Students will live as responsible citizens.

**Interpretation:**

- We interpret “students” to mean each student in our pre-K-12 system.
- We interpret “live as responsible citizens” to mean that current students:
  1. Will conduct themselves in a manner that reflects community values and aligns with the behavior expectations outlined in state law and District and school behavior policies; and
  2. Demonstrate knowledge, application, and proficiency in their studies of American citizenship and cultural, global, and environmental awareness in classes that have standard curricula that specifically align with this End.

**Reasonable progress:** We have confidence that students are meeting the targets of Ends 3 when they participate in our PreK-12 educational program and show successful adherence to all behavior expectations and apply learning from required citizenship courses. Therefore, the monitoring report will show students are living as responsible citizens and are conducting themselves in a manner that reflects community values, ethical principles and is in line with state and district behavior policies and expectations. In addition, students will demonstrate environmental awareness and their contributions towards appropriate stewardship.

Students will:

3.1 **understand and respect the freedoms, rights and responsibilities of being an American citizen and participating in a representative democracy at the local, state and national levels:**

- We interpret “understand and respect” to mean knowledge of and appreciation for.
- We interpret “freedoms, rights, and responsibilities of being an American citizen” to mean the ideals and rules as defined in the Constitution, state law, district regulation, and student handbook.
- We interpret “participate in a representative democracy” to mean to engage in activities that reflect the rules and norms of American citizenship.

**Evidence:**

- Alignments: [Specific state standards are embedded in Grades 3, 5, 8 and 11 Social Studies instruction that align with E3.1](Link) [OSPI Social Studies Learning Standards](Link)
- Requirements: Students must meet Social Studies requirements at the elementary, middle and high school levels.
• Proficiency: Graduation rate - Percentage of students (at minimum) who have successfully met these Social Studies requirements.

• Fidelity: Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies class; we supervise teachers to ensure fidelity.

• Graduation Rate

Graduation Rate
E-3.1, 3.2, 3.3, 3.4, 3.6
Source: OSPI School Report Card

<table>
<thead>
<tr>
<th></th>
<th>% On-time Adjusted 4 year cohort</th>
<th>% Extended Adjusted 5 year cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class of 2012</td>
<td>91.8</td>
<td>94.7</td>
</tr>
<tr>
<td>Class of 2013</td>
<td>92.9</td>
<td>94.3</td>
</tr>
<tr>
<td>Class of 2014</td>
<td>92</td>
<td>93.4</td>
</tr>
<tr>
<td>Class of 2015</td>
<td>92</td>
<td>92</td>
</tr>
</tbody>
</table>

3.2 understand and apply ethical principles in all aspects of life;

• We interpret “understand and apply” to mean acquiring knowledge and demonstrating and transferring this knowledge.

• We interpret “ethical principles” to mean right and wrong as defined in the Constitution, state law, board policy, district regulation, and student handbook.

• We interpret “all aspects of life” to mean interactions in the school, home, and both local and global communities.

Evidence:

• Alignment: Students must meet specific behavior expectations that align with E 3.2. All student behavior expectations are in the student handbooks. ISD Student Handbooks were revised and made available to the public prior to the start of the school year.

Implementation of PBSES: this includes common behavior expectations, intentionally taught and reinforced school-wide and in classrooms K-8.

• Adoption of K-5 SEL curriculum with phased in implementation in 2016-18.

• Requirement: All students are exposed to and instructed on the behavior policies of each school with student and parent sign-off.

• Proficiency: Graduation rate - Percentage of students demonstrating successful adherence to these behavioral expectations.

• Fidelity: Principals are credentialed and receive annual training regarding student discipline.

• Application: HYS – “Feeling Safe” and “Skipping School”
• Application: Truancy Rates (Skyward)
• Application: Discipline Rates—District-wide and any concerning areas, in particular weapons incidents, cheating incidents and bullying.

Link to the 2014 Healthy Youth Survey – Link to the entire survey.

**Percent of Students Who Report That They Feel Safe at School**

**E-3.2**


<table>
<thead>
<tr>
<th>Survey Year</th>
<th>2010</th>
<th>2012</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Local</td>
<td>State</td>
<td>Local</td>
</tr>
<tr>
<td>Grade 6</td>
<td>93</td>
<td>87</td>
<td>92</td>
</tr>
<tr>
<td>Grade 8</td>
<td>91</td>
<td>83</td>
<td>89</td>
</tr>
<tr>
<td>Grade 10</td>
<td>92</td>
<td>85</td>
<td>89</td>
</tr>
<tr>
<td>Grade 12</td>
<td>92</td>
<td>88</td>
<td>IHS 93</td>
</tr>
</tbody>
</table>

*Data for Grade 12 includes IHS and LHS only.

