

**INDEPENDENT SCHOOL
DISTRICT #624**



**WORK-STUDY
AGENDA**

September 24, 2012

To: Members of the School Board

From: Dr. Michael J. Lovett
Superintendent of Schools

Date: September 1, 2012

A work-study session of the White Bear Lake Area School Board will be held on Monday, September 24, at 5:30 p.m. in Room 201 at the District Center, 4855 Bloom Avenue, White Bear Lake, MN.

WORK-STUDY AGENDA

A. PROCEDURAL ITEMS

1. Call To Order
2. Roll Call

B. DISCUSSION ITEMS

1. Social Studies 9-12 Standards and Course Alignment 5:30 p.m.
2. School Board and Superintendent Goals and Strategic Plan Updates
 - a. 5c Overview of Planning Process for String Orchestra 6:00 p.m.
 - b. 5b Follow-up on Gifted and Talented Program Review and Process Overview for 2012-13 6:30 p.m.
 - c. VI.1 Comprehensive Bullying Prevention, Intervention, and Support 7:00 p.m.
3. Evaluation of Superintendent* 7:30 p.m.

D. ADJOURNMENT 8:00 p.m.

*The School Board may choose to close this portion of the meeting pursuant to Minnesota Law.

AGENDA ITEM: **Social Studies 9-12 Standards and Course Alignment**
MEETING DATE: **September 24, 2012**
SUGGESTED DISPOSITION: **Discussion Item**
CONTACT PERSON(S): **Dr. Michael Lovett, Superintendent**

Background:

Mr. Tim Wald, Principal of White Bear Lake Area High School – South Campus, and members of the 9-12 Social Studies Department will update the School Board on options under consideration for course offerings and course alignment for 2013-14.

THE CHALLENGE: 2011 K-12 MINNESOTA ACADEMIC STANDARDS IN SOCIAL STUDIES

In 2011 the Minnesota Department drafted new standards in K-12 Social Studies. At the secondary level significant changes have been written into the new standards. While in the past the high school geography standards were allowed to be met by an eighth grade course, this is no longer the case. The new standards have specific eighth grade standards and specific high school standards. While it is possible within the state requirements to imbed standards in other courses, the depth of the new standards would make this very difficult.

Our challenge is to determine grade level placement for geography in the high school requirement of 3.5 social studies credits. Currently Civics in grade 9 and American Government in grade 12 combine to meet the state standards in Citizenship and Government. Either our social studies requirements will need to be increased to four credits or these two courses will need to merge to make room for the new geography course.

Increasing our requirements to four credits would require realignment of credit requirements across multiple disciplines and would add pressure to an already full student schedule.

HISTORICAL BACKGROUND OF COURSE SEQUENCE IN HIGH SCHOOL SOCIAL STUDIES

In November of 2005 the School Board approved our current social studies framework and course sequence. The framework was developed during the 2003-2004 school year by a committee representing middle school and high school social studies teachers, district curriculum and professional development coordinator, and administrative liaison. The committee's work was influenced by content specialist Dr. Michael Hartoonian from the University of Minnesota. Dr. Hartoonian's work assisting in development of the National Association of Social Studies Educators publication of national standards as well as his work as a teacher and research professional qualified him to guide the department's work. In addition to reviewing and developing our social studies curriculum, we were required by the state to increase our social studies requirements from three credits to 3.5 credits.

The current framework includes a rationale statement explaining the purpose for teaching social studies in our schools. A key philosophy in the rationale statement is that social studies education is critical to passing on the cultural heritage of the nation to the next generation and that social studies education equips students for the most important position in our democracy: the office of citizen. A good social studies education assures our citizen scholars will promote the public good by effectively participating as members of their local, national, and global communities. The rationale statement further explains that this understanding will be achieved in the White Bear Lake Area Schools by offering a comprehensive social studies curriculum with history, economics, and civic education at its core. These core subjects, along with other social science courses, enable our society to pass on our cultural heritage and develop effective citizens.

In addition to the rationale statement, the framework includes essential questions for all students as well as essential questions for each discipline. A concept map indicating how concepts are learned in each discipline is also included. Finally, the framework includes curriculum maps as well as a four-year academic plan.

Prior to 2006, there were no social studies requirements in grade 9. Still, many students chose elective courses during their freshman year. When required by changing state standards to add an additional half credit to our social studies sequence, the department made the recommendation to the board to add civics as a required ninth-grade course. While American government was already required in grade 12, adding a civics course in grade 9 would introduce students to the founding documents and the role of citizens in a democracy, strengthening our 9-12 focus on citizenship. It was also recommended to leave Advanced Placement Economics in grade 9 to assure an AP opportunity at the North Campus. It was recommended to change the course selection from Microeconomics to Macroeconomics.

Elective courses in social studies include Psychology, Criminology, Debate, and AP Microeconomics at North Campus, and Geography, Philosophy, Sociology, as well as two College in the Schools (CIS) American History courses. While offered annually, elective courses of a Nation of Diversity, Service Corps, and Intercultural Studies have not had sufficient enrollment since the transition to the six-period day.

RATIONALE STATEMENTS FOR PROPOSED 9-12 SOCIAL STUDIES SEQUENCE BASED UPON 2011 MINNESOTA ACADEMIC STANDARDS

The following rationale statements were developed from department member feedback gathered May 10 -21, 2012. Scenarios were generated on April 3 with active participation of all 9-12 department members, with the narrowing of options by department leadership.

RATIONALE FOR SCENARIO A

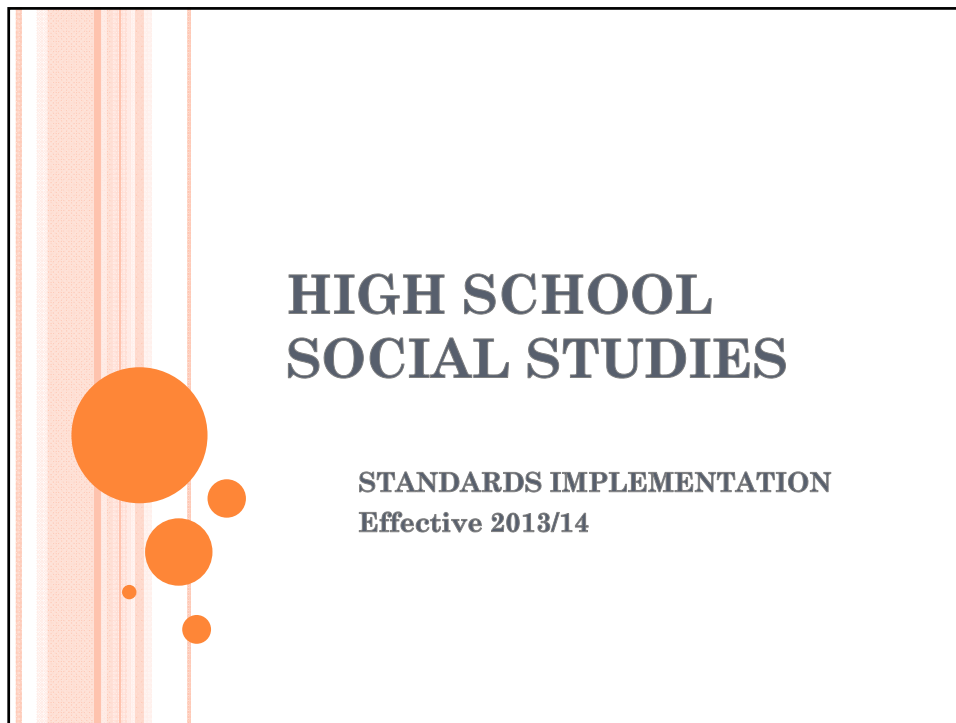
- GR 9 AMERICAN GOVERNMENT
- GR 12 GEOGRAPHY

The introduction of civics at the beginning of high school plants the seeds for becoming responsible citizens. Students can apply elements of citizenship, such as volunteering and community service while learning about foundations of government that set the stage for a study of American history in 10th grade. A senior level geography course serves as a capstone course, complementing content addressed in previous social studies courses. With the ongoing advancements in technology, a senior geography course will allow for students to experience the latest in GIS technologies just prior to leaving high school.

