is the core Social/Emotional curriculum for our elementary students. *Second Step SEL* is a program designed to help students succeed in class, connect with peers and staff, and develop/promote a safe and respectful school climate. The program consists of four main units at each grade level (Skills for Learning, Empathy, Emotion Management, and Problem Solving) that will be taught early in the year, and maintained through common language throughout the school year. As we have transitioned back to in-person from the remote and hybrid learning models used last school year, teachers have continued to prioritize SEL instruction and practice and building community.

Career Builder Classroom Lesson- IMS

Counselors visit 8th grade Social Studies classes, in conjunction with High School registration to begin career exploration and future planning. All students have access to a career interest quiz, where they self-reflect and answer questions about their personality and interests. Results are provided and students are given the opportunity to explore different career pathways, including educational requirements and job prospects. This lesson is timed to coincide with High School registration, so students start to visualize their pathway towards life beyond High School. This is a required activity for all 8th graders.

SBIRT - IMS

In partnership with King County, Islander will continue to implement that SBIRT screening protocol. During the 2021/2022 school year, all 7th graders at IMS will have the opportunity to be screened and receive followup intervention. IMS will use the *Check Yourself* tool, a screener designed by Children's Hospital and the Children's Research Institute, to screen students in the areas of mental health, substance use, lifestyle and adverse childhood experiences. Following the screener, each student will receive individualized feedback ranging from information about healthy choices to counselor intervention or referral to community resources.

MIHS

Islander Hour: Islander Hour's mission is to have a designated time for all high school students to receive any necessary academic help and to build meaningful relationships with teachers and students. The primary goal is to have each student have an adult in the building that knows their name, strength and need. On 9/22/21, we intentionally started the year with a Mental Health Lesson where students were given resources and ways to address their own mental health needs. Lesson:

- Slides with Voice Over (28 mins)
- Padlet for Lesson (after video)

Student Voices for Change: This is a student led group guided by a commitment to empathy, curiosity, and accountability, Student Voices for Change seeks to instate student-led initiatives that foster open dialogues, a sense of safety, equal opportunities, and a feeling of belonging for every MIHS student, regardless of their personal identity.

Crest students engage in student-led parent teacher conferences following the first and third quarters. This is an opportunity for students to own their learning, demonstrate progress, and share their progress with the faculty and their parents. Crest teachers also incorporate formal and informal reflections as a regular part of curriculum and assessment across all class offerings.

English: 9th and 10th grade English Curriculum has been designed to broaden the perspectives of authors, characters, and overall narration about the human experience. Some 9th and 10th grade examples include: *Purple Hibiscus*, *Night*, *The Kite Runner*, *American Born Chinese* which specifically focuses on acceptance, identity, culture, race, racism. New readings this year include: *Poet X* which focuses on race/identity and coming-of-age and *The Bean Trees* which addresses topics such as gender, identity, immigrant experiences, and indigenous peoples' experiences.

11th and 12th grade English Curriculum uses various reflective assignments where students review their developments as writers, identify areas of strength and areas that need growth, and make plans to move forward. English 11 also includes the study of American literature and rhetoric that allows for students to develop as citizens and build the skills that are required of active members of our civic community. The English 12, Race, Identity, and Representation class provides students who choose to take this course the opportunity to take a deep dive into fiction and nonfiction that asks the students to be vulnerable, open, and empathetic.

In addition, the English department and Crest Learning Center have adopted *The Best We Could Do*, a graphic memoir, as a core text. The text explores concepts of identity formation, generational trauma, the power of memory, and personal growth as the author narrates her family's experiences as Vietnamese refugees before, during, and after the war. The text asks the students to explore their own identity and question who they want to be as they face their life after graduation.

Social Studies: Students enrolled in Social Study courses at MIHS discuss current events and civic issues at all grade levels, bringing in outside voices and resources to comment on concerns, promoting social intelligence. In these classes, students evaluate multiple sources of information to come to conclusions, promoting responsible decision-making. Students also develop skill in sourcing evidence—in evaluating the reliability, authority, and bias of the creator and in contextualizing details. This fundamental historian’s skill is crucial to living as a citizen of a democracy in our information age.

Some topics covered in these courses include:

- 9th graders learn about subjects such as, but not limited to:
 - The five major world religions and eastern philosophies, promoting empathy with an increased understanding of global belief systems
 - Lessons on law codes, such as Hammurabi and Ashoka, apply concepts such as fair, equal, just, and equitable
- 10th Graders explore topics including, but not limited to:
 - History of antisemitism & the Holocaust
 - Imperialism & White Man’s Burden
- 11th Graders explore topics such as, but not limited to:
 - Civil rights
 - Historical conservation movement and how it applies to the actions of the mercer island community (Note: for examples of student work in this unit, please click [here.](#))
 - Racism and slavery in the United States during the 17th and 18th centuries
- 12th Graders explore topics including, but not limited to:
 - Students complete a Civic action project which requires them to take action as citizens in the local community.

Partnership Between Mercer Island School District and Mercer Island Youth and Family Services (MIYFS)

The school-counselor collaborative partnership between MISD and MIYFS tentacles into all four of the superintendent’s themes in the interpretation of Fundamental 3. Though highlighted in Theme 1, it should be noted that student benefits may be observed in the other three themes as well.

Each school in the Mercer Island School District has a Mercer Island Youth and Family Services (YFS) mental health counselor who provides social-emotional support, education, and enhancement to students as well as consultation to staff, parents and administrators. At Islander Middle School the support has been increased over the past several years using counselor interns under the direction of MIYFS and Harry Brown. Mercer Island High School benefits from two MIYFS counselors, a staffing model in place for many years. The two counselors work in tandem, but one also has a drug and alcohol prevention and intervention expertise.

The MIYFS counselors are so well-embedded in the schools that families often do not even realize they do not work for the district. This is testament to the collaboration between the school administrators, teachers, staff, and counselors. The partnership is student-centered and aims to offer services as preventative supports as well as acute intervention.