**Percent of Students Who Report Skipping School**

**E-3.2**


<table>
<thead>
<tr>
<th>Survey Year</th>
<th>2010</th>
<th>2012</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Local</td>
<td>State</td>
<td>Local</td>
</tr>
<tr>
<td>Grade 6</td>
<td>8</td>
<td>17</td>
<td>9</td>
</tr>
<tr>
<td>Grade 8</td>
<td>12</td>
<td>19</td>
<td>10</td>
</tr>
<tr>
<td>Grade 10</td>
<td>17</td>
<td>21</td>
<td>11</td>
</tr>
<tr>
<td>Grade 12</td>
<td>25</td>
<td>28</td>
<td>IHS 18</td>
</tr>
</tbody>
</table>

*Data for Grade 12 includes IHS and LHS only.
**Truancy Rates**

E-3.2

Source: OSPI School Report Card

<table>
<thead>
<tr>
<th>School Year</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Local</td>
<td>State</td>
<td>Local</td>
</tr>
<tr>
<td>Unexcused</td>
<td>.2%</td>
<td>.5%</td>
<td>.2%</td>
</tr>
<tr>
<td>absences rate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Discipline Data**

E-3.2

Source: Skyward, OSPI

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment (Oct. 1 headcount) (Source: OSPI)</td>
<td>18,620</td>
<td>19,213</td>
<td>19,815</td>
</tr>
<tr>
<td>Total Weapons Incidents (Source: OSPI/Cedars)</td>
<td>13</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>Cheating Incidents (secondary) (Source: Skyward)</td>
<td>152</td>
<td>125</td>
<td>105</td>
</tr>
<tr>
<td>Bullying (Source: OSPI/Cedars)</td>
<td>59</td>
<td>17</td>
<td>46</td>
</tr>
</tbody>
</table>

3.3 demonstrate an awareness of global events and economics and their impact on local communities and personal lives;

- We interpret “awareness of global events” to mean knowledge of a larger community outside of school, city, county, state, and nation.
- We interpret “economics” to mean value of goods and services and how they contribute to a civil society.
- We interpret “local communities” to mean all entities that reside within the school district.
- We interpret “personal lives” to mean each student’s family and friends.

**Evidence:**

- Alignment: Specific EALRs are embedded in the Social Studies scope and sequence that align with E-3.3.
- Requirements: Students must meet Social Studies requirements at elementary, middle, and high school levels.
• Proficiency: Graduation rate- Percentage of students (at minimum) who have successfully met these Social Studies requirements.
• Fidelity: Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies class; how we supervise teachers to ensure fidelity.
• Application: Data from Post Graduate Survey around preparedness of our graduates: 
  
  Upon graduation how prepared did you feel in each of the following areas, regardless of where you acquired knowledge or skills: Understanding national/world problems and issues?

• Environmental Star Talks, LHS, 2013-16

Post –Graduation Survey Data
E-3.3


Upon graduation, how prepared did you feel in each of the following areas, regardless of where you acquired knowledge or skills:

Understanding national/world problems and issues

<table>
<thead>
<tr>
<th>Class Of</th>
<th>Very Unprepared</th>
<th>Somewhat Unprepared</th>
<th>Not Sure</th>
<th>Somewhat Prepared</th>
<th>Very Prepared</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>5%</td>
<td>15%</td>
<td>12%</td>
<td>39%</td>
<td>28%</td>
<td>1%</td>
</tr>
<tr>
<td>2011</td>
<td>5%</td>
<td>12%</td>
<td>18%</td>
<td>46%</td>
<td>18%</td>
<td>1%</td>
</tr>
<tr>
<td>2013</td>
<td>4%</td>
<td>15%</td>
<td>3%</td>
<td>39%</td>
<td>33%</td>
<td>6%</td>
</tr>
<tr>
<td>2015</td>
<td>8%</td>
<td>7%</td>
<td>11%</td>
<td>37%</td>
<td>31%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Environmental Star Talks, LHS, 2013-16
Students at Liberty High School attended annual assemblies in 2013 – 2016 on sustainability. Topics included storm water, sustainability and zero waste.

Sustainability Ambassadors - Sustainability Talks – (Link)
Sustainability Ambassadors - Zero Waste Videos– (Link)

3.4 understand and respect diverse cultures;

• We interpret “understand” as having knowledge and comprehension of.
• We interpret “respect” as acting in a way that honors a person’s rights and cultural context.
• We interpret “diverse cultures” to mean history, beliefs and behaviors of peoples throughout our schools, community, and the world.
Evidence:

- Alignment: Specific EALRs are embedded in the Social Studies scope and sequence that align with E-3.4.
- Requirements: Students must meet Social Studies requirements at elementary, middle, and high school levels.
- Proficiency: Graduation rate - Percentage of students (at minimum) who have successfully met these Social Studies requirements.
- Fidelity: Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies class; we supervise teachers to ensure fidelity.
- Application: All adopted curriculum is analyzed for racial and cultural bias.
- Number of books in elementary school guided reading book rooms that address cultural diversity.
- Diversity Unit in World History I at Issaquah High School
- The District’s emphasis on creating a Culture of Kindness is evident in all of our buildings through student activities, bulletins boards, clubs, staff messages and role modeling.
- Intentional professional development on Cultural Competency with District administrators.

