Columbus School District
Policy: E-4 Life Skills
Ends Monitoring Report
Date: June 9, 2008

End
Students will be able to productively and efficiently manage their lives in order to be independent and self-reliant. Students will:

4.1 Be able to set and achieve personal goals.
4.2 Understand personal strengths and weaknesses, and have appreciation for personal abilities.
4.3 Take responsibility for their own actions.
4.4 Choose and practice healthy lifestyle, including:
   4.4.1 Exercise
   4.4.2 Good nutrition
   4.4.3 Avoidance of harmful substances
4.5 Be able to handle personal financial challenges.
4.6 Understand the legal system.
4.7 Be able to function effectively in teams.
4.8 Exercise self-control and discipline over personal actions.
4.9 Be able to adapt to changing situations and circumstances.

Superintendent’s Interpretation
Students will develop and demonstrate responsible decision-making abilities.

Part 1: District Goals (long-term)

- Students will exercise at least 60 minutes 3 or more times per week:
  - At least 80% in grades 6-8
  - At least 75% in grades 9-12

- Students will avoid harmful substances:
  - At least 90% of students in grades 6-8 and 70% of students in grades 9-12 will not use alcohol.
  - At least 95% of students in grades 6-8 and 80% of students in grades 9-12 will not engage in binge drinking.
  - At least 95% of students in grades 9-12 will not engage in heavy drinking.
  - At least 95% of students in grades 6-8 and 90% of students in grades 9-12 will not use marijuana.
  - At least 95% of students in grades 6-8 and 90% of students in grades 9-12 will not be daily cigarette smokers.

- At least 80% of students in grades 9-12 will avoid skipping classes.

- At least 95% of students in grades 6-12 will not consider suicide an option for themselves.

- At least 90% of graduating seniors will have declared post-graduation plans by the fall of their senior year.
Part 2: Benchmarks & Targets

Benchmarks from 2006-2007 school year

- 60% of students in grades 9-12 reported exercising at least 60 minutes 3 or more times per week
- Students who chose to avoid harmful substances:
  - 52% reported not using alcohol
  - 67% reported not engaging in binge drinking
  - 93% reported not engaging in heavy drinking
  - 80% reported not using marijuana
  - 78% reported not being daily cigarette smokers
- 88% of students reported not considering suicide an option for themselves
- 97% of seniors declared post-graduation plans by the fall of their senior year:
  - 4 year college/university: 46%
  - Vocational/tech college: 35%
  - Military: 3%
  - Employment: 7%
  - Seeking Employment: 6%
  - Unknown/Undecided: 3%

Targets

No targets were established for the 2007-2008 School Year.

Reasonable progress is determined when a higher percentage of students in 2007-2008 report making good decisions or the district goal has been met in at least 5 of the 8 indicators than in 2006-2007.

The Youth Risk Behavior Survey (YRBS) supplies most data.

Indicator Evidence

- Students who reported exercising at least 60 minutes 3 or more times per week
  - 85% in grades 6-8
  - 64% in grades 9-12
- Students who chose to avoid harmful substances:
  - 90% in grades 6-8 and 63% in grades 9-12 reported not using alcohol
  - 97% in grades 6-8 and 80% in grades 9-12 reported not engaging in binge drinking
  - 95% in grades 9-12 reported not engaging in heavy drinking
  - 92% in grades 6-8 and 82% in grades 9-12 reported not using marijuana
  - 98% in grades 6-8 and 82% in grades 9-12 reported not being daily cigarette smokers
- 76% of students in grades 9-12 reported not skipping classes
- Students who reported not considering suicide an option for themselves
  - 84% in grades 6-8
  - 90% in grades 9-12
- 78% of seniors declared post-graduation plans by the fall of their senior year:
  - 4 year college/university: 43%
  - Vocational/tech college: 30%
  - Military: 1%
  - Employment: 5%
  - Seeking Employment: 0%
  - Unknown/Undecided: 22%
A higher percentage of students in 2007-2008 than in 2006-2007 reported making good decisions on 7 of the 8 indicators. Moreover, District goals were met in the areas of binge and heavy drinking.

