

Mercer Island School District #400
Board of Directors Meeting

February 9, 2017
(postponed from December 8, 2016)

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 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 attached report describes the work in our schools to meet Fundamental 3. The instructional team considered the superintendent’s interpretation of Fundamental 3, which was initially approved by the Board on January 10, 2013. Fundamental 3 was revised to include *empathy*. The updated superintendent’s interpretation dated December 1, 2016 is proposed for approval. The superintendent's interpretation is attached for review and action.

This report includes both quantitative indicators from the Developmental Asset Survey and the Educational Effectiveness Survey, 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* 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* is given to high school students in alternate years.

Indicator		SY 11-12	SY 12-13	SY 13-14	SY 14-15	SY 15-16
Developmental Asset Survey Results – given to MIHS students	Average number of Developmental Assets (40 possible) reported by MIHS students	20.7		21.1		22.3
	% of students reporting the Asset of “Self esteem”	51		48		47
	% of students reporting the Asset of “Positive view of personal future”	74		70		73
	% of students reporting the Asset of “Sense of purpose”	66		61		60
	% of students reporting the Asset of “Personal power”	50		50		45
	% of students reporting the Asset of “Restraint”	37		28		39
	% of students reporting the Asset of “Peaceful conflict resolution”	60		64		65
Educational Effectiveness Survey Results – given to student in grades 4 through 12	% of students who agree “I am hopeful about my future”		87	87	88	88
	% of students who agree “I am a responsible student”		83	84	84	85
	% of students who agree “I take responsibility for working on my goals”		84	83	85	87
	% of students who agree “I pay attention to how I feel”			81	80	81
	% of students who agree “I can resist doing something when I know I shouldn’t do it”			79	78	77
	% of students who agree “I can calm myself down when I am excited or upset”			72	71	74
	% fo of students who agree “I am a hard worker”			83	82	86
	% of students who agree “Setbacks don’t discourage me”			68	68	62
	% students who agree “I feel bad when someone gets their feelings hurt”			84	84	86
	% student who agree “I am comfortable interacting with			91	90	92

	people from a different racial or ethnic background					
	% students who agree "When my solution to a problem is not working, I try to figure out what went wrong"			80	79	81

As reported to previous boards, of the Assets selected to monitor Fundamental 3, only the asset of "restraint" has been studied nationally by the Search Institute (authors of the *Asset Survey*). Nationally, 48% of students exhibit the asset of "restraint", which is a considerably higher percentage than our student population. This year, though, we did see a rise in the area of restraint. The assets of "personal power" and "sense of purpose" both decreased over time. This asset information, as well as other asset indicators, is being used by the high school to improve students' self-awareness and social/emotional intelligence through specific actions identified as follows: in the School Improvement Plan (SIP) planning, which was previously presented to the board; BRIDGES and WEB lessons, designed around many of these themes; counseling services; and individual teacher-led tasks around this work.

The other indicators, selected from the *Educational Effectiveness Survey*, are also being used to influence the contents of school SIP plans and social/emotional activities within buildings and classrooms. These data show consistency over the three years. Of particular interest were the high number of students who agree that "I am hopeful about my future," "I am comfortable interacting with people from a different racial or ethnic background," and "I feel bad when someone gets their feelings hurt."

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

Additional indicators for future Fundamental 3 reports may be selected from the recent administration of the Healthy Youth Survey. The Healthy youth survey is given to middle school and high school students in the fall of alternate years. Results are not available until spring. The most recent administration was October 2016. Results can be found here: <http://www.mercerislandschools.org/Page/13645>

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 (Northwood Elementary as the sixth) will be at the December 8 Board meeting to engage in a conversation with the Board.

Theme 1: Developing self awareness

Second Step—Elementary Grades

This year the four 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.

Second Step Curriculum—Middle Grades

At IMS the *Second Step* program, consistent with the previous three years, is being presented this year in all 7th grade Language Arts classes as well as in 6th and 8th 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 of 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.

Social Skills Training for Emotional Problem Solving for Adolescents (DBT STEPS-A)

At IMS the team is integrating a DBT Steps-A program in the Social Skills Lab program. The program is based on the work of Marsha Linehan PhD of the University Washington. Steps-A supports students in identifying behaviors they want and need to decrease and those they want to increase. Students are learning the meaning of Dialectics, Mindfulness and the three (3) different states of minds defined as Emotional, Reasonable and Wise Mind. Wise mind is the synthesis of emotion and reasonable mind. Staff are encouraging them 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 will include experiential activities, self-regulation skill development, class discussions and students keeping a weekly record of how they are implementing the learning.

