

Mercer Island School District #400

Board of Directors Meeting

January 25, 2018

Full Governance Process Monitoring—Board Policy 2020 | Fundamental 3

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 2020, 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 revised to include empathy and approved on February 9, 2017. The 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. These indicators show the school district continues to make progress to meet the intent of Fundamental 3. This monitoring has occurred annually since December of 2014.

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)* is given to high school students in alternate years.

At the February 27, 2017 meeting, the school board asked the district staff to determine additional indicators that monitor empathy. Indicators were explored that related to caring and self esteem in the DAS, understanding in the Healthy Youth Survey (HYS), and respect and friendship in the EES. Specifically, the following additional indicators were added:

- Percent of students who agree "I try to understand how other people feel and think." (DAS)
- Percent of students who agree that "Helping other people" is important. (HYS)

- Percent of students who agree “Most students are respectful of others at this school.” (EES)
- Percent of students who agree “In my school, I feel that I belong to a group of friends.” (EES)
- Percent of students who agree “I am treated with as much respect as other students.” (EES)

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 behaviour of youth over time. It is administered in alternate years across Washington state to students in grades 6, 8, 10 and 12.

Indicator		SY 12-13	SY 13-14	SY 14-15	SY 15-16	SY 16-17
Developmental Asset Survey Results – given to MIHS students	Average number of Developmental Assets (40 possible) reported by MIHS students		21.1		22.3	
	% of students reporting the Asset of “Self esteem”		48		47	
	% of students reporting the Asset of “Positive view of personal future”		70		73	
	% of students reporting the Asset of “Sense of purpose”		61		60	
	% of students reporting the Asset of “Personal power”		50		45	
	% of students reporting the Asset of “Restraint”		28		39	
	% of students reporting the Asset of “Peaceful conflict resolution”		64		65	
	% of students who agree that “Helping other people” is important.		88		83	
	% of students who agree that “On the whole, I like myself”		80		81	
	% of students who agree that “All in all, I am glad I am me”		82		81	
Healthy Youth Survey Results – given to student in grades 6, 8, 10 and 12	% of students who agree “I try to understand how other people feel and think.”		95		93	

Educational Effectiveness Survey Results – given to student in grades 4 through 12	% of students who agree “I am hopeful about my future”	87	87	88	88	86
	% of students who agree “I am a responsible student”	83	84	84	85	83
	% of students who agree “I take responsibility for working on my goals”	84	83	85	87	85
	% of students who agree “I pay attention to how I feel”		81	80	81	78
	% of students who agree “I can resist doing something when I know I shouldn’t do it”		79	78	77	79
	% of students who agree “I can calm myself down when I am excited or upset”		72	71	74	72
	% fo of students who agree “I am a hard worker”		83	82	86	84
	% of students who agree “Setbacks don’t discourage me”		68	68	62	67
	% students who agree “I feel bad when someone gets their feelings hurt”		84	84	86	85
	% student who agree “I am comfortable interacting with people from a different racial or ethnic background		91	90	92	91
	% students who agree “When my solution to a problem is not working, I try to figure out what went wrong”		80	79	81	81
	% of students who agree “Most students are respectful of others at this school.”			62	62	59
	% of students who agree “In my school, I feel that I belong to a group of friends.”		78	77	79	78
	% of students who agree “I am treated with as much respect as other students.”		76	79	80	78

As the Asset Survey was not administered in 2017, review of the quantitative indicators focused on the Educational Effectiveness Survey and the Healthy Youth Survey results. These data show a striking consistency over the four to five years of the survey administration. Of particular interest were the high number of students who continue to agree that “I am hopeful about my future,” “I am comfortable interacting with people from a different racial or ethnic background,” and “I feel bad when someone gets their feelings hurt.”, all indicators of Fundamental 3’s core values. The dip seen in “% of students who agree “Setbacks don’t discourage me.” has returned to the previous level.

With respect to the new indicators, a high number of students feel respected (“I am treated with as much respect as other students.”), but less students believe they are as respectful of

each other (“Most students are respectful of others at this school.”). It is encouraging to note that many students are part of friend groups (“In my school, I feel that I belong to a group of friends.”) and most student “try to understand how other people feel and think.” High school and middle school efforts continue to support respect of all students and staff in the school environment and to foster inclusion of all students.

