

Mercer Island School District #400

Board of Directors Meeting

January 24, 2019

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.

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 15-16	SY 16-17	SY 17-18	SY 18-19	SY 19-20
Developmental Asset Survey Results – given to MIHS (9-12) students in the spring of alternating years	Average number of Developmental Assets (40 possible) reported by MIHS students	22.3		19.9		
	% of students reporting the Asset of “Self esteem”	47		38		
	% of students reporting the Asset of “Positive view of personal future”	73		64		
	% of students reporting the Asset of “Sense of purpose”	60		49		
	% of students reporting the Asset of “Personal power”	45		44		
	% of students reporting the Asset of “Restraint”	39		31		
	% of students reporting the Asset of “Peaceful conflict resolution”	65		64		
	% of students who agree that “Helping other people” is important.	67		68		
	% of students who agree that “On the whole, I like myself”	81		72		
	% of students who agree that “All in all, I am glad I am me”	81		74		
Healthy Youth Survey Results – given to student in grades 6, 8, 10 and 12 in the fall of alternating years	% of students who agree “I try to understand how other people feel and think.”		93		***	
Educational Effectiveness Survey Results – given to students in grades 4 through 12 each spring (3rd grade students in 2018)	% of students who agree “I am hopeful about my future”	88	86	86		
	% of students who agree “I am a responsible student”	85	83	83		
	% of students who agree “I take responsibility for working on my goals”	87	85	85		
	% of students who agree “I pay attention to how I feel”	81	78	77		
	% of students who agree “I can resist doing something when I know I shouldn’t do it”	77	79	84		

	% of students who agree "I can calm myself down when I am excited or upset"	74	72	71		
	% fo of students who agree "I am a hard worker"	86	84	85		
	% of students who agree "Setbacks don't discourage me"	62	67	67		
	% students who agree "I feel bad when someone gets their feelings hurt"	86	85	88		
	% student who agree "I am comfortable interacting with people from a different racial or ethnic background"	92	91	94		
	% students who agree "When my solution to a problem is not working, I try to figure out what went wrong"	81	81	81		
	% of students who agree "Most students are respectful of others at this school."	62	59	58		
	% of students who agree "In my school, I feel that I belong to a group of friends."	79	78	79		
	% of students who agree "I am treated with as much respect as other students."	80	78	77		

***Data not available until spring

As the Healthy Youth Survey was not administered in 2018, review of the quantitative indicators focused on the Educational Effectiveness Survey and the Asset Survey results. The data from the EES has been very consistent for several years. There were a few questions for which the percentage increased slightly. Student responses to "I am comfortable interacting with people from a different racial or ethnic background" improved from 91 to 94 percent. This reflects the continued focus on equity and diversity in each of our schools. Additionally, student responses to "I feel bad when someone gets their feelings" improved from 85 to 88 percent. The question that indicates the most improvement for the 17-18 school year is the percentage of students who indicated "I can resist doing something when I know I shouldn't do it" improving from 79 to 84 percent. This improvement is reflective of the continued effort to promote responsible decision making through Second Step and WEB curriculum, Bridges lessons, MIYFS counselor support, and other classroom-based lessons.

Something that stood out is the difference between responses to similar questions when posed to just high school aged students versus students in grades 3-12. Only 64% of high school students reported "a positive view of personal future" on the Asset Survey whereas 86% of students in grades 3-12 reported "I am hopeful about my future" on the EES Survey.

The data is reflective of experiences students have in our schools that involve developing self-awareness, empathy, emotional/social intelligence, responsible decision making and citizenship.

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, all staff are receiving training on the emotional management and problem-solving strategies taught in this curriculum. Training all staff members in the *Second Step* curriculum will result in staff consistently 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 Training for Emotional Problem Solving for Adolescents—IMS

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.

Circle Shares—MIHS

Many teachers at MIHS are using best practices from the restorative justice model to help develop inclusive classrooms that are emotionally safe for students. One example which is popular is “Circle shares.” Several teachers are using this activity to build relationships within the classroom with students. Greg Smiley (9th Grade English), Katie McConn (10th Grade English), Patrick Rigby (CREST Social Studies/English Block), Michael Harper (Crest English/Social Studies Block), Christie Kenyon (Personalized Learning), Larry Bencivengo (AP Biology, and Biology), Joe Bryant (Radio), Kyla Trujillo (Spanish 3 & 5), Alex Baker (International Studies/Civics), Brian Hampsch (Physics) and Toby Swanson (PE) use this practice daily or weekly depending on the class. . Students share personal feelings in our safe space in Circle Shares and share how our MIHS community can support them. Empathy sentence stems are shared with students in which they provide sincere empathetic comments to others.