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<td>60%</td>
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<td>Students will not use alcohol</td>
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<td>67%</td>
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<td>Students will not engage in heavy drinking (Grades 9-12)</td>
<td>93%</td>
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<td>Grades 9-12</td>
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<td>Students will not be daily cigarette smokers</td>
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<td>Grades 9-12</td>
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<td>Students will avoid skipping classes (Grades 9-12)</td>
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<td>76%</td>
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<td>Students will not consider suicide an option for themselves</td>
<td>88%</td>
<td>84%</td>
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<tr>
<td>Grades 6-8</td>
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<td>Grades 9-12</td>
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<td>Graduating seniors will declare post-graduation plans by the fall of</td>
<td>97%</td>
<td>78%</td>
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<td>their senior year</td>
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Supporting Information

Elementary School

- Responsive Classroom has been implemented at the elementary grade levels which focuses on students taking responsibility for their own actions, setting personal goals, learning to function as a team, and exercising self-control and discipline over personal actions. Responsive Classroom One was offered last summer, with 20 teachers taking the class. This summer it will be offered once again with approximately 20 additional teachers being trained. During the 2007-2008 school year, a Responsive Classroom coach worked with teachers to implement the program.
• Physical Education at the elementary level focuses on personal fitness.

• In April, 2008, third grade students took part in the Healthy Wisconsin campaign.

• The Hands Are Not For Hurting Project at CES emphasizes self-control and discipline over personal actions.

• Third grade students were involved in the Making Your Smile Count study sponsored by Wisconsin Health and Social Services. Part of the study involved a lesson on good dental care.

• Tessie Sharrow, R.N., school nurse for the District, gives lessons on healthy living at the elementary grades.

**Middle School**

• 4.1 Portfolios – student set quarter goals throughout the year
  Health, Guidance, Physical Education (wellness block)
  Personal goals for wellness, healthy lifestyle, academics

• 4.2 Portfolios – collect artifacts of work, exit interview
  Student friendly outcomes (through assessment in-service training, outcomes have been rewritten)

• 4.4 Wellness block (content, knowledge, testing skills)

• 4.7 Ropes course……………..team building activities grades 5 and 7
  Academic groupings….cooperative learning group
  Wellness block………..team activities, competitions
  Co-curricular………….sports, team building
  Mini-courses……………team building, cooperative group
  Character Counts……..character education

• 4.9 Portfolios………………growth shown in portfolios
  Wellness……………..personal, social, emotional, physical growth
  Academics……………..variety of classes, teachers, assignments
  Character Counts……..character education

**High School**

• See attached documentation.
Superintendent’s Interpretation for 2008-2009

Students will develop and demonstrate responsible decision-making abilities.

In the 2007-2008 school year,

- Students who reported exercising at least 60 minutes 3 or more times per week
  - 85% in grades 6-8
  - 64% of in grades 9-12
- Students who chose to avoid harmful substances:
  - 90% in grades 6-8 and 63% in grades 9-12 reported not using alcohol
  - 97% in grades 6-8 and 80% in grades 9-12 reported not engaging in binge drinking
  - 95% in grades 9-12 reported not engaging in heavy drinking
  - 92% in grades 6-8 and 82% in grades 9-12 reported not using marijuana
  - 98% in grades 6-8 and 82% in grades 9-12 reported not being daily cigarette smokers
- 76% of students in grades 9-12 reported not skipping classes
- Students who reported not considering suicide an option for themselves
  - 84% in grades 6-8
  - 90% in grades 9-12
- 78% of seniors declared post-graduation plans by the fall of their senior year

Reasonable progress is determined when the following targets have been met:

- Students exercise at least 60 minutes 3 or more times per week:
  - At least 80% in grades 6-8
  - At least 68% in grades 9-12

- Students avoid harmful substances:
  - At least 90% of students in grades 6-8 and 63% of students in grades 9-12 do not use alcohol.
  - At least 95% of students in grades 6-8 and 80% of students in grades 9-12 do not engage in binge drinking.
  - At least 95% of students in grades 9-12 do not engage in heavy drinking.
  - At least 92% of students in grades 6-8 and 82% of students in grades 9-12 do not use marijuana.
  - At least 95% of students in grades 6-8 and 84% of students in grades 9-12 are not daily cigarette smokers.