All these data show that students are working on experiences that involve developing self awareness, empathy, emotional/social intelligence, responsible decision making and citizenship. Additionally, teachers are supporting their students with engaging learning environments, clear communication, flexibility, and responsiveness.

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 January 25 Board meeting to engage in a conversation with the Board.

Theme 1: Developing self awareness

Second Step—Elementary Grades

All four of our elementary schools are continuing the implementation and use of *Second Step Social Emotional Learning (SEL)* and *Second Step Bullying Prevention Unit* in all K-5 classrooms. Classroom teachers, counselors, and administrators are all part of the team who are teaching units in individual classrooms. *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. The *Second Step Bullying Prevention Unit* includes age-appropriate information and scenarios to help students identify bullying behaviors and learn effective strategies to combat those behaviors. In an effort to support school-wide implementation of *Second Step* principles, support staff are beginning to receive training on the emotional management and problem solving strategies taught in this curriculum. Training additional staff members in the *Second Step* curriculum will result in reinforcing these social/emotional skills in the lunchroom, recess, and hallways.

Second Step Curriculum—Middle Grades

At IMS the *Second Step* program is being presented this year in all 8th grade Language Arts classes as well as in 6th and 7th grade Health classes. All students are receiving instruction and learning opportunities that focus on the development of self-awareness and appropriate and positive interactions with others. By teaching students the concepts of active listening, empathy, emotional management and self regulation, students are learning not only about how to take care of themselves but also how to engage with their peers in a positive way. With a focus on becoming more self aware, students are taught to set goals in order to grow and develop into productive and actively engaged Islander Middle School citizens.

DBT SKILLS At IMS - Skills Training for Emotional Problem Solving for Adolescents (DBT STEPS-A)

At IMS, the team is integrating the DBT Steps-A program into the Compass LAB program. The program was created by James and Elizabeth Mazza and is based on the work of Dr. Marsha Linehan at the University of Washington. Steps-A supports students in developing their decision-making strategies and increasing coping strategies in both in the home and school settings. Students are learning the meaning and importance of topics such as Dialectics, Mindfulness, Distress Tolerance, Emotion Regulation, and Interpersonal Effectiveness. Additionally, they learn about the three states of mind: Emotion Mind, Reasonable Mind and Wise Mind. Wise Mind is the state we are in when we make the most sound decisions; it is the synthesis of emotion and reasonable mind. Staff are encouraging students to learn to be *open-minded* and use *mindful thinking* in making choices as opposed to being in a state of *mindlessness* which can lead to impulsive and hurtful behaviors. One of the main concepts being explored is how to shift from “all or nothing thinking” to understanding that it’s possible for opposites to be true. Also they can have control of their mind as opposed to allowing their emotions to control them. Our teaching includes experiential activities, self-regulation skill development, class discussions and students keeping a weekly record of how they are implementing the learning.

Self-Portraiture in Photography at MIHS:

Photography teacher, Laura Totten created a project that provides students time to self-reflect about what makes them unique, to understand that parts of their identities are temporary or changeable, and to share with one another the richness of subtle differences in each other’s lives. With these rich layers to explore, students reflect on what makes them who they are at this stage in their lives, and they choose to reveal what they wish through the portrait unit. Totten’s students create a series of 3 final self-portraits:

Who Am I? which uses 1 prop and gesture/expression to show a side of their identity. This can be symbolic of their culture or faith, or a hobby or cause they are strongly connected with.

My Interests which combines a layer of their handwritten paragraph over a studio self-portrait.

6-Word Memoir which is an activity created by Smith Teens in 2005 as a written exercise for teens to tell their life story in 6 words. Totten adapted this to be combined with a self-portrait that incorporates their memoir.

Zones of Regulation in the Adult Transition Program:

The Adult Transition Program uses the Zones of Regulation curriculum daily in their classroom to start the day and throughout the day to notice and regulate emotions, solve problems, and teach empathy. The Zones curriculum is a tool which teaches emotional intelligence. The Zones are color coded (blue = tired, sad, not feeling well; green = optimal performance, ready to learn, happy, calm; yellow = overwhelmed, anxious, nervous, overexcited; red= crying, out of control, angry).