RATIONALE FOR SCENARIO B

- GR 9 GEOGRAPHY
- GR 12 AMERICAN GOVERNMENT

Students experiencing a study at geography in 9th grade benefit from the development of a cognitive map that informs their learning in other disciplines of social studies, particularly history, economics, and government. Since students experience an 8th grade course that addresses all core social studies disciplines with global studies as the lead, geography in 9th grade expands that learning with more rigorous benchmarks addressing concepts such as urbanization, trade, immigration, culture, sovereignty, colonialism, and interpretation of maps. This scenario also allows for students to study citizenship/government and economics closest to the time in which they will apply their learning as engaged citizens. Students at the end of the high school experience can better understand and relate the issues identified and discussed in the American government course.



HISTORICAL BACKGROUND OF CURRENT COURSE SEQUENCE

- 2004 State increased requirement from 3 cr to 3.5 cr
- Curriculum Review process in
 - Dr. Michael Hartoonian, U of M
- Framework developed
 - Rationale
 - Essential Questions
 - Concept Maps
 - Curriculum Maps
 - Framework written

HISTORICAL BACKGROUND OF CURRENT COURSE SEQUENCE

- Recommendations in 2005
 - Add civics as the additional required course
 - Civics and American Gov't would combine as 'book-end' courses to assure strong foundation in citizenship
 - Maintain AP Economics in gr 9
 - Maintain US History in Gr 10 and World History in gr 11.
 - Maintain American Government and general level Economics in gr 12



	8 TH GRADE	9 TH GRADE	10 TH GRADE	11 TH GRADE	12 TH GRADE
2005-Current	Geography* <i>*Meets 9-12 requirements</i>	- AP Macroeconomics/Civics (1 cr) - Civics (.5 cr)	1 cr courses - American Experiment - U.S. History - Intro U.S. History	- AP European History (1 cr) - Honors World History (1 cr) - World History - Intro to World History (1 cr)	- AP Government (1.0) - American Government (.5) - Economics (.5)
	8 TH GRADE	9 TH – 12 TH GRADE			
New Standards to be implemented 2013-2014	- Civics and Government - Economics Geography - History	0.5 credit of Civics and Government 0.5 credit of Economics 0.5 credit of Geography (different standards than 8th grade) 1.0 credit of U.S. History 1.0 credit of World History			

NEW STANDARDS

TO BE IMPLEMENTED IN 2013/14

- Require comprehensive Geography standards that would be difficult to teach without a course
- Citizenship & Government
- History
- Economics
- Geography



PROCESS FOR REVIEW

- All 9-12 Social Studies teachers met in April to review the standards and identified five options for scope and sequence
- The leadership team narrowed the choices to two. Eliminating options that
 - Required restructuring high school requirements
 - Stranded geography standards across social studies courses

PROCESS

- Full Department Meeting in May to discuss options
 - Identified support for programming in History sequence, AP paired with general level,
 - All teachers were given an opportunity to provide confidential input regarding the options.
 - 4 of 16 indicated a preference for scenario A
 - 8 of 16 indicated a preference for Scenario B
 - 3 of 16 indicated comfort with either scenario
 - 1 of 16 indicated a preference for an alternative plan
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RECOMMENDATIONS

- Geography/American Government – place geography in gr 9 or 12
 - Scenario A (Geography gr 9) S
 - Scenario B (Citizenship and Government gr 9)
 - Gr 10 – Add AP US History
 - Gr 11 – Add AP World History, change AP European History to elective status
 - Gr 12 – Move AP Macroeconomics and AP Microeconomics to grade 12 to match location of general level course. Add Geography or maintain American Government
 - Eliminate elective courses: A Nation of Diversity, Service Corps, and Intercultural Studies
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	9 TH GRADE	10 TH GRADE	11 TH GRADE	12 TH GRADE
SCENARIO A	*.5 cr courses • AP Government • Government	*1 cr courses • AP U.S. History • American Experiment • U.S. History • Intro U.S. History	*1 cr courses • AP World History • World History • Introduction to World History	*all .5 cr courses? • AP Economics • Economics • AP Geography • Geography
SCENARIO B	*.5 cr courses • AP Geography • Geography	*1 cr courses • AP U.S. History • American Experiment • U.S. History	*1 cr courses • AP World History • Honors World History • World History • Introduction to World History	.5 cr courses • AP Economics • Economics • AP Government • Government(

AGENDA ITEM: **School Board/Superintendent Goals and Strategic Plan Updates**

MEETING DATE: **September 24, 2012**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Michael Lovett, Superintendent**

Background:

We have attached a copy of the School Board/Superintendent Goals for 2012-13, as approved by the School Board on September 10.

AGENDA ITEM:	<u>Action on School Board/Superintendent Goals and Strategic Plan Priorities for 2012-13</u>
MEETING DATE:	<u>September 10, 2012</u>
SUGGESTED DISPOSITION:	<u>Operational Item</u>
CONTACT PERSON:	<u>Dr. Michael Lovett, Superintendent</u> <u>Lori Swanson, School Board Chair</u>

Background:

Each year the School Board reviews goals for the year both from the District's Strategic Plan and other operational goals identified by the administration and School Board.

Beginning with 2011-12 the largest number of goals were drawn directly from the District's Strategic Plan, with the addition of goals on finance, communications and marketing, and a small number of operational goals.

For 2012-13, the strategic priorities were drawn from recommendations of the 30 member Strategic Planning Team and provided to the School Board this past spring. The School Board reviewed both the Strategic Plan priorities and other potential School Board/Superintendent goals at their retreat on July 9, 2012, and the list of goals included with this agenda are those emerging from that School Board retreat.

The goals were on the August School Board meeting and work-study session and are on the agenda this evening for action.

Goal 1: Strategic Planning Priorities for 2012-13

Strategy I: We will develop a comprehensive understanding of our students' needs and interests to ensure students are challenged and excelling academically.

- I.4. The District will build upon the International Baccalaureate (IB) offering already in place at Matoska by implementing the IB Middle Years Program.

The Board approved application for Middle Level IB in March, 2012.

Other Information on Strategy I

During the 2011-12 school year, the District gave priority to two sections under Strategy I as follows:

- I.1 All students will achieve grade level in reading, writing and math by grade 4 and maintain grade level proficiency throughout their tenure in White Bear Lake Schools; and*

I.2 All students will have an ongoing plan for post-secondary readiness that will be monitored from grades 6 through 12 and all students will have the academic skills to be successful in a post-secondary institution.