The seven MIYFS counselors work with students in the classrooms, within small groups, and in one-to-one therapeutic settings. They also offer training to staff on topics such as depression, suicide, grief, and other social and emotional challenges facing students.

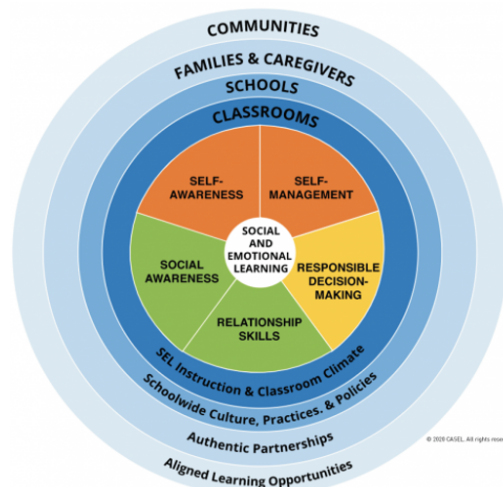
SBIRT -MIHS

In partnership with King County, the Seattle Children's Research Institute, and Tickit Health, MIHS is piloting the Screening, Brief Intervention, and Response to Treatment (SBIRT) screening protocol. The MIHS SBIRT team is composed of our R&R and school counselors, as well as an administrator. During the second semester at MIHS, approximately 3-5 subject classes (~100 students) will have the opportunity to be screened and receive followup intervention from our SBIRT team. With the 2021-22 school year as our SBIRT pilot year at MIHS, we have plans to expand this mental health screener to an entire grade-level or approximately 350 students in 2022-23. For more information about SBIRT and the 2021-22 rollout please click [here](#).

MIHS Book Club is a new club this year. They have read and discussed *Circe* by Madeline Miller and *Ace of Spades* by Faridah Àbíké-Íyímídé. The club members reflect and discuss their similarities and differences in the decisions of the book characters. Self-awareness is a big part of every meeting as club members discuss, “What would I have done?” or “What would I do next?”. Book club discussions also foster social/emotional intelligence (Theme 2), as they read about characters who in many ways are dissimilar from them. For example, while the main characters of *Ace of Spades* are high school students in an affluent school, both identify as Black, one is mixed race, one is gay, one engages in code-switching as he travels between a lower socioeconomic neighborhood and the school, and they are both mostly friendless. Discussing their choices and their lives gives club members a chance to see the world from a different perspective and develop empathy.

The MIHS Associated Student Body (ASB) brought in Sexual Assault Speakers (Lifewire) to speak to seniors about ways to prevent sexual assault and support victims of sexual assault. After the incredibly powerful informational presentation, the speakers split the group into two classrooms for a Q and A session and some more in depth discussions.

MIYFS and MIHS are also collaborating in bringing social-emotional learning to MIHS. MIHS School Psychologists and Youth and Family Service Counselors, provide individual and group support to students around many components of the CASEL SEL Framework (see graphic below), focusing on self-awareness, self-management, and responsible decision-making. Though highlighted in Theme 1, this collaborative partnership between MISD and MIYFS extends into Theme 3, Responsible Decision-Making. Therefore, Theme 3 will also be reported here in this section.



Special Services at MIHS - Students receiving special education services often work on IEP goals around social emotional learning. These goals are based on the CASEL framework (see the CASEL graphic above) which is a research-based framework for integrating social and emotional learning into student learning across many settings. The framework is designed to promote intrapersonal, interpersonal, and cognitive competence.

Self-awareness work, one of the CASEL foundational tenets, includes noticing feelings and behaviors associated with a specific "Zone of Regulation". This is a common language used across settings and helps students and teachers talk about behavior objectively, then identify solutions to assist the students in getting "back to the green zone" which is the zone for optimal learning. For example, a student might be falling asleep in class. The adult and student can look to the zones to identify which one "sleepy" falls in (blue zone). After a brief discussion, the student and teacher can identify a solution (i.e. take a movement break, drink water, have a snack) to help the student get back to the green zone.

Theme 2: Emotional/Social Intelligence including Empathy

Emotional Management—Elementary Schools

Every grade level spends an entire Second Step unit focused on *emotional management*. During these five to seven lessons, students develop their metacognitive awareness about their own emotions. Through discussion, reflection, and observation, students learn to: recognize what they feel in their bodies; manage frustration; calm themselves when confronted with strong feelings; handle their emotions when having to wait; recognize anger; bounce back when they are knocked down; navigate feelings associated with being worried; recognize test anxiety; handle accusations; address hurt feelings, avoid jumping to conclusions, and resist revenge. As students have returned to school this year, we have found this to be an area of growth for our students, and the structured learning coupled with classroom and playground practice has been critical to support our learners.

Social Emotional Learning & Self-Awareness - Lakeridge - Zones of Regulation

The special education staff at Lakeridge work daily with students to identify their current Zone of Regulation. This helps foster our student's self awareness of their feelings and their mood to better help them understand how those emotions impact learning. Students are allowed to share with each other their feelings as they come into class and offer each other social emotional support at times when emotions or feelings are dysregulated.

- Kelso's Choice

Lakeridge's MIYFS Counselor Julie Mattson leads and co-teaches Kelso's Choice lessons in K-2 classrooms to develop self-awareness and self-management strategies for student-led conflict resolution. The program helps students build character, take responsibility, learn self-management and problem-solving, and discern between big problems and little problems. Kelso's Choice promotes prosocial behaviors for our youngest learners.

- Calm Down Corners & Self-Awareness Strategies

Every classroom at Lakeridge includes a calm down corner and self-awareness instruction. Kids, like adults, often have a lot of feelings and emotions to process throughout a school day in a classroom setting. A calm down corner is a space where kids can self-select to go to to recenter and refocus when needed so they can calmly and successfully join in the learning environment again. Calm down corners provide a variety of calm down, mindful tools and strategies for students to select from when needed. Items like anchor charts remind

students of calm down breathing techniques that are taught and practiced throughout the year. The space is generally small, but cozy and comforting. A variety of books about dealing with big feelings or peaceful and/or fun pictures and stories are available. The key to our successful calm down corners, however, is the explicit teaching of how to recognize feelings and states of mind and then which calming strategies work best for students individually.