Led by ATP teacher, Karin Shelton, students and staff strive to operate in the Green Zone. Although they may not always feel “green” and ready to learn, they have tools in their “Tool Box” to utilize to support achieving the green zone. These tools include taking a break, getting a drink of water, stretching, and asking for help, and they are taught and practiced throughout the day. Staff and students do a daily check-in using the Zones as a guide. By starting each day with identifying feelings, recognizing behaviors, and reviewing available tools and strategies, they not only practice emotional intelligence, but they are able to recognize and empathize other people's feelings as well. This daily activity builds citizenship and a sense of community in the ATP classroom. The goal is for students to recognize their emotions and be able to use their tools independently to regulate their emotions.

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

The school-counselor collaborative partnership between MISD and MIYFS tentacles into all four of the superintendent’s 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 the elementary level, YFS counselors meet with student groups daily to offer support in areas ranging from working with students with disabilities and helping them navigate their social world to working with students with gender identity development questions. Counselors also support new students and offer small group sessions for students working through family divorce, death, and substance abuse. In addition, YFS counselors often lead weekly Mindfulness lessons in many of our elementary schools and assist students in personal issues such as building self-esteem and managing relational aggression.

At the middle grades, MIYFS counselors support students in a variety of ways. They see students one-on-one, they facilitate group opportunities for students, and they support classroom teachers through presentations and co-facilitation of classes. Our MIYFS counselors are essential partners in planning and carrying out support structures for our

students and work to implement programs such as Sources of Strength and WEB which positively impact our overall school culture.

The high school is fortunate to have two on-site MIYFS counselors who specialize in drug and alcohol counseling, students' social/emotional needs, peer dynamics, and mental wellness. Having two counselors available to meet with and support students every day affords immediate access to substance abuse intervention for students as well as prevention education, mental health support and intervention, staff and parent consultation and assessment/referral to additional services as needed. The MIYFS counselors are also leaders in our Forefront Suicide Prevention Team that provides training and resources to all staff.

Theme 2: Emotional/Social intelligence including empathy

Elementary- Emotional Management

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. In addition, Mindfulness is taught and practiced by many teachers at Northwood, West Mercer, Lakeridge, and Island Park.

At Island Park, general education peer mentors work with Personalized Learning Program (PLP) students during adaptive and general education physical education classes to learn how to support them in successfully managing gross motor activities as well as social interactions with peers. Also at Island Park this year, our leadership team has partnered with YFS counselors to train Recess Mentors or general education students with skills to integrate PLP students with non-disabled peers at recess and perform Second Step problem-solving strategies with younger students at recess.

Middle Level - Sources of Strength Project

This is the second year of a new peer support program at Islander called *Sources of Strength*. The *Sources of Strength* project takes what Natural Helpers was designed for in the 1970's and revamps these efforts for students in 2016 and beyond. *Sources of Strength* is a strength-based comprehensive wellness program that focuses on suicide prevention by helping students recognize the positive influences and resource in their lives. As a wellness program, it also seeks to impact social issues such as bullying, substance abuse, and violence. We managing this program by identifying, training and using peer leaders to share our messaging with our student body. The "Hope, Help, and Strength" messaging is designed to positively impact the school and/or community culture around help-seeking behavior, breaking codes of silence, and perceptions of adult support. By

doing school wide campaigns, our *Sources Program* aims to help students see that they have much to be grateful for and appreciative of, in an effort to focus on the positive.

IMS Dependable Strengths Small Groups and Curriculum:

The counseling team at Islander Middle School is continually searching for ways to meet the ever-changing needs of our students. As a result of a professional development opportunity with the Center for Dependable Strengths, the counseling team is excited about bringing the Dependable Strengths curriculum to Islander Middle School. We already led a staff presentation about the program and are running small groups of 7th and 8th grade students based on the concepts in the program.

This Dependable Strengths curriculum was developed to assist young people in order to identify and value their strengths: their core skills, abilities, traits, and positive characteristics which make them unique in the world. This program is based on the belief that everyone is valuable with positive qualities. Unfortunately, in our society, these strengths are often hidden or taken for granted and need to be brought to light in order to be of benefit. Too often young people have little sense or appreciation of their own worth. This condition currently couched in terms of low self-esteem, frequently results in underachievement, negative behavior or other diminished self-expression. The Dependable Strengths process is designed to counter this by helping students discover more of their potential and begin valuing their unique strengths.