Health Curriculum—High School

Every semester students in health classes learn about Gardner's *Eight Multiple Intelligences* and the three (3) learning styles (visual, auditory, and kinesthetic). The students take online tests to discover and highlight their multiple intelligences and learning styles are. Using this information, students explore how knowing this information about themselves can help individuals be more self-aware and can assist with decision-making, especially health-related ones which is discussed in greater detail later. Additionally, students complete a social/emotional unit, and they learn about being self-aware of their words and actions, which could potentially contribute to negative situations (e.g. bullying and dating violence). In this unit the students also take another online test to become aware of their stress level and then they brainstorm possible and healthy ways to cope with that stress. Students also explore their self-awareness during the diseases unit (family diseases tree assignment) and during a nutrition unit (examining their food habits).

Per the Washington State Healthy Youth Act, which states in part:

"...the legislature finds that young people should have the knowledge and skills necessary to build healthy relationships, and to protect themselves from unintended pregnancy and sexually transmitted diseases, including HIV infection. The primary responsibility for sexual health education is with parents and guardians. However, this responsibility also extends to schools and other community groups. It is in the public's best interest to ensure that young people are equipped with medically and scientifically accurate, age-appropriate information that will help them avoid unintended pregnancies, remain free of sexually transmitted diseases, and make informed, responsible decisions throughout their lives..." (RCW 28A.300.475, [2007 c 265 § 3](#)).

As part of the health curriculum, this information is presented in a variety of ways. Accurate information is presented through a panel of guest speakers who come from the following groups: *Planned Parenthood*, *The Eastgate Public Health Clinic*, *Reality Check*, and the *Mercer Island Police Department*. This information shared with students is medically, legally and scientifically sound.

Students learn about abstinence, sexually transmitted diseases, contraceptives, and post-conception resources including adoption and abortion. Additionally, students learn about how sex is portrayed in the media and the influence this has over adolescent behaviors.

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. The high school and middle school have drug and alcohol counselors, affording immediate access to substance abuse intervention for students as well as prevention education, staff and parent consultation and assessment/referral to additional services as needed.

To further the District's fundamental effort to develop and enhance student self-awareness, social/emotional intelligence, responsible decision-making and citizenship, the YFS school-based staff assist students in developing one or more of the following: awareness and skills to cope with interpersonal issues causing distress; skills to manage thoughts and feelings that can affect academic and social success; positive peer, teacher and familial relationships to ameliorate stressors; intervention for critical mental health and social-emotional crises; professional consultation on behalf of the child to family caregivers and school staff; and linkage to community resources beyond the school district.

Theme 2: Emotional/Social intelligence including empathy

Elementary- Emotional Management

Every grade level spends an entire Second Step unit focused on *emotional management*. During these seven to ten 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.

Middle Level - Sources of Strength Project

We are introducing a new peer support program at Islander titled *Sources of Strength*. The *Sources of Strength* project takes what Natural Helpers was designed for in the 1970's and revamps these efforts for students in 2016 and beyond. *Sources of Strength* is a strength-based comprehensive wellness program that focuses on suicide prevention. However, as a wellness program it also seeks to impact social issues such as bullying, substance abuse, and violence. We do this by using peer leaders and Hope, Help, and Strength messaging to positively change the school and/or community cultures around help seeking behavior, codes of silence, and perceptions of adult support." Our students are continually seeking

support and our IMS team recognizes the need to revamp our current program to utilize the most effective resources available for our community.

IMS Support Groups

- Grief Group: The Counseling team at Islander Middle School is constantly looking for ways to better meet the ever-changing needs of our students. As a result of multiple parent and teacher inquiries for support around grief this year, an eight-session grief group went into action. Research shows that grief groups can help decrease a member's isolation, as well as instill hope that it is possible to live, find strength and grow through one's own personal grief experiences. The grief group curriculum was designed to educate students about normal and complicated grief responses, as well as to reinforce and support the uniqueness of each individual's physical, emotional and spiritual grief journey. Throughout the grief group experience, students learn to enhance their self-awareness, better manage their own social and emotional well-being and to extend empathy for others confronting their own grief responses within the school environment and community.
- Girls Groups are designed to foster self-esteem, help girls maintain authentic connection with peers, counter trends toward self-doubt, and allow for genuine self-expression through verbal sharing and creative activity. Each week a group of eight to twelve girls in 6th, 7th and 8th Grade from each lunch meet with Jayna Dash and Dru Klein for Girls Group. During group, girls can express themselves further through creative or focused activities such as journaling, poetry, drawing and group share. Oftentimes themes are introduced which relate to the girls' lives – such as trusting ourselves, friendships, body image, goals and decision making. Through listening and respect for themselves and others, the girls can reflect on and express their own thoughts and feelings with peers. When girls voice their ideas and opinions in a safe environment, it strengthens their confidence and encourages them to express themselves more fully. The goal of Girls Group is to promote resiliency and connection, encourage the development of strength courage, confidence, honesty and communication skills and to enhance girls' abilities so they are able to take full advantage of their talents, academic interests, career pursuits and potential for healthy relationships.