Sleep Journal Reflection Project—MIHS

In Jeff Randolph’s AP Psychology class students maintain a sleep journal over a period of 3 weeks. This sleep journal is kept during our study of Brain States--sleep cycles, circadian rhythms, dreams are just a few of the topics covered in the unit. Midway through the sleep journal, students are introduced to the habits of sleep hygiene, and then asked to improve upon their sleep practices from these suggestions (that is, if they struggle to get a regular 8 hours of restful sleep a night). Sigmund Freud’s assertion that dreams are “wish fulfillment.” On what basis do you draw these conclusions? In the second half of your reflection paper, consider the other four dream theories proposed in the textbook: information-processing, physiological function, activation-synthesis, and cognitive theory. Which of these theories best supports your dreaming pattern? Why? Use details from your dream journal and events from your days’ events to reinforce your conclusions. *Effectively* and *accurately* use at least five relevant vocabulary from the dream and sleep section of the text (aforementioned dream

theories, Freudian terminology, REM rebound, insomnia, hallucinations, circadian rhythm, etc.)

iMovie IEP Conferences—ATP

In Karin Shelton's ATP class, students are at the forefront and drivers of their IEP conferences. This fall, students and staff in the ATP program used iMovie as a vehicle to capture the interests, goals, and daily activities of each student to share with parents and staff members during the IEP meeting. Each iMovie was personalized with the student's choice of music, voice, and explanations throughout the video. Students were asked to introduce the video and set the scene for the audience. Afterwards, students expressed what they liked best about their iMovie and answered any questions from parents and staff as to how this video supported their interests, goals, and daily activities. Students were incredibly proud of their work and excited to share their video at their conference. Future plans have already been made to continue this work with students and staff of the PLP program through collaboration and professional development.

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 meet with families, 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, WEB and Second Step 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

Emotional Management—Elementary Schools

Every grade level spends an entire Second Step unit focused on *emotional management*. During these five to seven lessons, students develop their metacognitive awareness about their own emotions. Through discussion, reflection, and observation, students learn to: recognize what they feel in their bodies; manage frustration; calm themselves when confronted with strong feelings; handle their emotions when having to wait; recognize anger; bounce back when they are knocked down; navigate feelings associated with being worried; recognize test anxiety; handle accusations; address hurt feelings, avoid jumping to conclusions, and resist revenge. In addition, Mindfulness is taught and practiced by many teachers at Northwood, West Mercer, Lakeridge, and Island Park.

At Island Park and Northwood, general education peer mentors work with Personalized Learning Program (PLP) students during adaptive and general education physical education classes, as well as other times in the school day, 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.

Sources of Strength Project—IMS

This is the third year of a relatively 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 revamped 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, mental health awareness and violence. We managing this program by identifying, training and using peer leaders to share our messaging with our student body, through campaigns during the school year. The "Hope, Help, and Strength" messaging is designed to positively impact the school and community culture around help-seeking behavior, breaking codes of silence, and perceptions of adult support. By doing school wide campaigns, our *Sources of Strength Program* aims to help students see that they have much to be grateful for and appreciative of, with an underlying goal encouraging a focus on the positive sources of strength that already exist for each of us.

Dependable Strengths Small Groups and Curriculum—IMS

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 brought the Dependable Strengths curriculum to Islander Middle School last school year. Last School year the counseling team led a staff presentation about the program and ran small groups of 7th and 8th grade students

based on the concepts in the program. This school year the counseling staff will be running the Dependable Strengths program with the Leadership class as well as with 7th grade LA/SS classes.

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.

Democratic Classrooms—IMS

Several teachers at IMS attended a democratic classroom workshop in August 2018 with Chris Fontana, former Spanish teacher in the MISD and founder of Global Visionaries, an exchange program between student leaders from Mercer Island, Seattle, and Guatemala who work together on service projects.