Both of these objectives were addressed initially in 2011-12, and now have been embedded into the work plans of the administration and staff. The District will be reporting on both of these during the course of the year. Thus, while the objectives have not been fully achieved, the strategies are in place to achieve them and metrics developed to regularly report to the School Board.

Strategy II: We will create and implement a plan for global experiences and relationships to further understand world connections.

- II.6 Middle school level students will develop global understanding and competitiveness through expanded and developed International Baccalaureate programming.
(This objective is consistent with 1.4 and will be combined.)

Other Information on Strategy II

During the 2011-12 school year, two objectives were addressed as priorities,

II.1 All students will expand their global perspective through the study of world language and culture at the elementary schools; and

II.2 Secondary students will develop global understanding and competitiveness through expanded world language opportunities at the secondary level.

During 2012-13, these objectives will continue to be developed and reported to the School Board. Phase 2 of the elementary world language program will be developed and reported to the School Board.

Strategy III: We will ensure our facilities support our district's mission and objectives.

- III. 1. The District will ensure that inside and outside large group spaces are comparable to conference schools.

A process is currently under development with a report scheduled to be delivered to the School Board later this school year.

- III. 2. At an additional three elementary schools, the District will provide a gym with a performing arts area separate from the cafeteria.

Matoska International IB World School plans have been submitted to MDE for review and comment. The project timeline is to award bids this winter and start the addition in early spring. The remaining two elementary schools, Willow Lane and Lakeaires, are in the design stage with the timeline to award bids this spring.

- III. 6. Each district facility will have an HVAC system that provides optimum air quality throughout the district.

By the end of the 2013 construction season all elementary buildings with the exception of Otter Lake will have HVAC system upgrades that include air conditioning. Otter Lake Elementary has an estimated cost of \$1.3 million to upgrade to air conditioning; this cost is not currently budgeted.

Secondary buildings have certain areas that are air conditioned; however, the cost associated with having the remaining parts of the buildings air conditioned will require major funding; this is not part of our current budget.

- III. 8. The District will ensure that all schools provide secure entrances.
All secondary schools have either a secure entrance design or have attendants who monitor the main door throughout the student day. Three elementary schools, Matoska, Willow Lane and Lakeaires, will have this addressed during their construction projects during the summer of 2013.
- III.10. The District will ensure that elementary class sizes are balanced across the district.
- III.11. Secondary facilities will be evaluated and recommendations will be made that improve programs and reduce transitions, including a cost benefit analysis of a single campus high school.
- III. 4. The District will ensure that square footage to accommodate student population and program activities are equitable for all buildings.

Strategy IV: We will create a district-wide culture that inspires innovation, a passion for learning, and confidence to pursue dreams.

- IV.11. Every classroom will have equitable access to a core set of effective, innovative, and well supported technology.
- IV.13. The District will establish a learning management system to support the development and management of online coursework to allow web-based learning for staff and students.

Schoology use is progressing right on track with the Strategic Plan. Approximately 50% of our staff members are currently using Schoology. Many teachers attended elective Schoology courses this summer and during workshop week that provided the necessary tools to improve digital presence on Schoology as well as the pedagogical best practices to improve student engagement and achievement and to promote greater collaboration among colleagues.

Schoology will remain a focus this year as we work toward getting every teacher in the district online through 1-1 Instructional Technology Coach sessions, professional development, and a special Schoology course for teachers that will model online/hybrid learning while teaching staff how to create a robust Schoology presence.

As Schoology use grows, we are seeing more online collaboration among

colleagues. The newly developed Public Resources coupled with new features that increase teacher efficiency and student interactivity will continue to make Schoology even more valuable as we fulfill our mission of being a leader in innovative education.

- IV.14. A policy will be developed and presented for board approval that leverages students' access to mobile technology and use of that technology in the classroom.
- IV.15. Instructional technology will be available for use by students beyond the traditional school day/year.

Strategy V: We will build a network of partnerships to provide personal and educational growth and service opportunities for students.

- V. 1. The District will implement a process that will provide a consistent method to initiate and maintain community partnerships.
- V. 2. A comprehensive needs assessment will be developed and administered at every WBL school in order to provide direction to future partnerships.
- V. 3. The District will create a process which aligns a partner with a compelling need or promising vision.
- V. 5. The District will communicate information related to partnerships using a variety of resources.

Strategy VI: We will foster connections with and among students and staff members to ensure all feel valued, supported and understood; and we will establish an environment that cultivates understanding and respect for differences among people.

- VI. 3. During curriculum review cycles in all areas, the District will identify best practices that promote and enhance multi-cultural understanding.
- VI. 5. The District will provide programming that will continue to create an environment of understanding similarities and differences among students, staff, administration, community members, and parents.

Other Information on Strategy VI

During the 2011-12 school year, four objectives were addressed as priorities,

- VI. 1. *The District will adopt a comprehensive bullying prevention, intervention and support program for students and staff that promotes a safe, civil and inclusive climate and is implemented in each building, program and service.*
- VI. 2. *The District will increase the number of faculty and staff from culturally diverse communities to more closely reflect the diversity of the student population.*

VI. 5. *We will provide programming that will continue to create an environment of understanding similarities and differences among students, staff, administration, community members and parents.*

VI.6. *We will review and assess the current plan related to cultural competency.*

During 2012-13, these objectives will continue to be developed and reported to the School Board.

Goal 2: Ongoing Financial Stewardship and Budget Management

Considering the budgetary challenges resulting from recent legislative sessions, and a long period of little increase in state funding, continue to identify greater efficiencies in operations that will help maintain financial stability and continue improvements in program quality and student success.

Rationale: Over the past decade, the District has established an excellent record of financial management, as evidenced by twelve consecutive years of recognition for excellence in financial reporting by both ASBO and GFOA, and also achieving an AA Bond Rating initially in 2008, and then confirmed in 2011 and 2012.

Further, in December 2011 through April 2012 the District has restructured debt to allow for more level tax levies over the next several years. Also, the passage of the November 2011 renewal levy by a margin of 73% to 27% gives the School District a measure of financial stability.

Evaluation: Ongoing financial stewardship on investments and budget management will be reviewed annually as part of the financial audit. The audit report is presented to the Finance Committee in the fall and to the School Board and public at the regular School Board meeting in December.

Goal 3: Continue Implementation of the Communications and Marketing Plan for the District

Implement Phase III of the Communications and Marketing plan presented to the School Board in July, 2010. During the 2012-13 academic year, we will continue ongoing initiatives in the areas of: actively recruiting school shoppers, getting them young and keeping them connected, accentuating the positives, and influencing the influencers. We will focus more attention than we have previously on using data to help inform decision-making.

Rationale: The implementation of successful outreach initiatives is especially important in the current environment, as area school districts compete for students. A net gain in open enrollment numbers would provide the District with financial benefits.

It is important for the District to understand perspectives of White Bear Lake Area community members in order to remain a trusted steward of resources. Responsible stewardship is an important component in continued community support.

A long-range vision and plan about District communications ensures resources are appropriately utilized. Additionally, it is beneficial to have such a plan to allow for prioritization of communications and marketing projects and activities.

The 2011-12 school year included major communications pertaining to the levy referendum renewal, which passed in November of 2011, and the launch of a new web page at the beginning of June, 2012.

