

Mercer Island School District #400

Board of Directors Meeting

February 13, 2020

Full Governance Process Monitoring—Board Policy 1800 Operational Expectation 01 |
Fundamental 3 - Level 2

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 1800 Operational Expectation 01, 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, as revised and approved by the Board on February 14, 2019. The approved Superintendent's Interpretation is attached for reference.

To facilitate a Level-2 monitoring, 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. Board monitoring, at either Level-1 or Level-2, has occurred annually since 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.

		SY 15-16	SY 16-17	SY 17-18	SY 18-19	SY 19-20
Indicator						
Developmental Asset Survey Results – given to MIHS (9-12) students inf alternating years	Average number of Developmental Assets (40 possible) reported by MIHS students	22.3		19.9		20.9
	% of students reporting the Asset of “Self-esteem”	47		38		35
	% of students reporting the Asset of “Positive view of personal future”	73		64		63
	% of students reporting the Asset of “Sense of purpose”	60		49		47
	% of students reporting the Asset of “Personal power”	45		44		38
	% of students reporting the Asset of “Restraint”	39		31		36
	% of students reporting the Asset of “Peaceful conflict resolution”	65		64		65
	% of students who agree that “Helping other people” is important.	67		68		85
	% of students who agree that “On the whole, I like myself”	81		72		69
	% of students who agree that “All in all, I am glad I am me”	81		74		69
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	85	
	% of students who agree “I am a responsible student”	85	83	83	84	
	% of students who agree “I take responsibility for working on my goals”	87	85	85	87	
	% of students who agree “I pay attention to how I feel”	81	78	77	79	
	% of students who agree “I can resist doing something when I know I shouldn’t do it”	77	79	84	83	
	% of students who agree “I can calm myself down when I am excited or upset”	74	72	71	73	
	% of students who agree “I am a hard worker”	86	84	85	85	

	% of students who agree "Setbacks don't discourage me"	62	67	67	67	
	% students who agree "I feel bad when someone gets their feelings hurt"	86	85	88	90	
	% student who agree "I am comfortable interacting with people from a different racial or ethnic background"	92	91	94	94	
	% students who agree "When my solution to a problem is not working, I try to figure out what went wrong"	81	81	81	83	
	% of students who agree "Most students are respectful of others at this school."	62	59	58	61	
	% of students who agree "In my school, I feel that I belong to a group of friends."	79	78	79	79	
	% of students who agree "I am treated with as much respect as other students."	80	78	77	78	

Our quantitative indicators focus on EES and DAS results. The data from the EES has been very consistent for several years. There were a few questions for which the percentage increased slightly, several which remained the same as the previous year, and only one where the percentage of students reporting "almost always and often true" decreased by one percentage point: Students reporting they are hopeful about their futures. Interestingly on the DAS, students reported a 17% increase in their belief that "helping other people is important," but their responses to questions pertaining to their self-esteem indicated a drop across the board. These data points include student responses to their perceptions of their self-esteem, personal power, "I like myself," and "I am glad I'm me."

The data is reflective of the continued experiences students have in our schools that involve developing self-awareness, empathy, emotional/social intelligence, responsible decision making and citizenship. We realize we have some work to do to identify and support students' perceptions of self and promoting positive self-outlook.

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 February 13, 2020 Board meeting to engage in a conversation with the Board.

Theme 1: Developing Self-Awareness

Elementary Second Step Curriculum

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. All 1st and 3rd grade classrooms are also teaching lessons from the *Second Step Child Protection Unit (CPU)*. 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 are 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. The *Second Step Child Protection Unit* includes age-appropriate information and scenarios to help students maintain boundaries in regards to their private areas as well as learn when and how to report concerning touching. 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 - IMS

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.

Zones of Regulation - Island Park

In past years, the Zones of Regulation curriculum has been used in special education settings and a few general education classrooms. This year, the entire staff was introduced to the curriculum. The curriculum is designed to foster self-regulation and emotional control. It is a natural link between being mindful (What is my body telling me?) and Second Step curriculum strategies (problem solving and social skills). It blends methodologies of social thinking, sensory processing and emotional intelligence. Students are taught that they have zones (blue/body is running slow, green/good to go, yellow/proceed with caution, and red/caution-extreme emotions) of different levels of alertness and emotional states of being. Through lessons on emotional vocabulary, recognizing emotions in oneself and others, and awareness of emotional triggers, students are able to identify the zone they are in as well as strategies on how to stay in that zone or what is needed to move toward a more appropriate and emotional safe zone.