Flocabulary - Island Park

Flocabulary is a company that creates age appropriate and extremely engaging hip-hop songs and video lessons that address, among other themes, social and emotional health. A school license provides classroom access to the videos as well as a tool that assists students in writing their own hip-hop songs to a myriad of pre-programmed beats. Social/emotional themes include managing frustration, building empathy, respect, managing worry, joining in and including others, and liking oneself. Vocabulary and discussion guides accompany each lesson.

West Mercer Weekly Wrap Up

Each Friday, the principal shares a brief “wrap-up” video each week focused-around a keyword and corresponding read-aloud picture book. The word and text theme corresponds to our social-emotional learning goals and overarching school values of empowerment, growth, and valuing ourselves and one another.

West Mercer Buddy Bench and Peer Mediators

The Buddy Bench program at West Mercer is designed to provide designated spaces at recess for students to make connections, build relationships, and solve problems. Students may access these benches throughout their recess period.

West Mercer “Lunch/Games” with Ms. Anna (Counselor)

The counselor hosts weekly drop-in lunches and game sessions with the focus of giving students opportunities to build relationships and strengthen their sense of belonging in the community outside of class time.

Island Park - We Thinkers!

We Thinkers! curriculum is used to build foundational social competencies and essential life skills for students with adaptive skills. We Thinkers! utilizes stories, lessons and play activities to help students gain a better understanding of themselves and others. Topics include: developing self-awareness, perspective taking, social problem solving, social-emotional learning, relationship building, classroom learning and academic performance. The materials are designed to be used with both typically developing children and those with social emotional learning goals. The materials can be used on-line and in-person.

Island Park - Weekly Wrap Up

Each week at Island Park, the principal connects with students in a *Weekly Wrap Up* video session. A “word of the week,” is shared. The word highlights a character trait or connotes a universal attribute like friendship, stewardship, empathy, etc. It is defined and used in a school context. A book, available in the school library, that incorporates the concept is shared. Personal stories from the principal are also shared. Finally, musical selections and poetry, germane to the theme, are often played or recited.

The Great Kindness Challenge - Elementary Schools

All four elementary schools participated in the international Great Kindness Challenge this year. At the heart of the Great Kindness Challenge is the simple belief that kindness is a positive and powerful force that, when repeated, is habit forming and becomes common practice. Each year, we use the resources from the Great Kindness Challenge organization and other related kindness and empathy organizations and resources to help us plan school-wide, classroom-based, and individual activities for students to focus on kindness.

Lunch groups- IMS

The Counselors run groups during lunch 3 days a week. These small group opportunities provide a space outside of the larger lunchroom for students to connect in a more intimate setting. All groups are open to all students and they are offered on a drop-in basis. These groups give students the opportunity to practice social skills, help students forge connections with peers and feel a sense of belonging.

“We all Deserve Good Mental Health” classroom lessons- IMS

Sources of Strength Peer Leaders, in partnership with Counselors, teach classroom lessons about mental health and warning signs of suicidal ideation. All 7th graders receive this lesson in their Science classes. A comprehensive overview of what all mental health encompasses, including a clear explanation of what all is involved with taking care of oneself including: sleeping, nutrition, exercise and coping skills. It also highlights strategies for how to help a friend who may be exhibiting signs that something is troubling them, how to support them, and how to connect them to a trusted adult.

MIHS

Islander Hour -

- Growth Mindset: MIHS and MIFYS counselors developed lessons around social-emotional wellness, which have been offered to students throughout our MIHS Islander Hour time. Teachers and counselors have led sessions addressing topics around the value of learning, learning from mistakes, and developing a growth mindset.
- School-Life Balance: As part of our school improvement plan, our goal of reducing stress and anxiety through our school-wide efforts to eliminate homework over breaks will continue to be discussed and analyzed through our Islander Hour as well.
- GAS: Teachers and counselors continue to have conversations with their IH students based on GAS (grades, attendance, and social - how/what students are doing socially in their life-clubs, volunteer efforts, sports, college choices, etc).

Crest - One of Crest's pillars is healthy relationships. Crest Staff meet bi-weekly to discuss ways to support and address individual student needs and concerns. All Crest teachers also incorporate regular student check-ins to help students interact and build empathy with each other.

English12 - This Race, Identity, and Representation in Comparative Literature course analyzes and discusses race and identity through multiple critical lenses. The curriculum directly addresses issues of race, gender, sexuality, religion, class, ability, and culture in the modern world. Drawing from the lived experience of diverse writers, students have the opportunity to understand and analyze how writing and expression provide an insight into the history of marginalized voices and can serve as a powerful tool for social justice.

Drama 2 - Student's have the opportunity in this class to expand their perspective as an artist while taking on leadership roles in playwriting projects. Playwrights are given the support of directors from Youth Theater Northwest to workshop and stage their plays. Creating a play requires emotional intelligence to explore characterization and relationships. This work also helps students better understand their own identities. The

student actors perform their peers' plays which provides further opportunities to empathize with the playwrights and embody their work, their characters, and ultimately their perspective.

The Associated Student Body (ASB) dedicated their DECA project to supporting the mental health of all MIHS students. They organized thoughtful instagram posts reminding people to put their mental health first and helped people learn ways to relax. They also passed out green ribbon pins to have people show their support and awareness for mental health.