Evaluation: The Communications Office will continue to monitor Communications and Marketing initiatives to ensure they are effective, using data such as the following to monitor progress and drive decisions:

- Enrollment
 - K-12 enrollment increases
 - Student retention from grade to grade
 - Increase in preschool enrollment
 - Increase in preschool retention into Kindergarten
- Market share
 - Increase in percent of market share
 - Decrease in open enrollment out numbers
 - Shift in ratio of open enrollment out to open enrollment in reflecting less loss or a net gain
- Community support and pride
 - Monitor tone and type of articles in White Bear Press
 - Conduct periodic surveys measuring aspects of community support, pride and recognition of “Did you know” tidbits
- Passage of future referendums

Goal 4: Development of a School District Vision

Development of a shared School District Vision will chart a course that will drive the district forward, defining the “who” we wish to become and the impacts we wish to have on our students, our community and the world.

Rationale: During the spring of 2011 the School Board formally accepted and approved a new District Mission and accepted the Strategic Plan recommendations for the 2011-12 school year.

Over the course of the last year, the Board members and administration considered the importance of having a longer range vision which describes in more detail how we will shape our future.

Goal 5: Operational Improvements

a. Recognition Program

Building on the work that has been done over the past two years, during the 2012-13 school year, establish a comprehensive recognition program and plan pertaining to students, staff, and community.

b. Complete Work of the Gifted and Talented Program Review, with staged implementation beginning for the 2013-14 school year.

c. Develop Plans for a String Orchestra Program with the first phase programming beginning in the 2013-14 School Year.

AGENDA ITEM: **5-C Overview of Planning Process for String Orchestra**
MEETING DATE: **September 24, 2012**
SUGGESTED DISPOSITION: **Discussion Item**
CONTACT PERSON(S): **Dr. Michael Lovett, Superintendent**

Background:

Lisa Switzer, Curriculum & Program Development Coordinator, and members of the Music Department will provide an overview of the planning process for establishing a string orchestra program for 2013-14.

Orchestra Program Implementation

A. Purpose:

The School Board/ Superintendent goals have given priority to develop a plan for an orchestra program beginning in 2013-14 school year. The charge of this committee is to research options and recommend an orchestra program for School Board consideration.

B. Specific Outcomes Expected:

1. Develop a framework that identifies beliefs, vision and best practice for an orchestra program.
2. Outline the steps for implementing an orchestra program.
3. Consider ramifications of an elementary, middle school and high school program.
4. Develop recommendations for implementing orchestra, including program design, staffing, facility needs and finances.
5. Develop a communication plan for stakeholders.

C. Strategies:

1. Develop a steering committee including teachers, parents, administrators and community members.
2. Research the implementation of an orchestra program.
 - a. Review of preliminary work done by the WBL music department
 - b. Review of options with local and regional experts
3. Study effective implementation procedures.
 - a. Meeting with Fine Arts Director, South Washington County. District 833 is the most recent district to implement an orchestra program.
4. Examine orchestra program within k-12 music framework.
5. Develop a plan for classroom space, storage, registration, lessons, and staffing
6. Examine music resources, programs, standards and exemplary practices.

D. Timeline:

2011 – 2012	Preliminary work led by WBL music department
March 2012	Initial discussions with music department, Superintendent and Principals
September 24, 2012	Initial presentation to School Board
October 22, 2012	Update to School Board October 22, 2012
November 26, 2012	Preliminary recommendations to School Board
December 10, 2012	Administrative recommendations for School Board approval
January 2012	Begin implementation as approved by School Board
September 2013	Orchestra program begins

AGENDA ITEM: **5b – Follow-up on Gifted and Talented Program Review
and Process Overview for 2012-13**

MEETING DATE: **September 24, 2012**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Michael Lovett, Superintendent**

Background:

Ms. Ann Malwitz, Professional Learning & Development Coordinator, and Mr. David Law, Assistant Superintendent, will update the School Board on the status of Elementary Gifted and Talented program progress and recommendations for 2013-14.

White Bear Lake Area Schools
Elementary Gifted and Talented Program Review
School Board Work Study Progress Update
Monday, September 24, 2012

- I. Program Review Update
- II. Program Summary and Proposed Improvements

Beliefs

"Every child including those who are gifted and talented deserves to learn something new every day. Every child - including high ability learners - deserves to be challenged, and to receive guidance and support in the development of his or her potential." Del Siegle, NAGC Program Chair & President 2008.

Program Goals

- To meet the unique needs of gifted students, WBL Area schools has made a commitment to the following:
 - o identify gifted students using multiple criteria and provide challenging learning experiences beyond the regular curriculum
 - o provide staff with the specific tools and training for differentiated instruction
 - o develop and promote high level thinking and problem solving skills
 - o encourage creative and critical thinking
 - o provide opportunities for sharing and exchanging ideas in a supportive environment
 - o review gifted services regularly and make appropriate changes

Program Summary and Proposed Improvements

Elements of a Comprehensive Gifted Program	Current Program	Proposed Changes	Comments
Identification	K-2 Gifted students are not formally identified. Classroom teachers identify students with strong academic skills using our current assessments like MAP, work samples and student performance in class. 3-5 Students are assessed using the CogAT and MAP scores. The CogAT is a nationally accepted assessment for identifying gifted learners. This assessment is done during the first month of school for third graders. Fourth and fifth graders may be assessed at the recommendation of a teacher or parent.	K-2 students will continue to be screened by classroom teachers using multiple criteria including MAP, work samples and student performance in class. Identification structures will be adjusted to represent diverse backgrounds and reflect the student population of the district. 3-5 Students will be formally identified at the end of second grade using multiple criteria including CogAT, MAP, classroom performance and a parent assessment. Every effort will be made to ensure our process is culturally sensitive including a demographic review of our current gifted population as it compares to district averages.	<i>There is concern about the formal identification of children identified as gifted prior to grade two. IQ testing of preschoolers can be extremely unreliable and can easily underestimate their abilities (Davis, Rimm and Siegle, 2012).</i> <i>While there has been considerable research around gifted assessment and cultural sensitivity, there is not a research based, nationally accepted assessment tool that is deemed culture neutral. School districts continue to use multiple data points to identify exceptional students.</i> <i>We currently do not have a program for exceptionally gifted</i>