SBIRT Screening Tool - IMS

Islander Middle School received a grant under the Best Start for Kids program to implement a pilot of the SBIRT screening tool for student mental and physical health. The SBIRT, or Screening Brief Intervention and Referral to Treatment, utilizes a screening tool developed by Children's Hospital that allows students to self-refer for services and check-ins with trusted and trained adults. The tool also provides students feedback on lifestyle factors, such as sleep and nutrition, and their impact on overall health. After students complete the screening, they are referred to a counselor or adult for check in and possible referral to other resources, depending

on need. Once fully implemented, the SBIRT is a tier-one intervention supporting the social and emotional needs of students.

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 (9th/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), 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.

The Positivity Project - MIHS

Led by a group of MIHS students, the Positivity Project was founded this year. This project involved a group of students creating posters with positive messaging to be displayed throughout the school building. Students and staff were encouraged to participate for two weeks in September during both lunches to sit at the Positivity Project table and create and color a poster with a variety of positive messages around self-love, self-identification and self-worth.

iMovie IEP Conferences—ATP (Adult Transition Program) and PLP (Personalized Learning Program) - MIHS

Thanks to collaboration and professional development, this year our ATP/PLP teachers, Karin Shelton, Holly Purcell, Christy Kenyon and Diana Apacible, have helped students become more involved with their IEP conferences. Students and staff in both programs use 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 is personalized with the student’s choice of music, voice, and explanations throughout the video. Students are asked to introduce the video and set the scene for the audience. Afterwards, students express what they like best about their iMovie and answer any questions from parents and staff as to how this video supports their interests, goals, and daily activities. Students are incredibly proud of their work and excited to share their video at their conference.

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

The school-counselor collaborative partnership between MISD and YFS touches all four themes of the superintendent’s interpretation of Fundamental 3. Although highlighted in Theme 1, this partnership creates student benefits in the other three themes as well. Each school in MISD has a YFS mental health counselor to provide 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 and Second Step lessons in all four elementary schools and assist students in personal issues, such as building self-esteem and managing relational aggression.

At the middle grades, YFS 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. The school-based YFS 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 (Where Everyone Belongs) and Second Step, which positively impact our overall school culture.

The high school is fortunate to have two on-site YFS 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 everyday 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 YFS 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.

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 during 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.

The Great Kindness Challenge - Elementary Schools

All four elementary schools participated in the international Great Kindness Challenge during the final week of January, 2020. At the heart of the Great Kindness Challenge is the simple belief that kindness is a positive and powerful force that, when repeated, is habit forming and becomes common practice. Some of the events leading up to and during the Great Kindness Challenge week included: Martin Luther King Jr. and Great Kindness kick-off assemblies, student kindness challenges to perform and document 20-50 acts of kindness in one week, inspirational morning announcements and kindness quotes, "Let Kindness Shine" spirit days, and other kindness-related activities supported by PTAs and student councils.

Social/Emotional Tiered Interventions - IMS

This winter, the IMS counseling team created a set of Tiered Interventions for students who need support with social and emotional challenges. These interventions include Tier 1 interventions for all students including classroom trainings and lessons, Tier 2 interventions that support students when they need additional interventions such as one-on-one support or frequent counselor check-ins and Tier 3 interventions for students needing significant support like support plans and referrals to additional outside supports. This set of interventions

compliments the MTSS triangle developed by IMS, including both Response to Intervention, and Positive Behavior Intervention Systems.

Sources of Strength Project - IMS

This is the fourth year of a relatively new peer support program at Islander called *Sources of Strength*. The *Sources of Strength* project took 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 by focusing on the positive. We manage 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 stigmas around mental health, 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 of 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 IMS 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 IMS 2 years ago. In the 2017-2018 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. In the 2018-2019 school year, the counseling staff ran the Dependable Strengths program with the Leadership class. This school year, the counseling team plans on running the program in small groups during Gator Time, with Leadership, and in some select 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

A large contingent of IMS teachers have attended Democratic Classroom trainings with Chris Fontana. Chris is a 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.