MIHS Talking Thursdays in Walking for Fitness:

Talking Thursdays provides an opportunity for students of varying grades and social groups to interact with each other in MIHS' Walking for Fitness class. On Thursdays, students are pre-assigned into random groups of 3 (typically) and are given a slip of paper with discussion questions. While they answer the questions and discuss with each other, students are also walking approximately 6 laps (1.5 miles) around the track. Most of the walks in this class are around the mega-block or off-campus; however, on Thursdays students have an opportunity for an "easier" walk where interaction is the priority.

As teacher Gavin Cree said: "It has been my goal to come up with topics of interest and value to teenagers." Initial Talking Thursday topics included thoughts on school, travel, music, television, movies, trivia, Mercer Island history and other light topics. As the semester progresses discussions on college applications, vegetarianism, gun laws, climate change and other more serious topics emerge. "It's great to find some opportunistic topics relevant to the current school climate, and I plan to create a 'school spirit' discussion in January where students can discuss what school spirit means to them," said Cree. Beginning second semester, teacher Toby Swanson and Cree will integrate podcast listening into the Walking for Fitness class. Their vision is that the podcast listening will lead to discussion - much like a "book club."

MIHS Spanish & Northwood Spanish Story Project:

Students in Kyla Keeler's Spanish 3 class developed their emotional intelligence and empathy as they wrote and illustrated books for elementary students at Northwood. One of

the major concepts covered early in Spanish 3 is the past tense. Since there are two past tenses in Spanish but only one in English, students often struggle to understand past tense in Spanish.

Keeler decided to partner with Ashley Joseph, the Spanish teacher at Northwood, to design a unit that would be mutually beneficial to both Keeler's high school students in their study of the two past tenses and Joseph's elementary students' early learning of Spanish. MIHS students selected a story topic from the list of ideas submitted and then had to consider how to write the stories not only in the appropriate past tense, but also considering the social, emotional, and developmental appropriateness for their young audience. The final product was a true story book with text and images, many of the books were electronic built in the book creator platform. Once the books were finished, Keeler's students traveled to Northwood to read their stories to Joseph's students and Joseph's students sang a Spanish song for Keeler's students. Both groups benefited from the partnership and are continuing efforts to collaborate on future projects.

Theme 3: Responsible decision-making

Elementary PE Curriculum

P.E. students in our elementary schools participate in *Exemplary Physical Education Curriculum* (EPEC). Included in the curriculum is a module on personal and social skills where children are taught and practice social behaviors that show respect for self and others during physical activity settings. During the *Compassion for Others* lessons, students practice encouraging students who might be challenged in a physical activity. They also practice praising others (i.e. good sportsmanship) for contributions and achievements regardless of levels of ability. In the *Cooperation* portion of the module, students practice taking turns, sharing materials and working through disagreements with peers (e.g. interpreting rules of a game). Students learn how to hold themselves accountable for personal actions and how to prepare to participate in activities during the *Responsibility* lessons. Other learning objectives fall under *Self-Control and Respect for Others* skill sets. Most skills are taught in grades K-2 and reviewed in grades 3 -5. They are often incorporated during other P.E activities (e.g. encouraging others while they dribble a soccer or basketball.)

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

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 public posters, assemblies, classroom discussions, positive interventions (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.

WM PAWS

PAWS is the description of the basic expectations our West Mercer community holds for the behavior of every member of our community from students to staff to parents to

volunteers. PAWS stands for: **P**actice Kindness, **A**ct Responsibly, **W**elcome Challenges, and **S**how Respect. PAWS describes how we work together as a school community to make West Mercer a great place to learn and grow. We have specific PAWS descriptions for the classroom and common areas. To reinforce this important learning students are often given PAWS certificates for demonstrating one of the four (4) PAWS behaviors. In addition, once or twice a month teachers nominate 2 students from each classroom to have lunch with the principal during Wolfpack Lunch. Teachers define and model PAWS for classrooms and common areas for their students, and our MIYFS counselor and PALS program further support the efforts of teachers with lessons and support plans for students.