		Identification will be created to reflect the recommended program structures including areas of student strength and levels of exceptionality.	<i>students. If the district moves in this direction, additional work will be done to determine the necessary identification criteria.</i>
Numbers of Students Served	K-2 During the 2011-2012 school year, 401 students participated in Primary Challenge and REACH in at least one curricular area.	Our goal is to provide service for every student that demonstrates giftedness according to our identification process. There is not a predetermined percentage or number limiting programming.	<i>While our current percentage of Gifted students is above fifteen percent and national norms suggest one to five percent, our district has a plan to meet the needs of every learner to ensure they are challenged and excelling academically.</i>
Entry Points	Students are not identified formally before grade three. The majority of students are identified at the start of third grade using the criteria mentioned above. Additional students may be identified in fourth and fifth grade.	Students will be identified at the end of second grade with programming starting early in the third grade. Students new to the district, and students identified by teachers or parents may be assessed as needed after this point.	<i>Our district intends to provide Gifted programming as soon as possible in a student's educational journey. This early entry point does not prohibit students from surfacing later in elementary school.</i>
Programming <i>(see attached document for a more detailed description of current program and proposed program improvements)</i>	K-2 Students identified by classroom teachers are provided additional rigor through a support structure called Primary Challenge with the help of our gifted resource teachers. These students receive small group, pull out lessons in math, literacy, and/or creative thinking once a week throughout the school year. 3-5 REACH is the name of the program that provides service to gifted students in grades three through five in the academic areas of literacy and mathematics. Identified students leave their regular classrooms approximately once a week to attend classes with the resource teacher. Each REACH unit lasts from 8 to 12 weeks depending on the grade level and topic. In addition to challenging curriculum, these units provide opportunities for affective lessons, critical and creative thinking skills, and self-directed learning.	K-2 Students will continue to receive instruction from both the classroom teacher and the Gifted resource teacher. This instruction may be in the form of differentiated curriculum, flexible grouping, and additional curricular offerings throughout the year. 3-5 Many students will be serviced in their core classroom with support from a Gifted resource teacher. This is the Cluster Grouping Model for gifted instruction. Smaller groups of students will receive additional instruction outside the classroom, similar to our current model but with a closer tie to classroom instruction. The pull-out instruction will focus more on critical and creative thinking as well as affective issues directly related to gifted students. The most exceptional students would be given the option to attend a magnet type program housed in one of our elementary schools.	<i>Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students to ensure specific student outcomes. (Gifted Programming Standards, 2010).</i>

Curriculum	For all students grades K-5 that receive Gifted programming, the curriculum is created by our REACH teachers based on the 2010 Gifted Programming Standards, best instructional practices and the unique needs and interests of the identified students.	The curriculum will continued to be based on the 2010 Gifted Programming Standards, best instructional practices and the unique needs and interests of the identified students. Curriculum will be aligned to the district core curriculum and will be adapted to meet the needs of identified students.	<i>Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes (Gifted Programming Standards, 2010).</i>
Measurement of Student Progress	At the completion of each instructional unit, students and parents receive a written evaluation summary of the project that students completed including a rubric that identifies the student's performance compared to expectations. Our current program has not measured student growth consistently across grade levels or topics specifically related to Gifted programming.	Consistent with our district's commitment to every student we plan to provide ongoing assessment to document student learning progress in order to provide the appropriate level of instruction to match the student's strengths, interests, and pace of learning.	<i>Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains (Gifted Programming Standard #2, 2010).</i>
Communication	K-2 When a student qualifies for the program, parents receive a letter stating that their child has qualified for the program and that their child is invited to participate. 3-5 Parents receive notification when a student is recommended for Gifted assessment. When a student qualifies for the program, parents receive a letter stating that the student has qualified and that Gifted programming will be provided. Parents are communicated with during the screening process, on a weekly basis through updates online, several times throughout the year with a parent newsletter, and at the conclusion of the pull-out class through a written evaluation. Gifted resource teachers are also available to meet with parents during conferences.	We will measure the effectiveness of our current communication process. Our goal is to have all teachers and administrators well-versed about our program and provide easy access to information about our program so that parents and staff can easily find answers to their questions about gifted programming and resources. Additional structures for ongoing communication with parents will be added. Resources for parents will be available on both the district and school websites. Additional opportunities will be created for parent education of children identified as gifted.	<i>Schools need to seize the opportunity to equip parents and teachers to build partnerships through educational interventions. The most workable and successful plans are those that center on building communication skills, sharing information about nature and needs of gifted children and experiencing the viewpoints of others (Robinson, 2007).</i>
Parent Involvement	Currently, parents are involved at a few points during the process. Parents are communicated with during the screening process, on a weekly basis through updates online,	Collaborative parent involvement is a vital component of successful gifted education. We will continue to build and strengthen parent involvement and communication. A parent	<i>Schools need to seize the opportunity to equip parents and teachers to build partnerships through educational interventions. The most workable and successful plans</i>

	and an evaluation at the conclusion of the pull-out class. Gifted teachers are available during conferences. Several sites host a Gifted student family night to share information about our program.	advisory component will be added to the program We will also create additional structures for parents to access information on parenting gifted students, locate instructional resources and meet with other parents.	<i>are those that center on building communication skills, sharing information about nature and needs of gifted children and experiencing the viewpoints of others (Robinson, 2007).</i>
Staffing	White Bear Lake allocates three full time teachers to Gifted programming at the elementary level. These teachers are responsible for all assessment, curriculum, instruction, and communication regarding Gifted programming.	Gifted resource teachers will continue to be responsible for all assessment, curriculum, instruction and communication regarding gifted programming. Resource teachers will serve all elementary schools by providing rigorous, challenging learning experiences through push-in/pull-out experiences, differentiation training and consultation with classroom teacher, and support of building enrichment for all students.	
Leadership	White Bear Lake considers Gifted programming to be an extension of classroom instruction. The teachers report to building administration, with additional guidance provided by the Teaching and Learning department. There is not currently a formal leadership structure for Gifted and Talented programming in White Bear Lake.	Premier gifted programs dedicate resources to a leadership role to provide ongoing support and direction for program implementation. Leadership is critical in order to maintain a high quality comprehensive Gifted program. A preferred model would be some portion of an assignment dedicated to leadership. A possible model would be re-allocation of current staffing to leadership.	<i>In an exemplary model, there is a strong administrative voice to represent and implement the program for gifted learners. This individual oversees the development of long-term goals and objectives and communicates this information to everyone in the school community. These leaders ensure that staff and community members understand and support the program (Delcourt,1994).</i>
Professional Development	Gifted resource teachers frequently attend workshops and conferences to get current information about effective instruction for exceptional learners. All staff gets instruction on differentiation within the mainstream classroom.	Gifted resource teachers will assist in providing ongoing professional development for classroom teachers and building administrators on the essential components of instructional practices that support students identified as gifted (acceleration, enrichment and differentiation). Cluster grouping model teachers will receive more intensive and ongoing professional development.	<i>Professional development is essential for all involved in the development and implementation of gifted programs and services (NAGC-CEC, 2010).</i>
Marketing	White Bear Lake has created an informational handout that describes our current Gifted programming in 2009. This	Marketing materials and the website will be updated to reflect program changes and will be consistent with district marketing	

	information is also available on our website.	goals. The gifted program will be showcased during enrollment periods and throughout the year at school choice fairs as parents look for exemplary programs for their children.	
Program Review	Our current program was implemented more than ten years ago. There has not been a formal review of the program during this time. The program was modified several times due to budget reductions.	Review process will continue as program recommendations are being implemented.	<i>Students with gifts and talents develop their potential through comprehensive, aligned programming and services. (Gifted Programming Standards, 2010).</i>

White Bear Lake Area Schools
Elementary Gifted and Talented Program Review
School Board Work Study Progress Update
Monday, September 24, 2012

Elementary Gifted Program Overview (Current and Proposed)

