Focus on Life Management: Students will live healthy, satisfying, and productive lives.

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The idea is this—to market additional core content knowledge—students must learn to safeguard their own physical, mental, and emotional wellbeing. The Issaquah School District has defined a core science-technology program, was selected because of her passion for inspiring young minds and excellent qualifications. The Academy brings together educators to discover innovative new ways to teach math and science in order to motivate students in these fields. Liberty wins video, performing arts awards

Hooray for the Issaquah Schools Foundation!

Why am I getting this newsletter?

Focus on life management

The Board has embarked on an annual comprehensive evaluation before the cycle begins anew. Everyone is invited to provide input in person or to track the data—and the full text of the End—on the Issaquah School District website.

To parallel the Board’s work, Focus Community Newsletter explores E-6, Life Management.

Please flip inside to read the full text of E-6 and explore how students are learning Life Management.

For more updates on what’s happening in the Issaquah School District— including information about the 2010 Levy—please visit www.issaquah.wednet.edu.

To learn more about the work of the Issaquah School Foundation, please visit www.issaquahFOUNDATION.org.

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Clark teacher earns prestigious honor

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The Board has embarked on an annual process to monitor the measurement and tracking of the success of the five Ends. District staff track the data—and read the full text at the end of the School Board—invited to participate in person or to watch the live broadcast or to see E-6 at the end of the Board meeting.

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Physical education

Issaquah programs emphasize health for life

The Issaquah School District physical-education experience is not all fun and games. It’s mostly fun and games, but PE teachers are serious about involving all students—whether they are naturally athletic or not—to lead an active lifestyle.

“We have come a long way from the days of P.E. where dodge ball and kick ball ‘still killed whoever’” says Grand Ridge Elementary PE Teacher Eric Gollman. “Students like these have only the skilled and athletic be successful while others could be hamstrung and left with a lopsided view of physical activity. Today, students can participate in a variety of challenging activities where lifetime physical fitness is the goal.”

As in every career area subject, Issaquah PE teachers are guided by state learning standards. Students gain a solid understanding of fitness, nutrition, movement, and goal setting for physical activity. In high school, students learn about heart rate and the meaning of exercise. By high school, students understand the difference between anaerobic and aerobic activity and can create a fitness plan based on their interests and possible career goals.

Best of all, these lessons are presented in a way appealing and accessible physical activities. In addition to playing more typical sports, PE classes across the District are learning by doing, learning to value fitness and a healthy lifestyle. Students can objectively track. The result is a fit-for-life mentality. Or, as Cougar Ridge Elementary P.E. Teacher Lisa Patton puts it, she and her colleagues are “preventing couch potatoes while they’re still small fries.”

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“The proof is in the outcome. ACT alumni work in a wide range of jobs, including food- and customer-service positions that have them bringing in rats, begging groceries, and doing jobs like filing, recycling, and document scanning. These students are not just earning a living; they are teaching other students how to manage their money. They are teaching other students how to make informed decisions and do their best with what they have.”

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“Impact was not one of our students who showed me just how much can happen when you help students take the initiative. The success stories. This ACT student’s experience is one of many success stories.

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The Isaquah School District physical-education experience is one for all and free. “It’s really fun and free, but PE teachers are experts in motivating all students—whether they are naturally athletic or not—to lead an active lifestyle.”

“We have come a long way from the days in PE, where dodge ball and kickball were cornerstone,” says Grand Ridge Elementary PE teacher Eric Coleman. “Students there liked the all-out effort and being successful at those activities and felt with a unique view of physical activity. Today, students can participate in a variety of challenging activities while defining physical fitness in their own way.”

As in any core subject area, Isaquah PE teachers are guided by state learning standards. Students gain a solid understanding of fitness, nutrition, movement, and goal setting for physical health. In kindergarten through high school, students learn about heart rate and the meaning of exercise. By high school, students understand the difference between anaerobic and aerobic activity and can create a fitness plan based on their interests and possible career goals.

Best of all, these lessons are presented in widely appealing and accessible physical activities. In addition to playing more typical sports, PE teachers across the District are helping to lay the foundation for the area’s future skateboarders and BMX riders, as well as more traditional sports like soccer, basketball, and much more. At many schools, entire families are invited to “Get Movin’” nights where parents and children are encouraged to participate.