- At least 80% of students in grades 9-12 avoid skipping classes.

- Students do not consider suicide an option for themselves:
  - At least 90% in grades 6-8
  - At least 92% in grades 9-12

- At least 90% of graduating seniors declare post-graduation plans by the fall of their senior year.

Mark A. Jansen, Superintendent
Date
What's In My Portfolio

Grade 9 Conference Checklist. (Meet with all Parents of Incoming Freshmen)

___________ Academic Profile
- review course selection and class schedule
- answer any questions concerning start of school
- What Could Go Into the Career Portfolio handout

___________ Program Plan of Study/Individual Learning Plan
- review graduation requirements
- hand-out 4-year planner

___________ Extracurricular/Activities Guide
- explain the importance if involvement

___________ Career Cruising
- show student career log-on sites

___________ Hand-outs
- Educational Development Plan
- High School four-Year Planner
- High School Credit Check Form
- High School Activities and Awards Planner
- Work Experience and References

___________ Survey parents on Grade 9 Conference

Grade 9 Classroom Experience

___________ Go into Informational Processing class to discuss career websites

___________ Update portfolios in a homeroom setting
Grade 10

Take the Wisconsin Career Assessment (Explain results in a homeroom setting)
- enter updated transcripts
- update portfolio
- compare 8th grade and 10th grade WSAS exams

Grade 11

Update Portfolio in a homeroom setting
- enter Activities and Awards
- update Work Experience and References
- organize transcripts and report cards
- enter test results (PSAT ACT SAT)

Grade 12

Senior portfolio exit interview (30 minutes each student)
- individual conference with each student to update portfolio
- parent letters sent out explaining interviews
- final credit checks
- post-secondary applications sent out
- scholarship and financial information given out
High School Homeroom Advisory Program

Once a month, our students meet in homerooms for a homeroom advisory program.

Freshmen – Getting to Know/Trust/Respect each other.

Activities –
- Ropes Course
- Trust Walk
- Tower of Power
- Relationship Building
- Community Service - Elementary School Carnival/Activities

Sophomores – Quality of Life

Activities -
- Harassment Activity
- Stress & Stress Relief
- Poverty
- Hunger Prevention
- Community Service – Food Drive

Juniors – Postsecondary Options

- Career Cluster Exploration/Portfolio Development
- Career and Technical Education Panel/Apprenticeships
- Four-Year Colleges/Military Service
- Returning/Student Panel – Recent CHS Grads on career path.
- Career /Life Balance
- Community Service – Relay for Life

Seniors - The Real World

Activities-
- Harassment in the Workplace
- On Being 18
- Financial Responsibility
- Public Service Opportunities – Red Cross/Humane Society/YWCA
- Civic Involvement Opportunities
- Community Service – Local Senior Centers

Each grade level has a separate theme/activities culminating in a related community service activity on National and Global Youth Service Day, April 27th, 2008.
BUSINESS & INFORMATION TECHNOLOGY

ACCOUNTING 1 (AS *)
CREDITS: 1.0
GRADE LEVEL: 10, 11, 12
PREREQUISITE: Algebra with a “C” or better
Students will learn about accounting careers, managing account records, payroll accounting, merchandising transactions, depreciation, banking activities, accounts payable and receivable, and financial statement analysis. This course is recommended for students planning to pursue a business or finance-related course of study at the technical college or college level.

ACCOUNTING 2 (AS *)
CREDITS: 1.0
GRADE LEVEL: 10, 11, 12
PREREQUISITE: Accounting 1 with a “C” or better
Students will learn about cash, short-term investments, accounts receivable, notes receivable, accounting for inventories, managing property, plant and equipment assets, current and long-term liabilities, analyzing and interpreting financial statements. This course is recommended for students planning to pursue a business or finance-related course of study at the technical college or college level.

PERSONAL FINANCE
CREDITS: .5
GRADE LEVEL: 10, 11, 12
Students will complete a personal budgeting simulation on topics such as banking services, managing checking and savings accounts, college savings, employee pay and benefits, income taxes, the stock market, managing credit, insurance, housing and transportation expenses. Students will use Quicken, MS Publisher, PowerPoint, the Internet, Excel, and Virtual Business software.