Program Components:	Definition:	Description:	Pros:	Issues & Challenges:
Extracurricular Enrichment Opportunities • Accessible to all students • Currently being done in each building	• Special enrichment programs and activities • Explorations • Investigations • Cultural Activities • Service Activities • Field Trips	• Chess Club • Artists-in-Residence • Odyssey of the Mind • Destination Imagination • Math Club • STEM Fairs • Young Authors • Play Production	• Opportunities open to ALL students • Adaptable to the strengths and interests of students • Offered at individual buildings	• Resource allocation • Activities vary by building
Classroom Differentiation • Currently offered by classroom teachers	• Differentiation is changing the pace, level, or kind of instruction in response to individual or small group learners' needs, styles, or interests.	• Teachers differentiate content, process or product according to student's readiness, interests or learning profile through a range of instructional and management strategies. • Strategies include: tiered assignments, learning contracts, group investigations, independent study, compacting and varied homework.	• Provided for all students • Tailored to the needs and interests of the students • Differentiated instruction can help address the needs of academically diverse learners in increasingly diverse classrooms • Efficient and does not involve extra scheduling • Cost effective	• Meeting the appropriate level of challenge for high level gifted students • Ongoing professional development • Appropriate level of training varies by teacher
Pull-out/Push-in Model with Resource Teacher • Current structure is mostly <u>pullout</u> of identified students • Proposed program improvement would include more	• This model provides a framework that allows the gifted resource teachers and the classroom teachers to work together to provide enrichment and extension activities both inside (push-in) and outside (pull-out) of the regular curriculum.	• Identified students receive an advanced, rigorous curriculum through pull-out experiences, online learning and independent projects in literacy and/or math.	• Needs of identified students are being addressed • Gifted students have the opportunity to interact with their gifted peers • Curriculum is at a higher level of challenge • Students work with a gifted resource teacher • Curriculum covered in	• Curriculum addresses only mathematics, literacy and creative thinking • Students meet only once a week with resource teacher. • Scheduling for pull-out and push-in is difficult with the current 1 to 1 ½

collaboration & consultation with gifted resource teacher			the gifted pull-out classroom provides higher level thinking and addresses affective needs	day allocation of FTE's per building
Cluster Grouping Model <u>Proposed program improvement</u>	- A group of identified gifted students, usually those in the top tier are clustered in a mixed-ability classroom - Research clearly shows that clustering students of high ability increases the opportunity for instruction to be delivered at an appropriate pace and level of challenge	- The teacher has had training in how to teach exceptionally capable students - The curriculum is based on the district's core curriculum - Teachers provide curriculum differentiation - Gifted learners my progress at an accelerated rate or at an in-depth level - Gifted students have an opportunity to interact with their intellectual peers as well as age peers	- Students benefit from learning together - Appropriate levels of challenge for students - Ability for teachers to address unique social and emotional needs of gifted student - Full-time, cost effective program for gifted students, needs are being met every day - Out-of-class activities are easier to schedule with resource teacher - Removing the highest achievers allows other achievers to emerge - Reduces the range of student achievement levels that must be addressed by teachers - Student achievement increases when cluster grouping is used	- Ongoing professional development needs to be provided for classroom teacher - Pressure to place students in cluster classroom even if they are not in the actual cluster group. - Students that move in may not be able to be placed in cluster classroom
Magnet Model for Exceptionally Gifted <u>Proposed program improvement</u>	Program for students whose academic abilities indicate the need for in-depth, complex and rigorous curriculum and instruction beyond what can be provided in the gifted cluster or the pullout resource model	- A self-contained classroom-based program designed to meet the unique educational and social/emotional needs of gifted children who have exceptional academic skills - The program provides a highly rigorous content at an accelerated pace	- Provide programming for unique needs of students identified as having dramatically higher intellectual levels than the average student - Cost is similar to adding a classroom, expenses cover instructor and materials	- Program development - Identification of students - Location of program - Communication & marketing of program

AGENDA ITEM: **VI.1 Comprehensive Bullying Prevention, Intervention, and Support**

MEETING DATE: **September 24, 2012**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Michael Lovett, Superintendent**

Background:

Mr. Lyle Helke, Student Safety, Health & School Success Coordinator, Ms. Kathleen Daniels, Director of Special Services, and Mr. David Law, Assistant Superintendent, and others will update the School Board on recommendations on curriculum and protocols for comprehensive bullying prevention, intervention, and support.

Board Work Study Presentation
9-24-2012

- The White Bear Lake Area School District is committed to providing a safe, supportive, secure, and respectful learning environment for all students in school buildings, on school grounds, on buses, and during all school-sponsored events.
- While a majority of our students report feeling safe at school, bullying behaviors do take place in the school setting.
- Bullying may have a negative impact on the physical, social and emotional wellbeing of the target (of the bullying behavior), the bully and in some cases, the bystander.
- The White Bear Lake Area School District is committed to preventing bullying and to take action to investigate, respond to, remediate, and when appropriate, to discipline acts of bullying.
- As part of our Strategic Plan VI.1, the specific result is to prevent bullying by adopting a comprehensive bullying prevention, intervention and support program that promotes a safe, civil and inclusive climate and is implemented in each building, program and service.
- Over the past eighteen months, our district has convened two Bullying Prevention work groups. The first focused on the revision of our Bullying Prevention Policy; the second on the creation of a Comprehensive Bullying Prevention Framework.
- Our report to the Board Work Study will highlight the work of these two committees and the *Comprehensive Bullying Prevention Framework* that has been developed.



Best Practices in Bullying Prevention and Intervention

Bullying is aggressive behavior that is intentional and that involves an imbalance of power or strength. Often, it is repeated over time and can take many forms. In many respects, research on bullying prevention is still in its infancy. Although researchers have documented success of some comprehensive programs in reducing bullying, we still have much to learn about which aspects of these programs are most important.

However, a review of existing bullying prevention programs and feedback from educators in the field led us to suggest ten strategies that represent “best practices” in bullying prevention and intervention.

1. Focus on the social environment of the school. To reduce bullying, it is important to change the climate of the school and the social norms with regard to bullying. It must become “uncool” to bully, “cool” to help out students who are bullied, and normative for staff and students to notice when a child is bullied or left out. This requires the efforts of everyone in the school environment—teachers, administrators, counselors, other non-teaching staff (such as bus drivers, nurses, school resource officers, custodians, cafeteria workers, and school librarians), parents, and students.

2. Assess bullying at your school. Intuitively adults are not always very good at estimating the nature and extent of bullying at their school. Frequently we are quite surprised by the amount of bullying that students experience, the types of bullying that are most common, or the “hot spots” where bullying happens. As a result, it is often quite useful to assess bullying by administering an

anonymous questionnaire to students about bullying. What are the possible benefits of conducting a survey of students?

- Findings can help motivate adults to take action against bullying;
- Data can help administrators and other educators tailor a bullying prevention strategy to the particular needs of the school; and
- Data can serve as a baseline from which administrators and other educators can measure their progress in reducing bullying.

3. Garner staff and parent support for bullying prevention. Bullying prevention should not be the sole responsibility of an administrator, counselor, teacher—or any single individual at a school. To be most effective, bullying prevention efforts require buy-in from the majority of the staff and from parents.

4. Form a group to coordinate the school’s bullying prevention activities. Bullying prevention efforts seem to work best if they are coordinated by a representative group from the school. This coordinating team (which might include an administrator, a teacher from each grade, a member of the non-teaching staff, a school counselor or other school-based mental health professional, a school nurse, and a parent) should meet regularly to digest data from the school survey described in Strategy 2; plan bullying prevention rules, policies, and activities; motivate staff, students, and parents; and ensure that the efforts continue over time. A student advisory group also can be formed to focus on bullying prevention and provide valuable suggestions and feedback to adults.