Classroom and Islander Hour Sessions - MIHS

Intentional lessons developed collaboratively by MIHS and YFS counselors around social-emotional support have been offered to students throughout our MIHS Islander Hour time. Teachers and counselors have led sessions addressing topics around the value of learning, learning from mistakes, and developing a growth mindset. Remaining topics to be covered this year include finding one's fit, finding balance and the value of an off-period. As part of our school improvement plan, our goal of reducing stress and anxiety through our school-wide efforts to eliminate homework over breaks will continue to be discussed and analyzed through our Islander Hour as well. Finally, during our Islander Hour, teachers and counselors continue to have conversations with their IH students based on GAS (grades, attendance, and social - how/what students are doing socially in their clubs, volunteer efforts, sports, college choices, etc).

Hoop it Up for Mental Health - MIHS

On Friday Jan. 24, 2020, the Basketball Booster Club and Athletic Department, in coordination with The Scooty fund, hosted an evening of basketball with a theme of Mental Health Awareness. They publicized the varsity boys basketball game with posters in the halls, in the Daily Bulletin and on multiple social media platforms. Prior to the game, there was a presentation made by Kasey Taylor, sister of former MI Basketball player Will Taylor, who started The Scooty Fund following her brother's death by suicide. The presentation expressed the need to develop emotional awareness and seek out people to talk to when struggling with social emotional issues. The Scooty Fund also had a table that attendees could go to for more information.

Forefront and Image Classes - MIHS

In collaboration with our YFS counselors and our Image teacher, Lori Emery, 9th grade students learn about suicide prevention through a unit based on University of Washington's Forefront organization. Students are trained on the "LEARN" acronym where "E" stands for empathy. Students role-play and practice displaying empathy during a potentially difficult conversation.

Spanish Story Project - MIHS & Northwood

Bringing culture to life is a major focus for MIHS Spanish teachers, Becca Nitz and Kelsey Cochran. Students in the MIHS Spanish 3 classes 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. Nitz and Cochran partnered with Lyndsey Daniels, the Spanish teacher at Northwood, to design a unit that would be mutually beneficial to both the 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 story book with text and images; many of the books were electronic built in the book creator platform. Once the books were finished, Cochran and Nitz's students traveled to Northwood to read their stories to Daniels's students and Daniels's students sang a Spanish song for the high school students.

Both groups benefited from the partnership and are continuing efforts to collaborate on future projects.

Emotional Quotient Learning in Business and Marketing Classes - MIHS

The Business and Marketing program encourages Emotional Intelligence, also known as Emotional Quotient (EQ).

Coming on March 13, is a guest speaker who incorporates EQ in her workplace (Biotech). Shannon Tapp, Business and Marketing teacher, is excited about building something long range with this guest speaker in the CCR department.

Being emotionally intelligent helps our students navigate school and eventually workplace challenges. It helps them communicate their individual 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.

The Business and Marketing program wants students to understand that challenges come up in school, work and life. How they address each domain can greatly impact their ability to be successful in all areas of life.

The program starts with a unit about self-assessment, with readings and in class activities. Students also watch videos/interviews with Daniel Goldberg and Angela Duckworth (both leaders on EQ and Grit). The program promotes EQ learning through working in teams, DECA, presentations, and work with real businesses.

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 (PBIS)

PBIS 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.

“The Wolf Way” - West Mercer

The Wolf Way 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. To exemplify the “Wolf Way” we ask everyone to “take care of yourself, take care of your pack” by being safe, respectful, and responsible. When students are caught following these expectations, staff responds with a positive acknowledgement and a HOWLS ticket. 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 the “Wolf Way” 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.

“Be the Three to Grow Our Hearts and Minds” - Northwood

At Northwood, the school-wide PBIS is known as “Be the Three”: Be safe, be respectful, be responsible. 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 Be the Three 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 “Be the Three” goals. Additionally, our grade level teams of teachers and students host a monthly Soaring Owls Assembly to recognize our collective efforts to Be the Three and set goals for continued efforts toward positive behaviors.

Character Trait of the Month - Northwood

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.

