

“SOCIAL SKILLS DEVELOPMENT”

TO: The Board of Directors
 FROM: Yvonne Walker, Superintendent
 RE: INTERNAL MONITORING REPORT –Social Skills Development –Ends 2c

I hereby present my monitoring report on your Ends Policy 2c – “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.

Signed  Superintendent

Date: 3-21-22

BROADEST POLICY PROVISION:

<p><i>Vision: We envision a compassionate and challenging school environment where students:</i></p> <ul style="list-style-type: none"> • <i>are valued as individuals;</i> • <i>stretched to achieve their full potential;</i> • <i>understand and contribute to the world they live in;</i> • <i>acquire the social skills to be successful in a complex and rapidly changing world;</i> • <i>are well nourished, safe and nurtured.</i> 	<p>In Compliance</p>

SUPERINTENDENT’S INTERPRETATION: Each Manson student is prepared to pursue higher education/training or gainful employment when they graduate our system. In order to do this we must provide students opportunities to develop social skills. Employers consistently indicate candidates who can work in a team and communicate with others are the most sought after. We also must partner with families and our community in order to insure basic needs (food, safety) are in place for every child.

REPORT: The report information will be detailed in the Ends policy provision reports below.

<p><i>POLICY PROVISION #1: Be able to share, negotiate solutions to problems, respect diversity and act assertively;</i></p>	<p>In Compliance</p>
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SUPERINTENDENT’S INTERPRETATION: Students should be taught universal characteristics and values like sharing, problem solving, honesty, as well as how to demonstrate respect for each other’s diversity. Manson students are given opportunities and instruction on how to share and work with others from a very early age. Conflict resolution skills are taught, encouraged, and reinforced.

REPORT: As the pandemic marches on, we continue to see the value in our robust system of Social-Emotional Learning occurring throughout Manson student’s Pre-12 experience. SEL is the foundation to all other learning and a critical component of raising a healthy child. Manson School District is committed to continuing and expanding on this work.

We are meeting and exceeding this provision with a variety of student programs and opportunities which are listed below.

- Students have the opportunity to apply democratic principles throughout their school career. This would include such things as participating in ASB and Student Council activities, community meetings, and class discussions.
 - At the K-5 level teachers have incorporated “class meetings” into their daily/weekly routines. These proactive sessions which are guided by teachers but lead in part by students help model effective communication and problem solving strategies.
- The system for measuring each and every student’s social and emotional health across the Pre-12 system, has been improved and refined. We have contracted with The Center for Educational Effectiveness who worked with us to develop the screening tool we will now administer three times a year. This screening helps our staff provide tailored services to our students.
 - Counselors and administration have access to a large bank of strategies they can use to offer PD to staff. This PD will specifically target areas of concern that may arise during regular screening.
- Staff are provided with ongoing professional development.
 - In March of 2021, staff participated in Racial Literacy training. This included a focus on the importance of creating unconditional belonging in the classroom. This supports respecting and embracing diversity.
 - In November of 2021, staff participated in Cultural Competency training. This training focused on how to access each learner in the classroom. Sessions included how to build a foundation of trust by sharing personal stories (culture), what it means to be a “warm demander” and how brain science and culture work together to influence how students learn.
- Guest speakers and assemblies selected to hi-light and celebrate diversity and honor all cultures -not executed due to distancing guidelines
- Manson Inc. provides critical information to families helping support the whole child. – September 23, 2021, February 22, 2022
- ASB coordinated activities and assemblies
- Citizenship Awards at Assemblies
- Small group guidance regarding specific topics (social skills, anger management, friendship, etc.)
- Partnership with THRIVE to provide mentors to Manson students 6-12
- Individual counseling guidance - meet with students to discuss problem solving/decision making skills and how students can make responsible choices
- Elementary – Preparation, Pride, Responsibility Tickets and Wildcat Ticket Winners - rewards kids for making good, responsible choices.
- Elementary monthly PRIDE awards – Each month a different quality is highlighted and recognized: Perseverance, Respect, Integrity, embracing Diversity, Empathy
- After school and extra-curricular opportunities provide some of the best opportunities for problem solving and respecting student diversity.
- A variety of programs to develop social skills and build character are integrated throughout the PK-12 system. These would include such things as:
 - Elementary Social Skills
 - Second Step Program (social skills training in the areas of conflict resolution, anger management, respecting diversity)
 - Kelso’s Choice
 - MS HOUSE and Character Strong Programs are focused on social skill development
 - Teamwork, leadership, respect for all
 - MLK assemblies and curriculum honoring diversity and peaceful conflict resolution

- Bullying Prevention classroom presentations that focus on bullying prevention are offered K-8.