Through ongoing training, teachers are learning how to transform their classrooms from autocratic teacher-led to democratic student-led learning spaces. Students are all given jobs in the classroom ranging from getting the class started with an entry activity to setting up the room for a class meeting to checking in with peers to see how everyone is feeling. They know that their primary purpose is to be sure that “everybody gets it.” “It” is anything from a student’s feeling of safety and connectivity in the classroom to an academic concept. They are coached in ways to show empathy, solve classroom problems, and offer support to each other without always looking first to the teacher. In a democratic classroom, the teacher is not the only leader. They are learning to keep each other on task, remind each other when side conversations are disruptive, and hold each other accountable to do their jobs. They understand that each of them contributes to the well-being of the group. Through weekly or bi-weekly classroom meetings, students discuss subjects as diverse as why we should take risks to how can we ensure that all voices are being heard in our discussions to how do we solve the problem of the mess left on the floor. They become allies for empowering each other. Students also regularly practice mindfulness meditation and self-reflection.

Art Intro Project—IMS

Art II students create table group Superhero movie trailers as a way to introduce their strengths and also ways they will help out in the art room. Each trailer highlights each student in the group with one of their talent/strengths and then as a whole group. This beginning project allows students to collaborate and learn about each other in a unique setting. Several students said it was their favorite project in their whole middle school experience!

MIHS Salsa & Salsa/Spanish & Northwood Spanish Story Project

Bringing culture to life is a major focus for Spanish teachers, Kyla Trujillo and Becca Williams, in their daily lessons. This year these teachers invited professional Salsa dancers into their

classrooms for a day of dance instruction and to learn about the history of this dance throughout most Spanish-speaking countries. An evening event for all MIHS staff and students was sponsored by the Spanish classes to teach people how to dance Salsa. In addition to dancing, each participant was encouraged to bring a salsa inspired dish to share as over 100 people ate and danced the evening away.

Students in Kyla Trujillo'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. Trujillo partnered with Lyndsey Daniels, the Spanish teacher at Northwood, to design a unit that would be mutually beneficial to both Trujillo's high school students in their study of the two past tenses and Daniels'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, Trujillo's students traveled to Northwood to read their stories to Daniels's students and Daniels's students sang a Spanish song for Trujillo's students. Additionally, the MIHS students organized a game for the Northwood students to practice the vocabulary they had been learning. Both groups benefited from the partnership and are continuing efforts to collaborate on future projects.

Drama Program Ashland Field Trip—MIHS

The Drama program headed by Daniela Melgar provides a variety of opportunities for students to develop their skills in Emotional/Social Intelligence including empathy. One primary example of this is field trip that the Drama classes take to the Oregon Shakespeare Festival. The primary mission of this festival is to tell the stories of varied and diverse voices through classic and contemporary plays. MIHS Drama students saw four productions in Ashland this year, each of which speak very clearly to the lives and experiences of varied peoples. Students spend time in class after the Ashland field trip dissecting each play and speaking to the different thematic elements that came up. Watching and performing theatre involves empathy for others, as actors either watch or inhabit the shoes of different people, and students then speak to those experiences and how their empathy and understanding can impact others.

Another example of Theme 2 is the Drama Playwriting Project. Five Drama 2 students in Advanced Drama class write 5 original plays, and then those plays are performed by their classmates. Not every play has a deep or impactful statement about life, but some do. Some of the plays written speak to the experience of the playwrights. The actors who perform in these plays bring the words and experiences of their own classmates to life on stage. Again, playing any role forces an actor to step outside of their own lives and develop empathy and understanding for someone else.

The 3rd example as part of Theme 2 is the Drama Monologue Project. Students learn and perform two separate monologues, one classical, one contemporary. They are asked to create a character from the words, and to play out that character's life and emotions. As mentioned before, this creates empathy for other people, and an understanding for the way other people live.

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 proactive teaching, modeling and reinforcement, public posters, assemblies, classroom discussions, positive tokens (school-wide slips), and public recognitions, students become aware of and internalize desired behaviors. Expected behaviors for classroom and other public spaces are posted, taught and referred to when working through student behavior issues.

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. Additionally, our grade level teams of teachers and students host a monthly Soaring Owls Assembly to recognize our collective efforts to Strive for Five and set goals for continued efforts toward positive behaviors.

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, students are acknowledged for displaying the character traits by staff members, and we learn about and celebrate the focus trait at our monthly Soaring Owls Assembly.