FAMILY AND CONSUMER SCIENCE

INTRODUCTION TO FAMILY AND CONSUMER SCIENCE
CREDITS: .5
GRADE LEVEL: 9, 10, 11, 12
Family and Consumer Science is a foundation course designed to assist students in developing the core knowledge and skills needed to manage their lives. Emphasis is on leadership, human development, family and parenting education, consumer economics and resource management, housing and living environments, nutrition and foods, textiles and apparel, and career preparation. Students will obtain skills in decision-making, problem solving, critical thinking, technology, work and family management, and workplace readiness through various experiences.

INDEPENDENT LIVING
CREDITS: .5
GRADE LEVEL: 12
A large portion of the content of this course is determined by the students and includes topics such as the following: selecting a place to live, relationships, transportation, clothing care and selection, personal financial decision-making, insurance, recreation/stress reduction, and selecting and cooking healthy quick meals. Students will be graded on the development of a folder of information that is designed to give them a working plan to use as they move out on their own. Projects, research, interviews, and lab practice will be used to develop their personal folders. This course is designed for personal use; but it will also be helpful to people planning careers in social service, counseling, and home health care.
PHYSICAL EDUCATION/HEALTH

Grades

PHYSICAL WELLNESS
CREDITS: .5 Phy Ed/Health
GRADE LEVEL: 9
DURATION: 90 Min. – 9 Wks.
APPROXIMATE COST: Cost of gym clothing and shoes
This course will integrate health and physical education, emphasizing the benefits of exercise for students’ physical well being. The health content area includes fitness, nutrition, stress management, human growth and development, disease prevention, and drug and alcohol prevention. The physical education content includes fitness, fundamentals of movement and conditioning, monitoring heart rate during exercise, and team sports.

MENTAL and SOCIAL WELLNESS
CREDITS: .5 Phy Ed/Health
GRADE LEVEL: 9, 10
DURATION: 90 Min. – 9 Wk.
APPROXIMATE COST: Cost of gym clothes and shoes
PREREQUISITE: Completion of Physical Wellness
This course will continue to integrate health and physical education, emphasizing the importance of good decision-making in all life activities. The health content will focus on mental/emotional health, personal responsibility and respect for others, the importance of balance in life, decision-making skills, disease, stress management, and drug and alcohol prevention. The physical education will focus on adventure-based activities stressing cooperation, good decision-making and teamwork. This content area will also include fitness activities, weight training, and stress-relieving games.

COMMUNITY WELLNESS
CREDITS: .5 Phy Ed/Health
GRADE LEVEL: 10, 11, 12
DURATION: 90 Min. – 9 Wks.
APPROXIMATE COST: $15.00 and cost of gym clothing and shoes
PREREQUISITE: Completion of Mental and Social Wellness
This course continues to integrate health and physical education, emphasizing how the community influences a person’s well being. The health content area will focus on consumer health, media literacy, decision-making skills, disease prevention, disease control, peer pressure, and drug and alcohol issues. The physical education content area will focus on activities that can impact and benefit the community. This content area will also include fitness activities, weight training, team sports, dual sports, and aerobics.

LIFELONG WELLNESS
CREDITS: .5 Phy Ed/Health
GRADE LEVEL: 11, 12
DURATION: 90 Min. – 9 Wks.
APPROXIMATE COST: Cost of gym clothing and shoes
PREREQUISITE: Completion of Community Wellness
This course continues to integrate health and physical education, emphasizing the importance of being physically active for a lifetime. The health content area will include lifetime fitness, nutrition, disease prevention, and evaluation of health, and drug and alcohol prevention. The physical education content area will focus on lifetime activities. Activities included in this course are fitness activities, weight training, golf, tennis, archery, and cross country skiing. The students will be required to devise a fitness plan that they can use to increase their fitness level.