MIHS Learning Commons Serves as a center for students in their daily academic and social lives. To support empathy and social-emotional wellness, they are:

- Providing monthly, topical displays and reminders to students that reinforce empathy and SEL.
- Choosing books to help students build awareness of their world, themselves, and of others. Understanding different perspectives is achieved through the stories of other people's lives and events in history, which can be explored through fiction and non-fiction.
- Guiding student interest groups that expand cultural awareness and appreciation.
- Providing comfort dogs during times of stress for students.
- Creating a safe and comfortable place for student study and down time.
- Guiding student poetry groups that include reading, re-working, and writing poetry to express perspectives.

To find out more or see photos of this work, visit the MIHS Learning Commons [Sway](#) or the [Learning Commons website](#).

The MIHS radio class produced the "I Wish" campaign for MI Parent Edge encouraging community and student conversations about Mental Health. Below is the link to a video produced by Jonathan Aggar with a variety of radio students narrating what our students wished their teachers, parents and peers knew. The goal of this campaign was to provide good conversation starters for future Islander Hour classes. Also, MI Parent Edge incorporated this messaging into their materials so that MIHS parents could hear the message too and possibly start a conversation at home too. [I Wish Project Video Link](#)

Special Services at MIHS - Students receiving specially designed instruction in social/emotional, adaptive or communication areas often work on relationship skills, another core competency from the CASEL framework. Students are encouraged to take the perspective of others in daily classroom activities including structured communication activities, informal conversations, and more formal tasks (helping others).

Peer Mentors (a class) and Best Buddies (a club) also breed empathy through working with those who communicate and engage differently.

Peer Mentors take a semester-long class where they meet every day with the special education teacher, paraeducators, and students with disabilities. Mentor duties often include learning to communicate with a student or students based on their preferred style, supporting students in accessing social opportunities in the general education setting, and becoming allies and friends naturally.

[Best Buddies](#) is an international organization focused on building natural support and 1:1 friendships between people with disabilities and people who do not. This club is in its 3rd year at MIHS and is going strong.

Special services also offer social skills training to students through weekly Schoology lessons and in-class discussions. Students watch a video or read an article, the topic is discussed as a whole class, and then students

create an original post on Schoology. They deepen their learning through following-up and commenting on a peer's post. This is intended to help students learn how to agree or disagree with another point of view in a respectful way and to simulate real-life experiences with social media.

Mindfulness is also practiced every day in special services classrooms and students are encouraged to try various types of mindful practices. Sometimes a whole class engages in guided activities, sometimes students apply mindfulness individually through an iPad app, and other times students take a short movement break and listen to calming music.

Our special education teachers also partner with speech pathologists to offer weekly perspective taking sessions. Special ed teachers collaborate with school psychologists and provide weekly lessons around an SEL topic for the week.

Theme 3: Responsible Decision-Making

Elementary Positive Behavior Intervention Strategies (P.B.I.S.)

Schools have created varied tools and processes to support the implementation and improvement of P.B.I.S. as we have experienced all the changes to schooling over the past few years. P.B.I.S. is a school-wide system of support that includes proactive strategies for defining, teaching and supporting appropriate student behaviors to create positive school environments. Through proactive teaching, modeling and reinforcement, public posters, assemblies, classroom discussions, positive tokens (school-wide slips), and public recognitions, students become aware of and internalize desired behaviors. Expected behaviors for classroom and other public spaces are posted, taught and referred to when working through student behavior issues.

“The Wolf Way” - West Mercer

The Wolf Way is a schoolwide PBIS expectation system specific to West Mercer. Our PBIS team created posters and common messaging around our 3 core expectations building-wide - be responsible, be safe, and be respectful. Teachers may acknowledge these behaviors through the use of HOWL tickets and recognition within their classrooms.

“Be the Three to Grow Our Hearts and Minds” - Northwood

At Northwood, the school-wide PBIS is known as “Be the Three”: Be safe, be respectful, be responsible. Each year, our PBIS team amends and clarifies the positive behavior expectation matrices to support learning behaviors across our campus environments. Our PBIS leadership team regularly looks at our practices and considers ways to support kids to success, including all staff acknowledging when they see students' positive behaviors with Soaring Owl tokens. Northwood infuses this positive behavior belief system in all that we do; from classroom management to recess expectations; from common language in all Northwood spaces to our Soaring Owls' Nest Story Time. Our students strive to Be the Three so that all who attend Northwood have the opportunity to be a part of a supportive and collaborative learning community. Northwood has posters displayed throughout the building and posted within the teachers' classrooms reminding students of common expectations and once a month, two students are recognized from each classroom who have exemplified and/or grown toward our “Be the Three” goals. These students are invited to attend a Soaring Owls' Nest Story Time with the principal to celebrate their efforts and listen to a story read aloud. This year, we have defined the first week of each month to review and reteach our Be the Three expectations, ensuring all our learners have regular instruction they need to build these behavior skills. week. Our PBIS team examines Soaring Owls data (i.e., how many students were acknowledged with Soaring Owl tokens each month) and Behavior Incident reports (i.e., what types of problems are students having at school) to help us target our

instruction to meet student needs. Teachers have leveraged the PBIS system alongside their class meetings to cultivate positive and cohesive classroom cultures this year.

Character Trait of the Month - Northwood

Northwood's school community focuses on a different Character Trait every month; September - Resilience, October - Cooperation, November - Gratitude, December - Review, January - Kindness, February - Empathy, March - Patience, April - Perseverance, May - Generosity, June - Honesty. Our school has daily announcements that highlight each of the individual character traits. Students are acknowledged by staff members for displaying the character traits, and staff source and share myriad resources to support student understanding and development of these character traits.