### ISD K-5 Bookroom Books Addressing Cultural Diversity

<table>
<thead>
<tr>
<th>School Year</th>
<th>Total Number of Books</th>
<th>Books Addressing Cultural Diversity</th>
<th>Percentage of Books Addressing Cultural Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>528</td>
<td>47</td>
<td>9%</td>
</tr>
</tbody>
</table>

[Bookroom Titles Addressing Cultural Diversity - Dec 2014](#)

[Diversity Unit in World History I at Issaquah High School](#)

[Cultural Competency Training for ISD Administrators](#)

3.5 utilize natural resources in an efficient, sustainable way, ensuring the rights of future generations to enjoy a clean and resourceful planet;

- We interpret “utilize” to mean reduce, reuse, and recycle.
- We interpret “natural resources” to mean materials occurring in nature.
- We interpret “efficient” to mean responsible.
- We interpret “sustainable” to mean to last or continue over time.
Evidence:

- Alignment: Specific EALRs are embedded in the Social Studies and Science scope and sequence that align with E-3.5.
- Requirements: Students must meet Social Studies and Science requirements at elementary, middle, and high school levels.
- Proficiency: Graduation rate - Percentage of students (at minimum) who have successfully met Social Studies and Science requirements.
- Fidelity: Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies or Science class; we supervise teachers to ensure fidelity.
- Application: Data on district wide and building conservation efforts (refuse and recycling) including the ISD’s Green Ribbon School Application.

E-3.5, 3.6

Resource Conservation Program Summary -

The Resource Conservation Program started in September of 2001 to provide ongoing management of energy, water, waste reduction, recycling and collection of food scraps for composting to minimize consumption of district resources and utility costs. Sustaining an effective resource conservation program over time requires continuous monitoring of all district facilities and providing conservation education to our students and staff.

The following are examples of student involvement in waste reduction efforts:

**Waste Watchers**

Waste Watchers is a waste reduction program for elementary schools. Student volunteers stand by the waste bins at the end of lunch and help their peers properly dispose of trash and recycling. King County Green Schools supports the program by providing aprons and signs; and by talking to students during the lunch hour. This program has resulted in recycling rates of up to 80% in some cafeterias. Clark Elementary is the most recent school to start a waste watchers team thanks to help from the kitchen manager, supportive teachers, and green team students from Issaquah Middle. The middle school students are able to walk over to Clark on Monday and Thursday and provide assistance to the new “waste watcher” volunteers. With student participation and help from staff, Clark will likely double its recycling rate to about 80%.

**Earth Heroes At School**

Pacific Cascade has a cafeteria recycling rate of 70% thanks to their dedicated green team. Secondary schools generally have lower rates than elementary because their cafeterias are larger and have more waste stations. Student monitors aren’t available to stand at every station; thus more recyclables go to trash. Pacific Cascade’s team,
however, keeps the school’s rate of recycling high. They have signs posted near every station and make frequent announcements during the lunch hour. They also started a food share table that allows unopened food to be shared instead of thrown away. Because of their work, recycling in the cafeteria has become the “standard operating procedure” at PCMS. Every student knows what to do and they recycle properly every day. The PCMS team received an Earth Heroes award in 2016, an award granted by King County to leaders in conservation and sustainability.

**Waste Free Wednesday**

For the second annual Waste Free Wednesday Challenge, eighteen schools participated representing over 13,000 students and staff. There were two categories of awards:

*Greatest Improvement (over baseline measurements taken in November)*

- Elementary School: Sunset Elementary – 50% waste reduction
- Middle School: Pacific Cascade Middle – 66% waste reduction
- High School: Skyline High – 33% waste reduction

*Lowest Waste Per Student*

- Elementary 1st place: Challenger Elementary
- Elementary 2nd place: Discovery Elementary
- Elementary 3rd place: Sunny Hills Elementary
- Middle 1st place: Pacific Cascade Middle
- High 1st place: Skyline High

This competition emphasizes consuming as little as possible, as the best way to conserve resources is to use nothing at all. Thus the kitchen staff prepared meals that didn’t need extra packaging like Styrofoam cups or plastic film. Students were notified in advance that if they bring lunch they should bring reusable containers and silverware. Following the Waste Free Challenge, some schools have continued the reduction methods learned during the exercise.