The High School Forefront Team

Suicide is the second leading cause of death in youth ages 15-24 in both the U.S. and in Washington State. With an increased number of suicide attempts and students with suicidal ideations, MIHS established a Forefront Team to be better prepared to prevent suicide. In collaboration with Forefront, the MIHS team (including administrators, counselors, faculty, and parents) is developing a crisis plan that includes a focus on suicide prevention, intervention, re-entry, and post-intervention; providing training to faculty and staff to recognize the signs/symptoms of suicidal behavior and how to

respond; offering education to parents on how to respond to the signs/symptoms of stress, depression and/or suicidal ideation in teens; and assessing how/where students are being - or could be - taught to identify when a peer is troubled and what to say and do in response. Last year all teachers were trained in how to respond to a situation in which someone expresses concern for a student's risk of self-harm. This year the Forefront Team continues its work and implementation. The staff will again receive training to reiterate the strategies and protocols for dealing with these situations.

PLP Social Skills Class & "Model Me" Program

Kelsey Boosman and Christy Kenyon use "Model Me" videos to provide a quick (less than three minutes) video example of how to interact with other people. The videos address friendship, rejection, body language, etc. Following the video, PLP students practice the skill modeled in the video with a peer mentor. According to the Model Me website, "The 'Model Me Friendship'™ video presents social skills needed to develop and maintain friendship. It features teenaged children demonstrating appropriate social skills at school, playing on sports teams, eating at a restaurant, and in other settings. Each scene lasts between 30 seconds and three (3) minutes, depending on the chapter. At the end of each chapter is a storyboard summarizing the rules taught. The video is hosted by the children in the video, who narrate each scene. The visual is combined with narration and graphics that help explain the particular rule. Each social skill is demonstrated in more than one situation and across environments. This is useful to children with Autism because it helps with generalization of the skill taught. Graphics and music are used to make the video appealing to children with Autism."

<http://www.modelmekids.com/aspengers-friend.html>

Red Letter Day

After reading the *Scarlet Letter* students in Creighton Laughary's American Studies English class were assigned to choose their own scarlet letters and wear them for an entire day. The letter was to represent a "sin" as Hester's letter represents. To gain empathy for Hester, the students were to observe how they were treated differently by those around them. Did their friends and family guess a list of "sins" thereby judging and shaming them? Did their friends and family fixate on the letter and fail to look at them the same way? As others judged them, looked only at their chests, talked about them behind their backs, or whatever else the students observed, they were also to observe how the experience made them feel. Again, did their feelings compare at all to Hester's? She loses her grace and beauty, replaced by a resolute hardness in her character. Did they find themselves similarly changed--did they have to patiently put up with people, thereby increasing their patience? Did they see others during the day with the identical letter? Did they act toward others wearing letters similarly to how they were being (mis-)treated, or did it put them on alert to behave differently, maybe better? By wearing the letter, were they more acutely aware of their shortcomings and how they fail to measure up to society's standard? A second part of the discussion was taking the issue from personal empathy with the literary character, to an awareness and empathy for those persecuted in today's society. Students were asked whether or not in society today there are still "scarlet

letters," visible or not, that result in some judging and shaming others. Is gender seen as a scarlet letter? Are some disabilities seen as a scarlet letter? Is race viewed as a scarlet letter? Are they clothes we wear (or can't afford to wear) a scarlet letter? Do these scarlet letters lead to the same kind of exclusion and shame as is put upon Hester? Additionally, students examined the Dimmesdale angle. Dimmesdale is the minister who "sins" with Hester, but his "sin" is not as visible as hers. In talking about contemporary applications, students were asked whether there are still people who feel like they don't measure up to society's expectations because of invisible differences.

Theme 3: Responsible decision-making

PE Curriculum—Elementary

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 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.)

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

P.B.I.S. is a school-wide system of support that includes proactive strategies for defining, teaching and supporting appropriate student behaviors to create positive school environments. Through public posters, assemblies, classroom discussions, positive interventions (school-wide slips), and public recognitions, students become aware of and internalize desired behaviors. Expected behaviors for classroom and other public spaces are posted, taught and referred to when working through student behavior issues.

WM PAWS

PAWS is the description of the basic expectations our West Mercer community holds for the behavior of every member of our community from students to staff to parents to volunteers. PAWS stands for: **P**actice Kindness, **A**ct Responsibly, **W**elcome Challenges, and **S**how Respect. PAWS describes how we work together as a school community to make West Mercer a great place to learn and grow. We have specific PAWS descriptions for the classroom and common areas. To reinforce this important learning students are often given PAWS certificates for demonstrating one of the four (4) PAWS behaviors. 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.