5. Train your staff in bullying prevention.

All administrators, faculty, and staff at your school should be trained in bullying prevention and intervention. In-service training can help staff to better understand the nature of bullying and its effects, how to respond if they observe bullying, and how to work with others at the school to help prevent bullying from occurring. Training should not be available only for teaching staff. Rather, administrators should make an effort to educate all adults in the school environment who interact with students (including counselors, media specialists, school resource officers, nurses, lunchroom and recess aides, bus drivers, parent volunteers, custodians, and cafeteria workers).

6. Establish and enforce school rules and policies related to bullying.

Although many school behavior codes implicitly forbid bullying, many codes do not use the term or make explicit our expectations for student behavior. It is important to make clear that the school not only expects students not to bully, but that it also expects them to be good citizens, not passive bystanders, if they are aware of bullying or students who appear troubled, possibly from bullying. Developing simple, clear rules about bullying can help to ensure that students are aware of adults' expectations that they refrain from bullying and help students who are bullied. For example, one comprehensive program, the Olweus Bullying Prevention Program (see resources section on the Web site) recommends that schools adopt four straightforward rules about bullying:

- We will not bully others.
- We will try to help students who are bullied.
- We will make it a point to include students who are easily left out.
- If we know someone is being bullied, we will tell an adult at school and an adult at home.

School rules and policies should be posted and discussed with students and parents. Appropriate

positive and negative consequences also should be developed for following or not following the school's rules.

7. Increase adult supervision in hot spots where bullying occurs.

Bullying tends to thrive in locations where adults are not present or are not vigilant. Once school personnel have identified hot spots for bullying from the student questionnaires, look for creative ways to increase adults' presence in these locations.

8. Intervene consistently and appropriately in bullying situations.

All staff should be able to intervene effectively on the spot to stop bullying (i.e., in the 1–2 minutes that one frequently has to deal with bullying). Designated staff should also hold sensitive follow-up meetings with children who are bullied and (separately) with children who bully. Staff should involve parents of affected students whenever possible.

9. Focus some class time on bullying prevention.

It is important that bullying prevention programs include a classroom component. Teachers (with the support of administrators) should set aside 20–30 minutes each week (or every other week) to discuss bullying and peer relations with students. These meetings help teachers to keep their fingers on the pulse of students' concerns, allow time for candid discussions about bullying and the harm that it can cause, and provide tools for students to address bullying problems. Anti-bullying themes and messages also can be incorporated throughout the school curriculum.

10. Continue these efforts over time. There should be no "end date" for bullying prevention activities. Bullying prevention should be woven into the entire school environment.

Comprehensive Bullying Prevention Program

White Bear Lake Area Schools

Strategy VI

- We will foster connections with and among students and staff members to ensure all feel valued, supported and understood; and we will establish an environment that cultivates understanding and respect for differences among people.

Specific Result

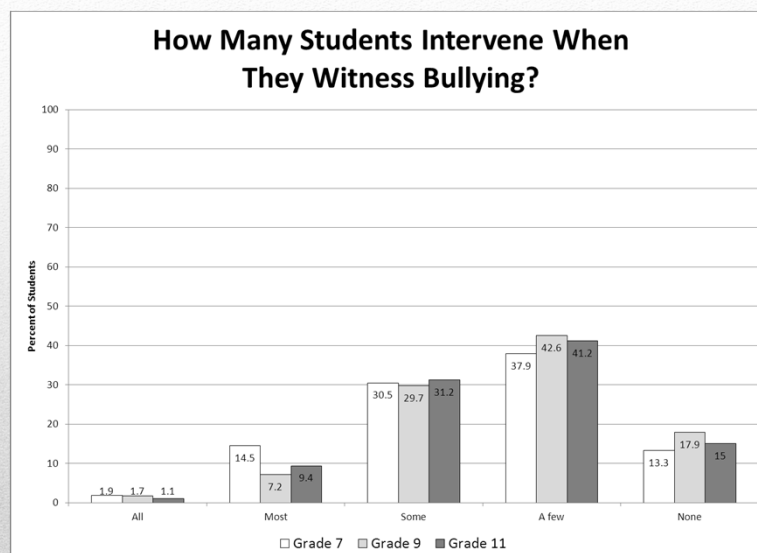
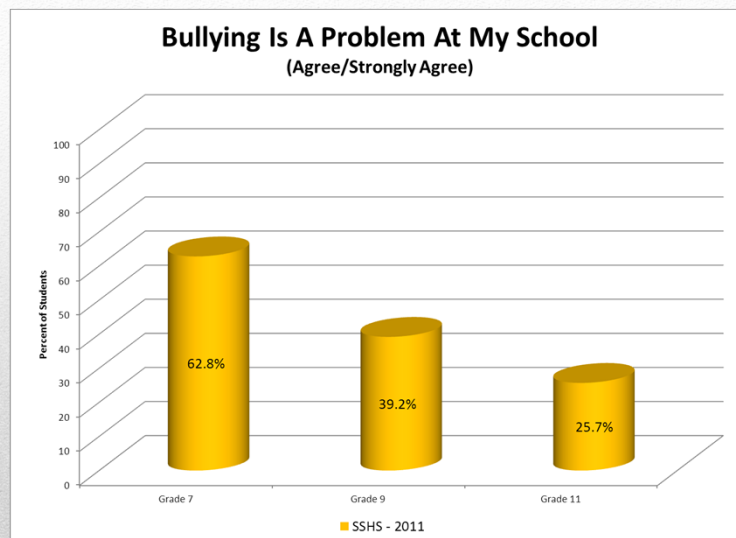
- The District will adopt a comprehensive bullying prevention, intervention and support program for students and staff that promotes a safe, civil and inclusive climate and is implemented in each building, program and service.
-

Bullying Prevention Committee Membership

Amy Anderson	John Leininger
Jennifer Babiash	Rita Leonard
Tamara Boeck	Mary McGrane
Bob Brewer	Brian Merhar
Becky Butters	Rebecca Modert
Kathleen Daniels	Ann Malwitz
Staci Docken	Kathy Moore
Avis Fink	Angie Rohow
Gary Hall	Aleta Schulte
Graciela Hammeken	Carol Tarsa
Dawn Hank	Tami VanOverbeke
Lyle Helke	Robin Villwock
Dave Johnson	Karen Voss
Janeen Kuemmel	Erin Yoshida
David Law	

Bullying Defined

- **Imbalance of Power:** People who bully use their power to control or harm and the people being bullied may have a hard time defending themselves
- **Intent to Cause Harm:** Actions done by accident are not bullying; the person who bullies exhibits behavior that is hurtful and aggressive
- **Repetition:** Incidents of bullying happen to the same person over and over by the same person or group



Comprehensive Bullying Prevention Program Framework

White Bear Lake Area Schools

Comprehensive Program Framework



Student Instruction

- Clarification of behavior expectations pertaining to bullying and consequences for violation of these rules.
 - Implementation with fidelity of the adopted K-12 bullying prevention curriculum.
-