Lion PRIDE (Schoolwide PBIS) - Lakeridge

Lakeridge's school-wide PBIS program is known as "Lion PRIDE". The three pillars of Lion's PRIDE are 1.) Our motto "Work Hard. Be Kind."; 2.) Our Character Traits of the Month; and 3.) Our school-wide expectations of "Be Safe, Be Respectful, and Be Responsible" referred to more simply as "Be the 3". We teach, model, and positively reinforce what Lion PRIDE looks and feels like every day and in every common space including homeroom classrooms, our cafeteria, playground, hallways, bathrooms, specialist classrooms and for assemblies. Our Lion PRIDE motto and expectations are displayed in every hallway, classroom and shared space throughout the school. We promote desired behaviors through PRIDE slips that recognize individual achievement; Lions Den Lunches that honor students from every classroom as role models of our Character Traits of the Month; and we have school-wide 10,000 PRIDE Ticket Challenges that recognize our collective efforts toward school-wide goals. Student council members read two PRIDE Slips that highlight Be Safe, Be Respectful, Be Responsible every day in our morning announcements. Our morning announcements also include daily inspirational quotes and/or positive reinforcements of all aspects of our Lions PRIDE (PBIS) as well.

Character Trait of the Month - Lakeridge

Lakeridge students and staff focus on developing and demonstrating positive character traits each month. These character traits help define Lion's PRIDE and "The Lakeridge Way". September is Gratitude, October is Cooperation, November is Generosity, December is Resilience, January is Patience, February is Kindness, March is Honesty, April is Empathy, and May is Perseverance. Every month, 2-3 students from each classroom are invited to the "Lion's Den" where students are honored as being the best representatives for the school of that month's character trait.

Positive Behavior System - Island Park

Island Park's PBIS system comprises a variety of elements including S.O.A.R. recognition slips and announcements, Mindfulness, Second Step and Zones of Regulation. Staff are encouraged to weave S.O.A.R. into class discussions, literature choices, and all areas of study as well as draw connections during class meeting opportunities.

S.O.A.R is Island Park's positive behavior recognition system that acknowledges students who are demonstrating one of the following behaviors in the classroom, common areas, lunchroom, restrooms, and at recess: Safe, Respectful and Responsible.

PBIS/SEL Tier 2 Intervention - Elementary Schools

As part of our continuing work to implement Multi-Tiered Systems of Support, all of our elementary schools have established Tier 2 Intervention processes to support students who demonstrate a need for additional support beyond the Tier 1/Universal school-wide PBIS (Positive Behavior Intervention and Support) and SEL

(Social Emotional Learning) instruction. Each school has identified staff to support students using a research-based “Check-in, Check-out” process. This intervention builds a positive, supportive relationship between the adult and the child, with a focus on moving toward student-specific goals. The adult engages the child in a daily check-in to focus on the goal for the day, followed by a check-out to review how the child fared that day. Students are recommended for this support using our Student Study Team process, and data is collected and reviewed to monitor the child’s response to the intervention. Goals are adjusted as needed during this process. The intervention is designed to last between nine and twelve weeks, and it provides an additional layer of instruction and reinforcement for the Tier 1 social emotional learning. While these interventions have looked different in the varied school environments and schedules during the pandemic, these interventions have continued and we are finding new ways to engage and support our learners.

Elementary Mindfulness

Mindfulness supports students in developing self-awareness, emotional regulation, and empathy and fosters a moment-by-moment awareness of one’s thoughts, emotions, sensations, and surrounding environment. It respectfully teaches students how to meaningfully “pay attention”. Current research states mindfulness leads to *heartfulness* in that it nurtures positive mindsets such as kindness, compassion and empathy.

DBT Groups- IMS

The IMS, MIYFS Counselor Harry Brown is facilitating 2 ongoing groups using the curriculum **Dialectic Behavioral Therapy Skills Training for Emotional Problem Solving for Adolescents (DBT STEPS-A)**. DBT STEPS-A is a universal social emotional learning (SEL) curriculum designed for middle/high school students in educational settings. The DBT STEPS-A curriculum is designed to help adolescents develop self-awareness, perspective taking, coping strategies and decision-making abilities under emotional distress. The DBT STEPS-A curriculum is based on the skills of comprehensive Dialectical Behavior Therapy (DBT) that have shown to be effective with both adults and adolescents experiencing mild to severe levels of emotional and behavioral difficulties. The STEPS-A program is also used in one of the Special Education Program to support Social Skills instruction.

Behavioral Support Team - IMS

The Special Services team at Islander, in partnership with our MIYFS counselor and administration, has developed a behavioral support team. The team meets weekly to review the behavioral needs of all students at IMS and works to brainstorm supports for students in making responsible decisions. The team reviews data around student behavior to determine possible interventions and teacher supports.

MIHS

Islander Hour - In getting to know their students through name, strength and need, teachers have taught organization tools and techniques that support students' executive functioning.

Crest - As part of the Crest Block curriculum, students complete a project that requires planning and conducting a community-building event. Note that events during the 2020-2021 school year were virtual; this year we hope to hold them in-person during the Spring 2021 semester.

Also at Crest, the Horticulture program incorporates lessons about responsible decision making throughout the year as students make decisions about the use of materials and how to conduct themselves appropriately in class and during work sessions in the greenhouse.

The Associated Student Body (ASB) - A group of leadership students led teamed up with the Social Justice subsidiary of the Athletic Leadership Team to discuss the wording of Sexual Assault in our schools handbooks.

This group has been working extremely hard on making our school a more supportive and welcoming place by altering the wording within our schools athletic codes and handbooks. They are also working to build awareness within athletics and the great school community around sexual assault awareness and prevention.

CARES Data & Student Support Team: During the 2020-21 school year, the CARES team was established to contact students and their families who were experiencing poor grades and attendance during remote learning. This school year, the CARES team and its various roles have been shifted to the Student Support Team (SST). The SST meets weekly to review CARES data (students who are failing in 3 or more classes who may also be experiencing attendance challenges) and other teacher recommendations for students who may be in need of support. The SST makes recommendations and the students review the recommendations with their counselors and family members. This promotes self-advocacy and guides responsible decision making, while supporting executive functioning and social/emotional needs.

The Learning Commons has involved students in exploring how to transform this space into a community hub that meets the needs of students beyond book check-out. The priority of this student focus group was to actively seek out more student voice in the renovation of this space. In December, the focus group created a survey and collected responses from the entire student body. The survey results identified nine (9) needs MIHS student's hope the learning commons might fulfill. To view the survey results and learn more about the project and its timeline, visit the [MIHS Library Renovation website](#).

