

“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: 3-13-23

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: Manson sees 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.
- Guest speakers and assemblies selected to highlight and celebrate diversity and honor all cultures
- Manson Inc. provides critical information to families helping support the whole child. – October 17, 2022, January 9, 2023, April 17, 2023
 - Cyber Cop spoke with parents on digital safety to avoid inherent risks of social media platforms by knowing the danger signs and using safe practices. (Student, Parent)
 - WAPC (Washington Poison Control) Staff, Student, Parent (scheduled for April)
- ASB coordinated activities and assemblies
 - Hispanic Heritage Month
 - October assembly and Wear Pink Day – focused on anti-bullying
 - Multiple clubs with focus on kindness, respect, anti-bullying activities
- 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
- Elementary social skills curriculum moved back into “Tier 1” delivery model. This means the foundational social skills curriculum is being taught by classroom teachers vs. class visitor (usually counselor). This aligns with best practice.
 - 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
- Bullying Prevention classroom presentations that focus on bullying prevention are incorporated 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
- Three full time counselors – demonstrating our commitment to social, emotional and mental health
- Suicide prevention programs
 - Hope Squad – secondary focus
 - Empowers students to build meaningful connections with their peers and to create a culture of caring and support within the school, the community and within themselves.
 - is a peer-to-peer suicide prevention program. Hope Squad members are nominated by their classmates as trustworthy peers and trained by advisors. The program reduces youth suicide through education, training, and peer intervention. – 2022-2023 kick-off
- Health incorporated in PE program 7-9 grade
- Human growth and development curriculum beginning at 5th grade
- HIV, AIDS training provided 5-12 grade

The system for measuring each and every student's social and emotional health across the Pre-12 system, has been improved and refined. Starting in 2022, we contract with The Center for Educational Effectiveness to administer a personalized screening 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.
- Manson has been able to see the following data and take the following actions as a result of this wellness screener:
 - Data has shown Manson students are not triggering at levels that require action on a large group level. Individual students in need of supports are getting needed wrap-around services.
 - Stress over grades is the area that shows as most prevalent. The staff are working on supporting students with academic supports and help with organization. Elementary updated their tier 1 instructional materials for SEL.
- Staff are provided with ongoing professional development. - In the 2022-2023 school year, the elementary, middle and high schools have all engaged in one full day (6.5 hours) of professional development focused on the social and emotional health of our students.
 - K-12 staff receiving training in trauma informed practices from counseling staff.
 - Middle School has engaged in continued PD through Character Strong.
- As a result of high levels of collaboration, the counseling staff completed a comprehensive school counseling plan (CSCP) 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
- After school programs like:
 - Robotics
 - Knowledge Bowl
 - Future Business Leaders and Future Farmers
 - Team welding competitions
 - Honor Society
 - Interact

The intention of our discipline program is to teach responsible decision making. This would include individual decisions that would affect the student and others.

<i>POLICY PROVISION #4: Be highly skilled, a flexible thinker and an effective team member.</i>	In Compliance
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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).
 - Art Studio has a specific focus on collaboration and teamwork through fine arts.
- 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.
 - Extracurricular programs continue to perform at high levels
 - Robotics, Honor Society and FBLA, Knowledge Bowl, Jazz Band, FFA
 - 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.
 - Science Fair in 7th grade.
 - 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 is a trimester class open to 10th-12th grade that 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 multiple opportunities to work through integrated collaborative projects in the studio.

Revised: 03-10-23