Lakeridge Character Trait of the Month

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

IMS - Character Strong

In our 6th grade Extended Core classes and in our 8th grade WEB class, we are working with 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), We share the character dares during morning announcements, and invite every student to participate in growing his/her character throughout the year. We are also communicating home each month about the traits and the dares and encouraging families to be aware and talk about them together.

Mercer Trade Inc.

The International Entrepreneurship class is one of our classes that serve as the culmination of our Business/Marketing pathway at Mercer Island High School. The goal of this class is to give business students a chance to explore and implement the business knowledge they have acquired in myriad business/marketing courses offered at MIHS. This is a chance to gain real-world skills in running an entrepreneurial company, Mercer Trade Inc. As part of the students' work in establishing their company, the class constantly refers to those entrepreneurial character traits that are a better indicator of business and entrepreneurial success than typical barometers of success in a school system: grit, self-control, zest, social intelligence, gratitude, optimism, and curiosity. We emphasize EQ (emotional intelligence) in all of our business classes so MTI students are very versed in this concept. MTI students spend an afternoon at a ropes course as a class. During the debrief discussion, students

discuss how leadership percolates to the top in a problem-solving environment like the necessary collaboration at the ropes course. After the debrief, the students draft the corporate statements where individuals must explain to the class what skills, EQ, experience, and leadership they would bring to each position. The class then votes on its company leadership. The students are very capable of analyzing each other's strengths, abilities, EQ, and skills as they cast their vote.

Theme 4: Citizenship

Elementary Student Council

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

Elementary Gardening Club/Green Team

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

Middle School WEB Program

WEB, which stands for "Where Everybody Belongs," is a middle school orientation and transition program that welcomes the 6th graders and makes them feel comfortable throughout the first year of their middle school experience. Built on the belief that students can help students succeed, the program trains mentor from the 8th grade class to be WEB Leaders. As positive role models, WEB Leaders are mentors and student leaders who guide the 6th graders to discover what it takes to be successful during the transition to middle school and help facilitate 6th grade success.

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

"Green Dot" Training in Personal and Family Relationships (PFR) at MIHS

During the unit on emotional/psychological health, consent, and other related topics, PFR students go through Green Dot training. In the past, it's been run by Green Dot staff from UW's Health and Wellness Office. It is so named because the training starts with a local map outlining acts of violence using red dots. Green dots are placed on the map next representing opportunities for bystanders to step in and stop the violence, be it physical, emotional, or verbal violence. More often than not, people are the bystanders rather than

the perpetrators or victims. The training provided in PFR is done in two parts. First, they discuss examples of violence, especially verbal or emotional violence since people don't always identify those as readily. Then, students discuss options for stepping in (could they direct the person somewhere else, could they distract the person, or can they delegate to someone in authority). This is all part of a larger program developed by Dorothy Edwards. Her aim is to empower us all to stop violence we see every day.

Millennials' Support of Development Goals to Address Global Inequality in AP Comparative Government

Students in Alexandra Baker's AP Comparative Government and Politics class begin their study of the contemporary world by examining data from the United Nations Human Development Report, which shows the exponentially widening gap between the world's richest and world's poorest countries over the last 200 years. Adding political science theories about comparative advantage, they use this data to provide the context for the establishment of the ambitious Millennium Development Goals by the United Nations in 2000. Students then explore quantitative data about development between 2000 and 2015 and read arguments about the progress towards meeting these goals. Given that the goals expired in 2015 and a new, even more ambitious, set of goals were created in 2015 (The Sustainable Development Goals), students write a position paper arguing which goal the Millennial Generation should support, why and how. This paper challenges students to apply what they have read about the character of the Millennial Generation, the challenges of the Global Era and must find the best goal to match the temperament of Millennials and the needs of our time. In doing so, they respond directly to Ban Ki-Moon's (UN General Secretary) claim that we are the first generation able to end poverty and the last to have a meaningful impact upon preventing climate change. This paper asks them to write from the point of view of a global citizen - concerned with global trends and global goals.

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. These lessons are extended in middle schools with overarching themes related to harassment and cyber bullying, online safety, and leaving a positive digital footprint, with a lesson taught in 7th grade language arts, and 8th grade health. In addition, 6th students are exposed to an extensive unit on digital citizenship in 6th grade tech block, and every other year 7th and 8th graders hear a presentation from Officer Stefanie Thomas from the Seattle Police Department and Internet Crimes Against Children Task Force regarding internet crimes and online safety. Annually, all high school students partake in an interactive lesson in Bridges exploring the causes and effects of

bullying and harassment. Additionally, all incoming 9th graders were provided training on acceptable digital uses of their 1 to 1 iPad.