The MIHS radio class produced the "Most Steer Clear" public service announcement campaign for the Mercer Island Healthy Youth Initiative encouraging students to "steer clear" of marijuana and other unhealthy substances. Listen to a couple of [PSA's](#) here.

Theme 4: Citizenship

Elementary Student Council

All four elementary schools have a student council. Each school council sets its own goals and areas of emphasis each year. The students typically focus on fundraising or humanitarian campaigns to help local, national, and/or international organizations as well as school spirit or school culture activities. Student leaders are typically 3rd, 4th, or 5th graders and represent their classes and act as a liaison with primary classrooms. Our staff advisors work hard to foster student voice through this process, empowering them to make choices for how they want to serve the school and broader community.

Leadership Ambassadors - West Mercer

A team of 4th and 5th grade students is trained to greet and welcome students and families upon arrival each morning. This group has created welcome signs for arrival and the building, as well as video messaging to share schoolwide. Their presence contributes to West Mercer's overall school value of being a place of joy where all are seen and valued.

Peer Mediators - West Mercer

West Mercer's 4th and 5th grade peer mediators are a trained group of student leaders who support safety, problem solving, and being an upstanding citizen within our recess spaces. These students are paired together and scheduled at each of our recesses throughout the week. They receive training on conflict resolution, problem solving, and community building, which supports their work with younger-grade peers on the recess playground.

Flocabulary - Island Park

Flocabulary is a company that creates age appropriate and extremely engaging hip-hop songs and video lessons that address, among other themes, civics and citizenship. A school license provides classroom access to the videos as well as a tool that assists students in writing their own hip-hop songs to a myriad of pre-programmed beats. Citizenship themes include the three branches of the federal government, the Bill of Rights, presidents, voting, elections, social justice, and the First Amendment. Vocabulary and discussion guides accompany each lesson.

School Greeters - Island Park

Interested fifth and fourth graders are trained to greet students when they arrive at school in the morning. Students are given vests and badges to identify themselves as they walk around campus welcoming students, modeling civility and listening to others as they share their hopes for a safe and productive school day.

IMS - Real Rent Duwamish

Our JUST Student Club implemented a Sticker Design contest, where IMS students created visual representations honoring the Duwamish tribe. Selected contributors to the contest had their images made into stickers that were sold at lunch to collect money that was then paid as rent to the Duwamish tribe.

WEB Program and Sources of Strength- IMS

Both the WEB Program (Where Everybody Belongs) and the Sources of Strength group teach the fundamental skills of self-awareness, emotional/social intelligence including empathy and citizenship. WEB, which stands for "Where Everybody Belongs" is a middle school orientation and transition program that welcomes 6th graders and makes them feel comfortable throughout the first year of their middle school experience. Built on the belief that students can help students succeed, the program trains mentors from Islander Middle School's 8th grade class to be WEB Leaders. As positive role models, WEB Leaders are mentors and student leaders who guide the 6th graders to discover what it takes to be successful during the transition to middle school and help facilitate 6th grade success. Additionally, the Sources of Strength group is composed of self-selected and/or teacher-recognized peer leaders who want to help inspire the IMS community to recognize their personal sources of strength. Through weekly meetings and school wide campaigns throughout the year, these peer leaders do their part as citizens to inspire positive messages of support and hope to our community. Both programs allow students to learn about themselves in leadership roles at school and to be empathetic to the needs of others all while representing IMS as ambassadors for their particular program.

Gator Time - IMS

Gator Reboot: IMS staff and administration recognized that returning to full time, in-person learning would be a significant transition for students. In an effort to support students in this transition, a team of IMS staff and admin created the Gator Reboot. During the first six weeks of school, students received targeted lessons during Gator Time on topics such as building and classroom expectations, being an upstander, study and organization habits, making new friends, and strengthening friendships. Each Gator Time lesson was accompanied by follow-up opportunities in each class of a student's day.

Gator Time Connection Assemblies: IMS Leadership planned, organized and facilitated two student run assemblies that were held during Gator Time. One was in concert with our administrators, with the purpose being to establish and communicate school wide citizenship expectations, and the second had a purpose of connecting students to school through relationship building and fun.

Gator Time Lessons that build character and citizenship: During Gator Time we have incorporated lessons honoring Dr. Martin Luther King Jr and Black Lives Matter.

MIHS

Crest - The Crest Student Advisory holds bi-monthly meetings with Crest staff to encourage student input on decisions and planning events that affect the community. The Crest Community Action/Civics project is another specifically tailored effort toward improving community analysis of public policy and implementation of a student-designed project.

Black History Month - Our BSU has created rich opportunities to celebrate Black History and Culture within the High School throughout the month of February. The celebration of the month will include: An Equity Challenge, Speakers, Music, Art, Food, Posters and Social Media.

The Learning Commons – In the transformation of the library to a Learning Commons, the need to renovate the digital spaces is just as critical as the physical space. The MIHS library website has a new look which includes an online research center. **The MIHS Online Research Center** includes databases for student research and includes newspaper and video access to a variety of credible resources. The website also includes information about a variety of resources available to students. This is where a new digital citizenship section will be added in February. This new addition to the Online Research Center will provide students with resources and tools to help them be responsible users of technology. Interested in learning about how this transformation impacts student learning? Visit **The Yoga Research Project** with Mr. Cree's yoga students.

Special Education and Counseling Departments have partnered with the Department of Vocational Rehabilitation (DVR) to coordinate school-based transition services. This work is funded through a grant and is critical work because young adults with disabilities remain one of the least represented demographics in the labor force. DVR grant funding, combined with staff efforts, is working towards ensuring pre-employment transition services are made available to all MIHS potentially eligible students with disabilities. This grant applies to students who are not only receiving IEP services, but also to those with 504 accommodations. Special Education and Counseling staff are planning and building activities to further the implementation of coordinated DVR transition services to MIHS students with disabilities.