LIFE FITNESS
CREDITS: .5 Phy Ed
GRADE LEVEL: 12
DURATION: 90 Min. – 9 Wks.
APPROXIMATE COST: Cost of gym clothing, shoes, and field trips
PREREQUISITE: Lifelong Wellness
Life Fitness is an elective class designed to meet the fitness needs of every individual. Students will learn the specific aerobic and muscular needs of their bodies while participating in a broad range of fitness activities. Students will be required to devise a specific fitness plan designed to meet their fitness goals. *This course cannot be used to satisfy the Physical Education/Health graduation requirement.

LIFETIME GAMES and SPORTS
CREDITS: .5
GRADE LEVEL: 11, 12
DURATION: 90 Min. – 9 Wks.
APPROXIMATE COST: $20.00 plus cost of gym clothes, shoes, and field trips
PREREQUISITE: Physical Wellness, Social/Mental Wellness
This is an elective Phy Ed class that is designed to introduce students to lifetime activities as well as develop knowledge of history, philosophy, cultural influence, rules, and strategies of sports. Sports include, but are not limited to, softball, wiffle ball, bowling, badminton, hockey, pickleball, ultimate frisbee, and ultimate football. Fitness activities will center on each individual sport and the training that each sport requires. *This course cannot be used to satisfy the Physical Education/Health graduation requirement.
SOCIAL STUDIES

U.S. HISTORY 1  DURATION: 90 Min. – 18 Wks.
CREDITS: 1.0
GRADE LEVEL: 9
This course is required of all freshmen. The history of the United States from pre-history to 1875 is studied. Study of government on the federal, state, and local levels; citizenship; and the U.S. Constitution are included as well as an emphasis on selected problems and contemporary issues.

U.S. HISTORY 2  DURATION: 90 Min. – 18 Wks.
CREDITS: 1.0
GRADE LEVEL: 10, 11
This course is required of all sophomores. The history of the United States from 1876 to the present is studied with emphasis on the development of democracy, selected problems, and the relationship of recent U.S. History to contemporary issues.

ECONOMICS  DURATION: 90 Min. – 9 Wks.
CREDITS: .5
GRADE LEVEL: 11, 12
This course is a study of the basic principles of American economics. The course will include areas of study in business and the stock market, role of government (taxes, spending, defense, welfare), problems of economic growth, inflation, deflation, labor unions, and comparative economics.

CURRENT EVENTS  DURATION: 90 Min. – 9 Wks.
CREDITS: .5
GRADE LEVEL: 10, 11, 12
This course addresses contemporary issues and events in American society that are pertinent to young people who are entering adult society. The social and political topics covered in this course will include socialization, contemporary American politics, deviant social behavior, contemporary American social problems, marriage and family, and problems that schools face.

SOCIOLOGY  DURATION: 90 Min. – 9 Wks.
CREDITS: .5
GRADE LEVEL: 11, 12
Sociology is the study of the development, organization, and problems of society and social groups. Areas covered will include socialization, institutions, social stratification, and social change. Activities will involve group discussion, other group activities, and individual research.

WISCONSIN AND LOCAL HISTORY  DURATION: 90 Min. – 9 Wks.
CREDITS: .5
GRADE LEVEL: 11, 12
This course will cover Wisconsin history from settlement through the Progressive Era. Students will learn about periods of U.S. history through a local perspective as they study the history of their hometown and state. The class will include several kinds of activities including independent research and a final presentation using multimedia resources.

ADDITIONAL COURSE OFFERINGS

EDUCATION for EMPLOYMENT  DURATION: 90 Min. – 9 Wks.
CREDITS: .5
GRADE LEVEL: 10, 11, 12
This class prepares students for the world of work by focusing on workplace topics such as teamwork, problem solving, and self-management. Students research career interests and prepare resumes and cover letters. Guest speakers are also incorporated. This class is required to participate in Work-Study.

HIGH SCHOOL STUDY SKILLS  DURATION: 45 Min. – 1 YEAR
CREDITS: 1.0
GRADE LEVEL: 9
The purpose of this course is to offer students assistance in developing good study habits. Content will include test-taking, note-taking, and organizational skills. In addition, students will receive time and assistance toward completing assignments for required freshman courses. This course is highly recommended for students who have failed an academic course in 8th grade or for students who want help getting off to a successful start at Columbus High School.