K -12 Curriculum Recommendations

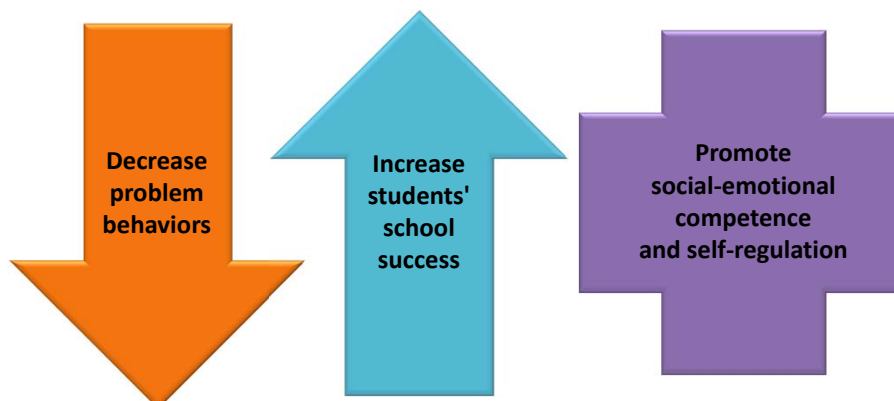
- K-2: *Second Step* Curriculum
 - Grades 3-5: *Steps to Respect* Curriculum
 - Grades 6-8: *Second Step* Curriculum
 - Grades 9-12: Advisory Period Lessons (3)
 - ✓ Bullying 101
 - ✓ Cyber Bullying
 - ✓ Dating and Relational Bullying
-



Program Overview

Introducing the *K–2 Second Step Program!*

It is a universal, classroom-based program designed to:



Program Skills and Topics: K–2

Unit 1: Skills for Learning

- Listening
- Focusing attention
- Using self-talk
- Being assertive

Unit 2: Empathy

- Identifying one's own and others' feelings
- Taking others' perspectives
- Showing care and concern for others

Unit 3: Emotion Management

- Understanding strong feelings
- Identifying and managing strong feelings
- Calming down strong feelings

Unit 4: Friendship Skills and Problem Solving

- Making and keeping friends
- Calming down and using Problem-Solving Steps

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Program Materials: K–2 Kits



Teach All the Lessons in Order

Grade Level	Number of Lessons	Lesson Length
K	25	20–25 min.
1	22	25–30 min.
2	22	30–35 min.
3	22	30–35 min.
4	22	35–40 min.
5	22	35–40 min.

Social-
emotional
competence



Self-
regulation
skills



School
and life
success

Skills for Social and Academic Success

Research Links SEL to Higher Student Success



- 23% gain in social-emotional skills
- 9% gain in attitudes about self/others/school
- 9% gain in pro-social behavior
- **11% gain on academic performance** via standardized tests (math and reading)



And Reduced Risks for Failure

- 9% difference in problem behaviors
- 10% difference in emotional distress

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., and Schellinger, K. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, 82, 405-432.

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**Steps to
Respect®**
A Bullying Prevention Program

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Steps to Respect



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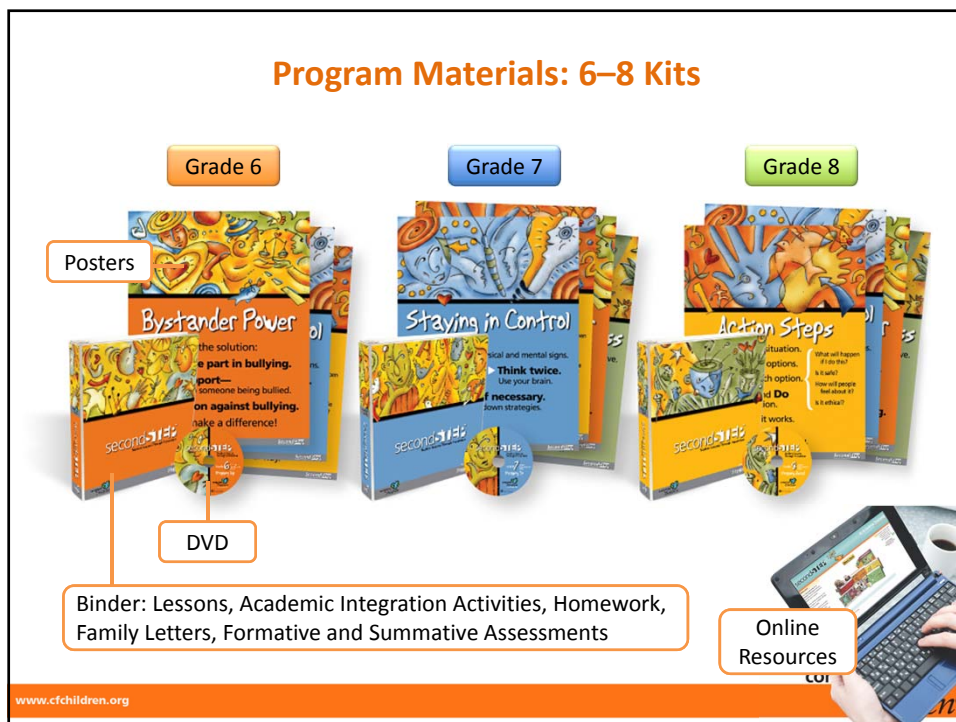
Classroom Curriculum—Teaching Students Skills



- Friendship skills
- Recognizing bullying behaviors
- Refusing bullying
- Reporting bullying
- Bystanders

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Teaching Guidelines

The **five themes** at each grade level are:

- Empathy and communication
- Bullying prevention
- Emotion management
- Problem solving/decision making/goal setting (Action Steps)
- Substance abuse prevention

The **lesson breakdown** at each level is:

- Grade 6: 15 lessons
- Grade 7: 13 lessons
- Grade 8: 13 lessons



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Bullying Prevention

Grade 6

- Recognizing bullying
- Bystander responses

Grade 7

- Sexual harassment
- Cyberbullying

Grade 8

- Labels, stereotypes and prejudice
- Bullying in friendships
- Bullying in dating relationships



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for
children

9-12 Bullying Prevention Advisory-Based Lessons

Bullying Prevention Lessons: Grades 9-12

- **Advisory Lesson #1 – What Is Bullying**
 - ✓ Bullying defined
 - ✓ Types of bullying
 - ✓ Harmful effects of bullying
 - ✓ Roles: The Aggressor; The Target; and, the Bystander
 - ✓ Reporting incidents of bullying
 - ✓ Supportive resources available to assist Targets, Perpetrators, And Bystanders
- **Advisory Lesson #2 – Cyber bullying**
 - ✓ Cyber bullying defined
 - ✓ Types of cyber bullying
 - ✓ Effects of cyber bullying
 - ✓ Legal implications of cyber bullying
 - ✓ Reporting incidents of cyber bullying
 - ✓ Safe, respectful and responsible texting, social networking and Internet use
 - ✓ Supportive resources available to assist Targets, Perpetrators, And Bystanders
- **Advisory Lesson #3 – Dating/Relational Bullying**
 - ✓ Dating and Relational bullying
 - ✓ Gender and sexual orientation bullying
 - ✓ Reporting incidents of relational/dating bullying
 - ✓ Supportive resources available to assist Targets, Perpetrators, And Bystanders

Summary

A School Climate is Associated With (Search Institute)

- Higher academic performance, engagement, attendance, expectations and aspirations.
 - A sense of scholastic competence.
 - Fewer school discipline referrals and suspensions.
 - On-time progression through grades.
 - Higher self-esteem and self-concept.
 - Less anxiety, depression and loneliness.
 - Less negative risk-taking behavior.
-