The core of this work is through DVR and their Washington Transition Program (WTP). Led by our MIHS Special Education Department Chair, we are one of 3-5 pilot sites for the DVR WTP program. We were selected due to our historically strong relationship between MIHS and DVR.

The goal of partnering with WTP is to improve positive postsecondary outcomes for our adults with disabilities by increasing the availability and accessibility of transition services that are provided by DVR to MIHS. We are collaborating with DVR to improve our service delivery model and increase the access and improved availability of transition services for students with disabilities.

To date in the 2021-22 school year, the MIHS team has completed a needs assessment and are beginning to plan the implementation of expanded transition services. They are also in the process of identifying any additional staff professional development. The culminating project will be an annual site showcase that will reflect on the purpose and intent behind the 2021-22 work and offer an opportunity for us to engage in cross-pilot site sharing to further inspire and promote our future transition work. For more information about DVR's High School Transition Services, please visit their [website](#).

Special Services at MIHS - Students receiving specially designed instruction in adaptive skills are given the opportunity to participate in school-wide citizenship activities including recycling, cleaning, material delivery and other school jobs. They take pride in their ability to contribute to the running of the school and helping

teachers. They also participate in [Unified Sports](#) and [Sparkle Cheer](#), both of which aim to represent our school at a social and competitive level.

Athletics: Social Justice Through Athletics - This group of amazing MIHS students is a collaboration of various high school program athletes. They have been exploring ways in which they can take action in our athletic department, as well as other KingCo athletic departments, to better support those in less powerful positions. The student generated Mission Statement for this group is, “We want to create an environment in sports where everyone feels like they belong and not one is treated different because of their race. As a team, we will work to promote inclusion as well as spread awareness about current events.”

Their long term goal is to create a safe environment where student athletes from all walks of life feel comfortable, accepted, included, and encouraged to participate. This year, the Athletics Social Justice Committee has been taking several action steps toward this goal through educating themselves and others in our community about current social injustices, reflecting on how those may affect students and athletes at MIHS, and thinking of ways we can help combat the injustice. They also are working to gain attendance at female sporting events through the creation and distribution of flyers, radio announcements, Schoology messaging, and merch giveaways. At their next meeting, the group will be discussing the social injustices that women experience in professional sports due to a 2021 report that places the average woman athlete annual earnings at around 80% of the average male athlete’s salary (Note: this varies significantly between sports).

Student Clubs and Organizations - Through teacher and administrative support, many student clubs and organizations have mobilized to support action toward equity and anti-racism. While not limited to the following, some examples are:

- **Black Student Union** - Our BSU put on a live stream/video MLK and Racial Justice lesson for Islander Hour. At the conclusion of the lesson, we launched the MIHS 21 Day Race Equity Challenge (please see link [HERE](#) for more information).
- **Student Voices for Change** - Guided by our commitment to empathy, curiosity, and accountability, Student Voices for Change seeks to instate student-led initiatives that foster open dialogues, a sense of safety, equal opportunities, and a feeling of belonging for every MIHS student, regardless of their personal identity.
- **Asian Collective & Education Coalition for Asian Representation** - Working with administration and student leadership, they outreach to students to forward the voice for Asian and Asian-American students.
- **The Radio Club** also supported a letter writing campaign to encourage congress to assist MIHS alum Mohamad Imran in his efforts to free his little brother from a detention center he was being held in after fleeing Myanmar.
- **The International Club** prides itself on fostering empathy within our school community by helping our members become global citizens. The club attracts students who have lived abroad and are interested in sharing their cultures as well as students who are fascinated with the world and want the opportunity to learn from their peers! During each meeting we have either an exchange student, a person who has lived aboard, a guest speaker, or a club officer who has done deep research on a country present to our club. They also immerse themselves in the culture by playing local games, eating traditional food, listening to popular music in the area, and asking our speaker questions about life in that country.
- **Photography Club** hosted their first Holiday Art Show at Island House (assisted living home on Mercer Island). Every photography student was included in this show, and Photography Club members ran the show. Images were for sale at \$30 each, with \$25 going to the photographer and \$5 donated to Mercer Island Youth and Family Services. We raised \$315 for MIYFS! Next step plans include

connecting with the MI community to offer business photos and headshots this spring. Students are doing a lot of planning for this project, but Club members will offer headshots and product photography for select businesses. For more about this story, check-out the [MI Reporter](#).

- **Ally Project:** This Ally Project was put together by our QSA(Queer Straight Alliance). The project includes images of students and staff saying why they are Allies. This poster is hanging in the middle of the Commons to show explicit support for all of our students at MIHS and aims to foster inclusiveness throughout the school .
- **Student Voices for Change:** This Courageous Conversations poster was designed by our Student Voices for Change group. Teachers have been encouraged to hang this poster in their classrooms to empower Student Voices and create Courageous Conversations throughout the building.

K-12 Digital Citizenship

The foundation for excellent digital citizenship begins in K-5. Annual classroom introductions of technology align with school wide PBIS expectations: Be Safe, Be Respectful and Be Responsible. K-5 iPad lock screens display these guidelines and remind students to use technology with teacher permission and a learning purpose. During these introductions, teachers and Instructional Technology Coaches work together to help students visualize how real life citizenship mirrors digital citizenship. Once students understand how to “Be the Three with Technology,” teachers reinforce foundational and digital citizenship lessons as they work with students in context of the curriculum throughout the year with digital media tools. For example, every time students log in to online subscription tools, they are reminded to keep passwords safe and respect others’ password privacy. Media literacy including safe internet search tools and copyright protections are addressed during nonfiction writing. Students practice positive, safe, and ethical online communication skills by contributing to Seesaw, Google Classroom, and classroom blogs. In addition, each 2nd-5th classroom participates in a simple, direct instruction lesson annually to meet the Children’s Internet Protection Act (CIPA) requirements including Internet safety, online safety, cyberbullying, and digital etiquette.