**Resource Conservation Report, Chris Bruno, December 2016** – (Link)
**Issaquah School District’s Green Ribbon School Application 2016** – (Link)

All ISD comprehensive schools participate in the King County Green Schools Program. Information about requirements for this program can be found in the following link: **King County Green Schools Program** – (Link)

**3.6 recognize how their personal and collective actions impact the environment.**

- We interpret “recognize” to mean to acknowledge and appreciate.
- We interpret “personal actions” to mean individual behaviors resulting in good and/or bad consequences.
• We interpret “collective actions” to mean group behaviors resulting in good and/or bad consequences.
• We interpret “impact the environment” to mean effect on our world.

Evidence:

• Alignment: Specific EALRs are embedded in the Social Studies and Science scope and sequence that align with E-3.6.
• Requirements: Students must meet Social Studies and Science requirements at elementary, middle, and high school levels.
• Proficiency: Graduation rate - Percentage of students (at minimum) who have successfully met Social Studies and Science requirements.
• Fidelity: Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies or Science class; we supervise teachers to ensure fidelity.
• Student Crew Leaders (High School Program)
• WEB – Where Everyone Belongs (Middle School Program)
• Senior Exit Survey – question on service to others and community impact.
• District Green Team Update
• Application: Data on district wide and building conservation efforts (refuse and recycling) including the ISD’s Green Ribbon School Application. (See evidence in 3.5)

<table>
<thead>
<tr>
<th>Crew Leader Data</th>
<th># of Crew Leaders</th>
<th>Grade levels of leaders</th>
<th>Students served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issaquah HS Eagle Crew</td>
<td>72</td>
<td>82</td>
<td>10th-12th</td>
</tr>
<tr>
<td>Liberty HS Patriot Crew</td>
<td>58</td>
<td>40</td>
<td>11th-12th</td>
</tr>
<tr>
<td>Skyline HS Link Crew</td>
<td>110</td>
<td>106</td>
<td>12th only</td>
</tr>
</tbody>
</table>

WEB – Where Everyone Belongs (Middle School Program) – (Link)

Community - Question 7 Source: Senior Exit Survey

In general, I was often given the opportunity to participate in learning activities that emphasized serving others and making a positive impact on the greater community during my high school years. (Senior Exit Survey)

<table>
<thead>
<tr>
<th>Strongly Agree/Agree</th>
<th>Issaquah High</th>
<th>Liberty</th>
<th>Skyline</th>
<th>Tiger Mountain</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 Baseline</td>
<td>83%</td>
<td>80%</td>
<td>84%</td>
<td>100% of 1</td>
</tr>
<tr>
<td>2013</td>
<td>84%</td>
<td>83.7%</td>
<td>80%</td>
<td>72.7% of 11</td>
</tr>
<tr>
<td>2014</td>
<td>84.4%</td>
<td>78.2%</td>
<td>78.3%</td>
<td>No data</td>
</tr>
<tr>
<td>2015</td>
<td>77.6%</td>
<td>81.4%</td>
<td>80.1%</td>
<td>85.7% of 14</td>
</tr>
<tr>
<td>2016</td>
<td>80.5%</td>
<td>80.5%</td>
<td>79.9%</td>
<td>No data</td>
</tr>
</tbody>
</table>
Interdistrict Student Council Projects:
Major assignments/activities IDSC participated in last year.

- Interhigh for ISD ASB Students in September 2015
  - All 3 high schools’ ASB students attended a conference led by Phil Boyte to discuss leadership, inclusion, and ways to improve ASB in all 3 schools.
- Interhighs for KingCo Schools
  - Attended 2 interhigh conferences for all KingCo Schools.
    - Juanita High School Interhigh in November 2015 focused on diversity and inclusion
    - Liberty High School Interhigh in February 2016 focused on staying motivated as leaders and helping others in the school stay motivated
- IDSC Social Action Ambassador Board
  - Social Action Ambassadors and Exec Board members met 4-6 times during the school year to discuss issues in the ISD community. The board decided to focus on poverty, specifically how poverty impacts youth in the ISD community by exploring data about the percentage of students in the ISD community that qualify for free/reduced lunch, discussed causes of poverty, and brainstormed short and long-term solutions on how to support students in the ISD community who need additional financial support.
  - The board partnered with local businesses in the area around each school to plan a fundraiser for Friends Of Youth.

Capacity Building

- Board work around tolerance of differences definitions.
- Possible Common Assessment data from civics courses from the Skyline 2015-16 school year. District-wide implementation takes places in 2017-18, data will be collected in 2017-18 and included in a future report following pilot analysis.

Limitation in Data Collection

- Some data is collected only every two years; e.g., Post-Graduate Survey and Healthy Youth Survey
- OSPI reports are sometimes one or more years behind.

Board Approval: January 11, 2017