Ultimately, students should discover some form of activity that is enjoyable and meshes with their unique interests and talents. When combined with technology such as pedometers and video games that chart progress, students learn to set and achieve small and larger goals that they can objectively track. The result is a life-long mentality. Or, as Cougar Ridge Elementary P.E. teacher Lisa Patton puts it, she and her colleagues are “preventing couch potatoes while they’re still small fries.”

Coleman adds: “My goal is to create an environment where every child looks forward to physical education class. I want my students to understand what physical activity can do for them, and I want them to be self-motivated to participate in whatever physical activity interests them. If you can make it fun and have a positive atmosphere, then they will be willing to do it.”

“We had to pay taxes, we had to provide for lots of things,” Josh says. “We had to pay for food, clothes, and the like, and when the folks working at the Social Security Administration couldn’t provide for your family, you had to do it yourself.”

“We had to pay taxes, we had to provide for our family. Then, we were left to do what we could,” says Josh.

“I learned that managing money is very important,”he says. “You have to spend your money wisely, and you need to work hard to get lots of money.”

In high-school setting. He basically did jobs like filing, recycling, and document processing. Now, he’s in a customer-service position that has them working with other students who have disabilities. He now has the general skills—time management, mental math, meal, and nutrition planning, budgeting, and basic computer skills. In the future, he hopes to go to trade school. ‘It’s a really good opportunity, according to Gay.’

“One young man was not having any success at all,” Gay says. “He was not doing anything much different after leaving school. He’s doing better. I think the program has helped him.”

“We had to take action, so we had to come in for the first time,” she says.

“Every parent has told us that their students have achieved the program and are better off!”

The key is developing and matching an individual student’s distinctive skills and interests. “It’s all about independence,” Gay says.

Isaquah’s Academy for Community Transition focuses on self-reliance

It’s all about independence.

Isaquah School District’s Academy for Community Transition (ACT) is a vital part of their educational program for 18- to 21-year-olds with the most independent lifestyles. Students gain a solid understanding of fitness, nutrition, movement, and goal setting for physical health. In kindergarten through high school, students learn about heart rate and the meaning of exercise. By high school, students understand the difference between anaerobic and aerobic activity and can create a fitness plan based on their interests and possible career goals.

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The goal is that—in addition to market-ready career content—students must learn to safeguard their own physical, mental, and emotional wellbeing. The Issaquah School District has defined a core set of such practical skills in End 6 (E-6), “Life Management.” As Focus Community Newsletters explore each of the District’s five End goals, student learning goals (see “E-4,” Technology, December 2008; “E-2,” Athletics and Health, March 2009; and “E-3,” Citizenship, June 2009), this edition spotlights how students are preparing to lead healthy, satisfying, and productive lives under the guidance of E-6.

E-6 has several essential components: Sound physical, mental, and emotional health; goal setting and attainment; resilience even in the face of failure; personal and professional adaptability; financial management; collaboration with diverse people; and post-high school career and education planning.

Polling indicates that students are successful in many Life Management areas. In the state’s latest Healthy Youth Survey (HYS), Issaquah’s secondary students continually rank above their state counterparts in healthy habits for non-drug use, exercise, nutrition, and positive companionship. However, Rasmussen says, in most part, they were well prepared in academic, occupational, personal, and practical challenges of life in a dynamic global environment.

The School Board’s mission and the Ends by intensely reviewing student data and evidence of Ends success at its meetings. This will culminate in tracking the data—and read the full text of the newsletter, please visit www.issaquah.wednet.edu/board/. Focus Community Newsletter explores E-6, Life Management. The Board has embarked on an annual process to monitor the mission and the Ends of the Issaquah School District—including E-6, Life Management—and their progress toward achieving the Ends. Everyone is invited to provide input on programs to track the data—and read the full text of the newsletter, please visit www.issaquah.wednet.edu/board/. Focus Community Newsletter explores E-6, Life Management. The Board has embarked on an annual process to monitor the mission and the Ends by intensely reviewing student data and evidence of Ends success at its meetings. This will culminate in tracking the data—and read the full text of the newsletter, please visit www.issaquah.wednet.edu/board/;