These lessons are extended in middle school with overarching themes related to harassment and cyberbullying, online safety, and leaving a positive digital footprint. In their Gator Time classes in the fall, all students review the acceptable and responsible use of their student iPads, as well as Schoology and other online tools they will be expected to use throughout their time at IMS. Additionally, incoming 6th grade families, as well as those new to the district, receive information via a parent night video from the tech team and presentations at other new student events about appropriate iPad use, the various online tools students will use, and how parents can support their students with responsible use at home.

Transportation

Since the beginning of the pandemic, the MISD Transportation Department noticed patterns in everyday life that speak to the importance of developing self-awareness, empathy, emotional/social intelligence, responsible decision-making and citizenship.

As operations and service gradually returned closer to “normal” we observed less fear and apprehension from both department employees and the students serviced by MISD buses the previous year. It was so good to see the students excited to come back to school full time in person. One thing which became evident early was that the impact of missing the year of normal socialization had a dramatic impact on the students. We received unusual numbers of reports from parents that their students had witnessed inappropriate behaviors on the bus by their peers. More often than not when looking through the bus videos, the reports were highly exaggerated. However there were also a larger number of reports from drivers of individual students that were being more disruptive than normal. We soon were reminded that the pandemic had more than a physical impact, it also had

a dramatic impact on the social and emotional health of the students. We came to realize that compassion and empathy were needed in extra measures as the year started.

Covid is not gone but is still impacting our health. We know more about which precautions are effective but nothing is 100%. Variants come and outbreaks peak and wane. But to the best of our knowledge, no one has gotten the virus on a school bus in our district. This is a testament to the care and professionalism of our drivers, the communication and contact tracing of district staff, the relevance of the adopted safety precautions, and our good fortune.

Life adapts and goes on - this year the transportation department has returned to transporting Mercer Island High School students. To be able to do that we had to move the walk zone for the middle school from .5 miles to .75 miles so that we could free 6 of our drivers and buses to offer transportation to any MIHS student who live over a mile from the high school.

Motivated by the desire to decrease the number of diesel and carbon emitting vehicles in our fleet, we also began working on a long - term transportation plan. We had not really done that since prior to the start of the pandemic. Dwight Eisenhower said, "**planning is everything, the plan is nothing.**" We are investigating what changes we need to make to our infrastructure and to our operations to not just transport students to and from school, but how to be more efficient and safer not only for our riders but our planet as well. We are looking at how to improve walk zones to make them safer as well as policies and improvements which could increase the numbers of walkers and bike riders.

What things we are looking at for our long term plan.

1. We are developing an aggressive yet financially prudent plan to purchase Electric Buses to replace our diesel and unleaded fuel buses. We cannot completely restructure our fleet without major improvements of our bus lot to provide for enough electrical charging stations to handle the required capacity.
2. We are developing plans within our district as well as in partnership with the City to increase safer walking and biking paths as well as what it takes to develop a physical education course to provide safe walking and biking classes as part of the curriculum.
3. We are beginning to discuss with other districts a cooperative vehicle charging agreement that would allow us to use other district charging infrastructure on field trips as well as investigating what the commercial charging alternatives are.
4. We are looking at alternative routing software that would allow a more updated transport package that is cloud based that would allow for bus gps tracking as well as push notification of delays and routing changes for more realtime parent notification.
5. We are starting to put wifi routers on all new buses as well as GPS tracking that will provide critical and urgent bus information for better bus maintenance.

Maintenance and Operations

The Maintenance and Operations Department (M and O) strives to provide a positive impact on the entire MISD community. In the broadest sense, the M and O department takes on the role of maintaining safe, healthy, and inviting facilities for our students, staff, and the broader community.

As we reflect on our contributions towards Fundamental 3, there are numerous examples throughout our departments that demonstrate the commitment to the development of self-awareness, empathy, emotional/social intelligence, responsible decision-making and citizenship. Despite the diverse roles and responsibilities within our department, we are unified in our efforts as we work toward these goals.

The Maintenance & Operations Department models the commitment to responsible decision making and citizenship with its dedication of addressing the environmental impacts of our facilities.

One example is the district's participation in the Commercial Strategic Energy Management (CSEM) program with Puget, Sound and Energy (PSE) in January 2021. Our goal is to realize a 3% to 5% reduction in energy consumption each year over the next three years. This will happen by identifying and implementing energy-saving operations and maintenance improvements and behavioral changes at our facilities.

Since starting the CSEM program, a few energy savings improvements include:

- Undergoing a technical review by PSE to improve operational efficiency of HVAC automation
- Building audits performed by MISD staff identified actionable projects
- Collaboration with the MIHS Green Team on identified energy saving efforts
- Implementation of HVAC automation software upgrades
- Refinement of HVAC and lighting settings & schedules
- Installation of solar panel tracking software to detect downtime
- Data collection, review, and evaluation of utility bills
- Conversion of lighting to LED
- Creation and implementation of a School Break Shutdown Checklist

We are looking forward to making many more improvements in our schools and raising employee awareness of energy-saving opportunities that help our community.

Another example of our commitment to responsible decision making and citizenship would be the design and installation of the new Pathways learning spaces. This modular unit was designed by SAGE (Smart Academic Green Environment). The building is designed to improve indoor air quality, take advantage of natural lighting, and reduce indoor contaminants and energy use. Aside from its energy efficiencies, the space provides an innovative and modern environment for our students to gain skills for independent participation in their community.

Our hope is that by demonstrating these environmentally conscious behaviors we will help contribute to a greener today and, through our students, a healthier world tomorrow.

Monday Mornings with MIYFS Counselors and Parents

The MIYFS, middle and high school counselors shared lessons from Skills Training for Emotional Problem Solving for Adolescents (STEPS-A) program. This supported parents in coaching their children in emotional problem solving using a skills based approach. Meetings included a 25 minute presentation then opportunities to discuss how to apply the practices in the home.