LION PRIDE (Schoolwide PBIS) - Lakeridge

Lakeridge’s school-wide PBIS program is known as “Lion’s PRIDE.” Lion’s PRIDE is defined by the combination of 1) Our motto “Work Hard. Be Kind.”; 2) Our Character Traits of the Month; and 3) Our school-wide expectations of “Be Safe, Be Respectful, and Be Responsible.” We teach, model, and positively reinforce what Lion PRIDE looks and feels like every day and in every common space including homeroom classrooms, our cafeteria, playground, hallways, bathrooms, specialist classrooms and for assemblies. Our Lions PRIDE motto and expectations are displayed in every hallway, classroom and shared space throughout the school. We celebrate desired behaviors through PRIDE slips that recognize individual achievement; Lions Den Lunches that honor the best examples of our Character Traits of the Month; and 10,000 PRIDE Ticket Challenges that recognize our collective efforts toward school-wide goals. Student council members read two PRIDE Slips that highlight Be Safe, Be Respectful, Be Responsible in our daily morning announcements. Our morning announcements also include daily inspirational quotes and/or positive reinforcements of all aspects of our Lions PRIDE (PBIS) as well.

Character Trait of the Month - Lakeridge

Lakeridge students and staff focus on developing and demonstrating positive character traits each month. These character traits help define Lion’s PRIDE and “The Lakeridge Way.” 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, 2-3 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.

Positive Behavior System - Island Park

Island Park’s PBIS system is comprised of a variety of elements including S.O.A.R. recognition slips and announcements, Mindfulness, Second Step and Zones of Regulation. 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: Safe, Respectful and Responsible.

PBIS/SEL Tier 2 Intervention - Elementary Schools

As part of our continuing work to develop Multi-Tiered Systems of Support, all of our elementary schools have established Tier 2 Intervention processes to support students who demonstrate a need for additional support beyond the Tier 1/Universal school-wide PBIS (Positive Behavior Intervention and Support) and SEL (Social Emotional Learning) instruction. Each school has identified staff to support students using a research-based “Check-in, Check-out” process. This intervention builds a positive, supportive relationship between the adult and the child, with a focus on moving toward student-specific goals. The adult engages the child in a daily check-in to focus on the goal for the day, followed by a check-out to review how the child fared that day. Students are recommended for this support using our Student Study Team process, and data is collected and reviewed to monitor the child’s response to the intervention. Goals are adjusted as needed during this process. The intervention is designed to last between nine and twelve weeks, and it provides an additional layer of instruction and reinforcement for the Tier 1 social emotional learning.

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.

Peer Mediators - West Mercer

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.

PBIS and the Islander Way MIHS

This year the high school staff, guided by the high school PBIS team, started the initial work around developing systems and conducting a review with our staff around commonalities and expectations for school-wide behaviors in teachers’ classrooms and throughout the school building. Early this winter, students and staff analyzed the existing “Islander Way” developed for 9th grade students several years ago and looked for ways to update and strengthen the focus of what it means to be an MIHS student and positive behaviors we seek. Instead of “rules”, students and staff are creating school-wide behavioral expectations through characteristics or traits we value as a school community.

Mindfulness in the Compass Classroom - MIHS

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 class have been very receptive and look forward to this time in class as it is practiced by students, teachers, and paraprofessionals every Monday.

ASB Student Senate - MIHS

Under the direction of ASB teacher Toby Swanson and Associate Principal Jenny Foster, the MIHS Student Senate was successfully launched and implemented. The goal of the Senate is to provide leadership and student voice/input about diverse topics surrounding Theme 3 - Responsible Decision-Making. This diverse group of students (grades 9-12) promotes citizenship and provides student voice about important topics surrounding the day to day life at MIHS. Students set up the process for nomination of Senators from each Bridges class throughout the school. Since the inception of the Senate in September, students meet once a month. A variety of topics are discussed at these meetings. This group encompasses 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. Our staff advisors work hard to foster student voice through this process, empowering them to make choices for how they want to serve the school and broader community.

Elementary Gardening Club/Green Team

The elementary schools demonstrate citizenship by taking care of their schools through gardening and/or green teams. 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.

Student Safety Patrol - Northwood

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. This year, we have added to our cadre of Safety Patrol volunteers by partnering with the Adult-Transition Program at MIHS.