Lakeridge LION PRIDE (Schoolwide PBIS)

At Lakeridge, the schoolwide PBIS program is known as “Lion PRIDE”. Lakeridge PRIDE includes such programs as our schoolwide expectations, Positive PRIDE slips, Lunchtime Learning, and Character Traits of the Month with Lions Den Lunches. Our three schoolwide expectations are Be Safe, Be Respectful, Be Responsible with specific expectations for separate common areas (cafeteria, playground, hallways, bathrooms and assemblies). These common area expectations are explicitly taught and re-taught or revisited at key times during the school year by both certificated and classified staff. Expectations are also posted throughout the building for all adults and students to review when needed. Positive PRIDE slips are used by staff to compliment and celebrate students showing PRIDE. Students who receive these slips bring them to the front office and two slips are read over the schoolwide intercom every day during morning announcements. At the end of each month, PRIDE slips are sent home. Finally, multiple times a month the principal, AP, or other guest presenters (student councils, PTA, Green Team, etc.) present to, celebrate, and/or teach students at our “Lunchtime Learning” during student lunch times in our cafeteria. Topics include schoolwide expectations, character traits, Second Step social-emotional learning, and other general Lion PRIDE lessons and presentations.

Lakeridge CHARACTER TRAITS OF THE MONTH

Lakeridge students and staff focus on developing and demonstrating positive character traits each month. September is Gratitude, October is Cooperation, November is Generosity, December is Resilience, January is Patience, February is Kindness, March is Honesty, April is Empathy, and May is Perseverance. Every month, two students from each classroom are invited to join the principal for lunch in the “Lion’s Den” where students are honored as being the best representatives for the school of that month’s character trait. Students are given certificates of achievement and their names are posted in our Lakeridge Hall of Fame. Teachers and students participate in related character-building activities in classrooms and the trait is highlighted at Lunchtime Learning sessions. Student council makes short videos to promote the character trait of the month and daily reminders and encouragements are made over morning announcements.

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.

West Mercer Peer Mediators

Each year 4th and 5th grade students volunteer to become Peer Mediators to support younger students during recess conflicts. The Peer Mediators are trained in problem solving processes and practice their skills through role playing of common recess conflicts. When ready, they wear specific vests and carry clipboards with resources to help younger students work through typical recess conflicts. Our younger students learn to look for these Peer Mediators when low level conflicts arise on the playground.

Mindfulness in the MIHS Compass Program

The MIHS Compass Social Skills class has been practicing Mindfulness every Monday morning as a way to start the class and prepare students' minds for the week. The class

instruction focuses on building appropriate social skills with peers, teachers, parents and potential employers. As part of social skill building, students are taught how to regulate emotions through Mindfulness. This practice helps students with deep breathing instruction and guides them to focus their minds for the day. Mindfulness has also benefited The Compass classroom as students have demonstrated increased focus, attention, self-control, classroom participation, and compassion to others. Other benefits have shown improved academic performance, ability to resolve conflict, overall well-being and decreased levels of stress, depression, anxiety and disruptive behavior. Students in the Compass program have been very receptive and look forward to this time in class as it is practiced by students, teachers, and paraprofessionals every Monday.

MIHS ASB Student Senate

Under the direction of Toby Swanson, this year the ASB Leadership class has been examining how to promote citizenship and student voice about important topics surrounding the day to day life at MIHS. The ASB Leadership class reviewed the ASB Constitution and realized they needed to incorporate re-instituting the ASB Senate since this is part of the MIHS ASB By-Laws. Students set up the process for nomination of Senators from each Bridges class throughout the school. They will meet once a month starting in January. A variety of topics will be discussed at these meetings. The goal of the Senate is to provide leadership and student voice/input about diverse topics surrounding Theme 3 - Responsible Decision-Making. This group will be a decision making body about different student driven initiatives as well as school wide initiatives.

Theme 4: Citizenship

Elementary Student Council

All four elementary schools have a student council. Each school council sets its own goals and areas of emphasis each year. The students typically focus on fundraising or humanitarian campaigns to help local, national, and/or international organizations as well as school spirit or school culture activities. Student leaders are typically 3rd, 4th, or 5th graders and represent their classes and act as a liaison with primary classrooms.

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 Staff 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.

Lakeridge Student Safety Patrol and Student Advisories

Safety Patrol is one of several student leadership advisories we have at Lakeridge. Similar to Northwood as described above, Lakeridge also has 5th grade students who work alongside our adult Safety Staff to ensure that all students and their families arrive to and leave from school safely. The Student Safety Patrol team works closely with adults to highlight safe, responsible and respectful walking/biking practices for all. We have adult co-leaders who train, supervises, and manage the schedules of our student Safety Patrol team. These fifth graders are visible daily to every student who comes to our campus and it is an excellent opportunity for these kids to show their responsible volunteerism for and leadership in our school community. In addition to Safety Patrol, Lakeridge also has a Principal's Cafeteria Council, Cone Patrol (monitors of the walkway from cafeteria to recess), and Principal's Recess Advisory team who all serve as role model citizens and leaders for their peers.