Northwood “Strive for Five”

At Northwood, the school wide PBIS is known as “Strive for Five”: Be safe, be respectful, be responsible, be accepting and be here to learn. Northwood infuses this belief system in all that we do; from classroom management to lunchroom expectations; from common language in all Northwood spaces to our Soaring Owls’ Nest lunches. Our students Strive for Five 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 reminding students of common expectations and once a month, two students are recognized from each classroom who have exemplified our “Strive for Five” goals.

Northwood Character Trait of the Month

Northwood’s school community focuses on a different Character Trait every month; September=Kindness, October = Cooperation, November = Perseverance, December = Review, January = Empathy, February = Gratitude, March = Patience, April = Resilience, May = Generosity and June = Honesty. Our school has monthly screencasts that highlight each of the individual character traits. Our 5th grade students highlight the character trait of the month in their Morning Announcements and students are acknowledged for displaying the character traits by staff members.

Lakeridge Character Trait of the Month

Lakeridge students and staff focus on demonstrating positive character traits each month. September - Kindness, October - Empathy, November - Gratitude, December - January - Perseverance, February - Respect, March - Optimism/Positive Attitude, April - Risk Taking, May - Problem Solving, June - Self-Control/Self-Management. Students that practice the trait of the month are granted a Lion PRIDE slip and every month, two students from each classroom are invited to join the principal for lunch in the “Lion’s Den.” Teachers and students create activities within the classroom and school to promote the character trait of the month, daily reminders and motivations are announced school wide in the morning, and school-wide activities and assemblies take place. Our Student Council makes videos to be shared with all students that promote and encourage these positive traits.

Island Park’s Positive Behavior System

Island Park’s PBIS system is comprised of a variety of elements including S.O.A.R. recognition slips and announcements, Eagle’s Lunch, Mindfulness, and Second Step.

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: **S**afety, **O**n Task, **A**lways **R**espectful. Each week, staff nominate a student to have lunch with Principal Hoffman for Eagle's Lunch. Nominations include a statement addressing the students demonstrated positive behavior. Nominees are chosen for recognition of S.O.A.R. traits. Parents are sent home postcards notifying them of their students' recognition.

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.

IMS - Character Strong

Our 6th grade Extended Core classes and in our 8th grade WEB class utilize a program called Character Strong. The purpose of the program is to study eight positive character traits including patience, kindness, humility, respect, selflessness, forgiveness, honesty and commitment. The students work to understand the meaning behind each trait, and then practice developing the trait using a concept called "character dares." Once the character dare challenges begin, teachers have the opportunity to open up conversations about issues facing students, enabling the teacher to become a mentor to the students they serve. The whole school is also focusing on one character trait each month (October through May), Staff share the character dares during morning announcements, and invite every student to participate in growing his/her character throughout the year. There is also communication home each month about the traits and the dares and families are encouraged to be aware and talk about them together.

Emotional Quotient in MIHS Business and Marketing Courses:

The MIHS Business and Marketing program spends time exploring Emotional Intelligence, also known as, Emotional Quotient (EQ). It differs from IQ. Emotional Intelligence is described as being aware of our own emotions, responding to them appropriately, and then doing the same with the emotions of others. It is not the same as being emotional. It is a cognitive ability. Emotional Intelligence is often divided into four areas of specific skills: Self-Awareness, Self-Management, Social Awareness and Relationship Management.

Being emotionally intelligent helps Shannon Tapps' students navigate school and eventually workplace challenges. It helps them communicate their needs effectively, respond to criticism, solve problems, be flexible in changing circumstances, understand other people's needs, be culturally sensitive, respond to difficult people, create proactive behavior, and persevere through challenges. As a program, the Business and Marketing

classes tie EQ into all challenges they face (ex: working in teams, DECA, and their work with real businesses).

Students apply their EQ to various real-world applications as they work to make responsible business and humanitarian decisions in Jen McLellan's International Entrepreneurship class that benefit not only their student-run company, but decisions that also positively impact others' lives in a variety of countries around the world. Their company slogan is: "Profit Through Purpose" and they have partnered financially with groups from Costa Rica, Ghana, Israel, Thailand, Dubai, and Germany. MTI demonstrates their social responsibility through their support of organizations such as: Mary's Place, The Sophia Way, The Humane Society, Burao Academy of Science and Technology, Seattle Adaptive Sports, The Odessa Brown Children's Clinic, and more.