Student Safety Patrol and Student Advisories - Lakeridge

Safety Patrol is one of several student leadership advisories we have at Lakeridge. Fifth grade students work alongside adults to ensure that all students and their families arrive to/leave from school safely. The Student Safety Patrol team promotes our school-wide expectations of Be Safe, Be Responsible and Be Respectful by reinforcing safe walking/biking practices. These fifth graders are highly visible role models of citizenship, volunteerism and leadership in our school community. In addition to Safety Patrol, Lakeridge also has a Cafeteria Council, PRIDE Patrol (new), and as-needed student advisories who collaborate with staff to provide student input, voice and leadership for school operations.

Safety Patrol and Leadership Ambassadors - West Mercer

4th and 5th grade students work alongside our adult Safety Staff to ensure that students cross safely at the designated crosswalks along our safe walking paths. These students serve as role models and encourage safe walking practices. For the past few years an innovative student leadership program begun by our Music and Spanish teachers has been gaining traction at West Mercer. Every year, 40-50 2nd, 3rd, 4th, and 5th graders 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.

WEB Program - IMS

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.

Band Coat Drive - IMS

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 cold-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!

Empty Bowls Fundraiser Project - MIHS

Students in Chantel Torrey's Wheel Throwing class research local nonprofit organizations and choose one as a class. Students create the bowls that will then be sold as a donation to the nonprofit organization they selected. Students organize donations and community members receive a bowl of soup (they put it in the student created bowls), bread and desserts for guests to enjoy while listening to presentations from the organization.

Defining the Common Good in the Civics Classroom - MIHS

This year Jamie Robertson's 12th grade Civics classes participated in a unit titled "Defining the Common Good in our Classroom" where the purpose was to engender student agency and decision-making in the classroom. In addition, students gained basic civics knowledge regarding types of government and the value of constitutional rule. Students thoroughly analyzed how a democratic classroom impacts student learning. Students in Robertson's classes learned about the rights and responsibilities needed in order how to effectively govern their class throughout the term.

Football, Volleyball and Boys Varsity Basketball Teams - MIHS

Reaching our students outside of the classroom in ways to promote citizenship and support students socially and emotionally, the MIHS football, volleyball and boys varsity basketball teams were led by their coaches through programs called "Coaching Boys Into Men" and "Athletes as Leaders." Our coaches and teams partnered with Team Up Washington, which is a violence prevention initiative that uses sports as a platform to end sexual assault and dating abuse. Our high school coaches and athletic mentors learned how to implement two research-based programs with their teams. Student athletes are equipped with tools to impact social norms at their school, build healthy relationship skills, and create a culture of safety and respect. The Washington State Coalition Against Domestic Violence, in partnership with the Harborview Center for Sexual Assault & Traumatic Stress and LifeWire, trained our coaches and athletic mentors using the curricula Athletes As Leaders and Coaching Boys Into Men. Team Up Washington emphasizes the importance of implementing both programs at local high schools to ensure that athletes of all genders can participate and receive this positive leadership development. In 2019, approximately 120 boys and 40 girls have participated in these two programs.

Link Crew Leadership Program - MIHS

Link Crew is a nationally recognized program designed to provide leadership training for peer student leaders in schools. MIHS has 68 trained Link Crew leaders who are also known as Link 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 other better. They also provide a communication line between the students and the operational day to day staff interactions. Link leaders also promote positive inclusive opportunities for students to get more involved at MIHS.

Link Leaders partnered with ASB to coordinate a food drive for the Mercer Island Youth and Family Services Food Drive in December. Each class selected a family and was given a list of food items to collect for the family. Although names of the families who benefitted from this drive were not disclosed, students learned the importance of giving back to their community and supporting less fortunate families.

This program is coordinated by Kati McConn and Dani King. Students are selected based on attributes related to leadership.

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 the teacher, respecting shared folders and passwords, and for accessing safe sites on the internet. In addition, each classroom annually participates in a simple, direct instruction lesson 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, learning appropriate behavior in online social media environments such as Seesaw as a safe platform to learn appropriate sharing online, and 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 acceptable use of Schoology and the District's iPads. These topics are also covered more extensively in 6th grade core classes each fall. Students entering high school also receive in-person training at Fee & Photo Day to reinforce the appropriate and educational use of our District iPads.