<i>POLICY PROVISION #2: Have knowledge of factors that should guide their decisions when making responsible individual choices: drug use, sexuality, respect, compassion, and honesty.</i>	In Compliance
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SUPERINTENDENT’S INTERPRETATION: It is the responsibility of Manson School District to provide students with factual information on potentially dangerous life choices. Guiding students in making good decisions and offering assistance when they make poor choices are at the core of this provision. Universally desired values like honesty, respect, and compassion must also be taught and modeled for students K-12.

REPORT: Manson School District shares responsibility with families and community agencies/faith based organizations for teaching students how to make safe and healthy choices for themselves.

The following programs are in place to build a knowledge base for our students:

- Students in high school take a health course taught by our Fitness and Health Instructor. Human growth and development/reproductive health is taught with the assistance of guest instructors (school nurse, local doctor).
- Chelan County Sheriff’s officers serve as resources and assist with guest teaching.
 - SRO Hunter is an active partner in teaching and mentoring students
- Full time counselor at both schools
- Suicide prevention programs
- Health incorporated in PE program 7-9 grade
- Human growth and development curriculum beginning at 5th grade
- HIV, AIDS training provided 5-12 grade
- Administration of the new student wellness screener to better understand the health of Manson students.
- Engaged with counseling staff in building a comprehensive counseling plan starting in the 22-23 school year that includes regular data analysis and response plans.
- Prevention of harassment training provided to all district staff annually through Safe Schools

<i>POLICY PROVISION #3: Be capable of making decisions in and for groups.</i>	In Compliance
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SUPERINTENDENT’S INTERPRETATION: Instructional strategies must include self-directed activities that allow students choice and the opportunity to work cooperatively. Higher level thinking skills should be engaged in leading students to think and act in teams/groups.

REPORT: Manson School District provides students with multiple opportunities each year to participate in groups and chances to practice leading others.

Throughout the PK-12 system the following opportunities to build decision making skills are in place:

- Cooperative learning activities in classrooms

- Use of GLAD strategies in K – 5th grades – encourages cooperative strategies and peer learning
- **Character Strong**
- Leadership Class, Student Council, ASB, Leadership Camps, Outdoor Education Camps
- Directed Studies courses at the HS offer small group intense learning opportunities
- The intention of our discipline program is to teach responsible decision making. This would include individual decisions that would affect the student and others.
- After school programs like:
 - Robotics
 - Future Business Leaders and Future Farmers
 - Team welding competitions
 - Honor Society
 - Extra-curricular activities

<i>POLICY PROVISION #4: Be highly skilled, a flexible thinker and an effective team member.</i>
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In Compliance

SUPERINTENDENT’S INTERPRETATION: Students must experience numerous opportunities that require them to work in teams, problem solve, and think creatively. Everyday instruction should be challenging and engage students in real life learning applications.

REPORT: Students in Manson are challenged to collaborate with other students and create team projects, presentations, or products.

- In Elementary grades students work cooperatively in teams to create presentations in various content areas (science, social studies).
- In Middle and High School grades students have multiple in school (music, leadership courses, ASB) and many out of school opportunities to participate in group or team endeavors.
 - Extra curricular programs continue to perform at high levels
 - Robotics, Honor Society and FBLA, Knowledge Bowl, Jazz Band
 - Students gain valuable skills through the extensive athletics programs available.
- Science instruction is “inquiry based” and requires students to analyze information (data) in order to prove/disprove a hypothesis they have developed. The inclusion of multiple variables causes students to be flexible thinkers.
 - HS Biology and CWP courses conduct debates in which students apply social/flexible thinking skills
- Our K-8 physical fitness program is designed to teach teamwork skills and give students multiple opportunities to practice these skills.
- Career and Technical Education (CTE) courses require students to develop specific skill sets that are then refined and improved upon through learning sequences.
- Buzz on Biz in sophomore Career Connections allows students to work in teams to develop a business model and compete in front of a panel of local business owners.
- Project Based Learning (PBL) professional development. Increasing teacher training and confidence in creating learning opportunities for students that meet this provision.
 - Elementary students at each grade level have a minimum of one integrated collaborative project in the 21-22 school year.

Revised: 03-19-22