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. Student leaders are typically 3rd, 4th, or 5th graders and represent their classes and act as a liaison with primary classrooms.

Elementary Gardening Club/Green Team

The elementary schools demonstrate citizenship by taking care of their schools through gardening and/or the green team. Kindergarten through fifth grade students give back to their school by gardening and promoting green initiatives. Students empty recycling bins in the classrooms, help monitor the compost routine in the cafeterias, tend to the gardens, and work with the green team teacher to raise awareness about reducing, reusing, and recycling.

Northwood Student Safety Patrol

At Northwood, we have 5th grade students who work alongside our adult Safety Paras to ensure that all students and their families arrive to school safely. We have Student Safety Patrollers assist in our Car Loop and at our Crosswalks. The Student Safety Patrollers work closely with the adults they are partnered with to highlight safe pedestrian practices for all. We have a classroom teacher who trains all Safety Patrollers and then manages the student schedules. This opportunity allows our 5th graders to be seen as leaders in our community and in our school.

Middle School WEB Program

WEB, which stands for "Where Everybody Belongs," is a middle school orientation and transition program that welcomes the 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 mentor from the 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.

In addition WEB Leaders take one trimester of the WEB class in which they are taught the “Servant Leadership” model in relation to their experience as a student, as a WEB Leader and as a member of our community. Through this model, WEB Leaders are increasing their understanding of empathy, self-awareness and self-reflection. WEB provides a structure in which students make real connections with each other thus increasing school safety and reducing incidence in bullying.

Catalonia in Spanish 2 at MIHS:

At the end of September, students in Becca Williams’ Spanish 2 class studied the real-time events of the Catalanian Independence Movement. In an effort to spark some discussion and learn about a very important cultural event happening in the Spanish speaking world, Williams explored the independence movement as big changes were happening thanks to extensive media coverage. Students read articles and developed their own discussion questions in preparation for a jigsaw activity that provided necessary background information about the movement and why this was such a monumental vote in Spain. Some articles were provided by Spanish media sources in Spanish while others were presented in English from British and American sources. Students were able to identify the varying tones of the articles produced by different countries, especially the bias in articles from Spain. After researching the movement and history of Catalonia, students chose whether they were for or against the Catalanian Independence Movement. These lessons created an authentic cultural connection between MIHS students and the Spanish speaking world as they explored citizenship from a global perspective.

K-12 Digital Citizenship

The foundation for excellent digital citizenship begins in the K-5 segment with introductions to computer lab and iOS device use that include accepting the responsibility for sticking to educational purpose set by teacher, respecting shared folders and passwords, and for accessing safe sites on the internet. In addition each 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. Foundational and digital citizenship lessons are reinforced as teachers work with students in context of the curriculum throughout the year with digital media tools. A few examples include accessing and collaborating on Cloud (Google Drive or OneDrive) documents, behavior in online social media environments using Seesaw as a safe platform to learn about appropriate sharing online, and research learning how to assess websites’ validity with a critical eye. These lessons are extended in middle schools with overarching themes related to harassment and cyberbullying, online safety, and leaving a positive digital footprint, with a lesson taught in 7th grade language arts, and 8th grade health. In addition, 6th students are exposed to an extensive unit on digital citizenship in 6th grade tech block, and every other year 7th and 8th graders hear a presentation from Officer Stefanie Thomas from the Seattle Police Department and Internet Crimes Against Children Task Force regarding internet crimes and online safety. Annually, all high school students partake in an interactive lesson in Bridges exploring the causes and effects of bullying and harassment. This year we are adding Bridges lessons

on identity by showing “Gender Revolution” and “The Masks We Live In” and also on sexual assault and the objectification of girls by showing “The Hunting Ground.” Since much of the content of cyberbullying stems from insecurities, we felt it was prudent to begin to address some of the known roots of insecurity - identity. Additionally, all incoming 9th graders are provided training on acceptable digital uses of their 1 to 1 iPad. Many of the high school CCR/CTE business and marketing classes and special education classes explicitly teach students how to engage in appropriate online communications with teachers, business professionals, and potential employers.