West Mercer Leadership Ambassadors

New last year was an innovative student leadership program begun by our Music and Spanish teachers. They work with a group of 50 2-5th graders to promote a safe and friendly culture at West Mercer. Each morning 2-3 students wearing colored vests to indicate their role as Leadership Ambassadors, welcome students to school and help students and visitors find their way around the school. In addition, these Leadership Ambassadors serve as greeters for after school events such as Concerts and Talent Shows.

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 mentors 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.

IMS Band Coat Drive

As a part of a leadership and service component of the IMS Band program, the Bands will join forces to put on a coat drive this winter. It is our belief that being directly or indirectly involved in a project that helps people who are in need will provide important growth opportunities for our students. The Band instructors believe that our kids are people of good will, and given the opportunity, they will embrace the chance to help others. In addition to hopefully providing coats and other warm weather clothing, we will be utilizing students in the execution of

organization and light physical labor to make the drive come to fruition. Collection, organization will be a few of the roles for students. We intend to have a competition between groups to add to the fun, and hopefully enhance the giving!

MIHS Empty Bowls Fundraiser Project

Students in Chantel Torrey's Wheel Throwing class research local non profit organizations and choose one as a class. Students create the bowls that will then be sold as a donation to the non profit organization they selected. Students organize donations and community members of soup (they put it in the bowls!), bread and desserts for guests to enjoy while listening to presentations from the organization and people who it has helped come together as a community.

Link Crew (Bridges) Leadership Program

Link Crew is a nationally recognized program designed to provide leadership training for peer student leaders in schools. Mercer Island High School has 68 trained Link Crew leaders who are also known as Bridges Leaders. These peer leaders are trained to help support and mentor students in their Bridges classes. They provide social emotional positive culture building activities to promote positive school community and support their peers getting to know each student better. They also provide a communication line between the students and the operational day to day staff interactions. Bridges leaders also promote positive inclusive opportunities for students to get more involved at MIHS. They also help the Bridges teachers with ongoing lessons and class discussions about topics such as Bullying/Intimidation/Harassment, Personal Safety, Sexual Harassment, Diversity & Equity, gender biases, and Internet safety.

Bridges leaders sought to extend their leadership beyond the MIHS community and decided to coordinate a food drive for the Mercer Island Youth and Family Services Food Drive. Each class selected a family and was given the list of food items to collect for the family. While names were not given of the families in our community that will benefit from this drive students learned the importance of giving back to their community and supporting less fortunate families.

This program is coordinated by Kati McConn and Shannon Tapp. Students are selected based attributes related to leadership.

Radio Broadcasting Project - Community Difference Makers Interview

The Radio Broadcasting Program promotes responsible decision making in many aspects of the program. Students in Joe Bryant's Radio Broadcasting classes are not only required to do their own research to get viable stories for the radio talk show portion of the broadcasting but required to find stories that make a difference in our community. The Community Difference Makers project is a series of interviews done by students to salute those people who they feel are making a positive impact on their lives and our community. This could be a police officer, piano teacher, lunchroom worker, mental health worker, or congressman. Joe Bryant asked his radio broadcasting students to reach out and interview someone they feel is making a positive difference in our community. Some high-profile examples of guests for these interviews this year were "stars" in a variety of fields including Rock and Roll Hall of Fame members Alan White of Yes and Roger Fisher of Heart, Seattle Mariners Team President Kevin Mather, Actor

Tom Skerritt, KING 5 News Anchor Lori Matsukawa and US Congressman Adam Smith. One student also interviewed on live radio Paul Allen's personal pilot. This project left lasting impressions on our students and their listeners on live radio.

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. All students are reminded about these topics in the fall with the review of exceptional use of Schoology and the iPads, and then these topics were covered more extensively in 6th grader core classes in the fall, and with a reminder presentation from our instructional coaches and principals in November. Our 7th and 8th grades graders expand on the digital citizenship lessons in 7th grade health and 8th grade language arts classes. In addition, on February 28th, our 7th and 8th graders will 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.