

ENDS 3: Citizenship

March 27, 2019

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, respects diverse individuals 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, respects diverse individuals, adheres to 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 United States Constitution, state law, district regulations, 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:

State Standards Alignments

Rationale: Our Scope and Sequence documents, curriculum and instruction reflect alignment with understanding responsibilities of American citizenship and participation in a democracy.

- [Specific state standards are embedded in Grades 3, 5, 8 and 11 in Social Studies](#)
- [OSPI Social Studies Learning Standards](#)
- [8th Grade Social Studies Scope and Sequence - see Unit 3](#)
- [Diversity Unit in World History I Unit Outline](#)
- [2017-18 World History Common Assessment](#)
- [2017-18 Civics Performance Levels](#)

Proficiency

Rationale: Graduation rate reflects the percentage of students (at minimum) who have successfully met these Social Studies requirements. Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies class; we supervise teachers to ensure fidelity.

Graduation Rate - Source: OSPI Report Card

	% On-time Adjusted 4 year cohort	% Extended Adjusted 5 year cohort
Class of 2015	92	93.7
Class of 2016	92	94.4
Class of 2017	92.7	
Class of 2018	91.8	

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:

Adherence to ISD Behavioral Expectations

Rationale: When students meet behavioral expectations in ISD student handbooks they are demonstrating the application of ethical principles.

- [ISD Student Handbook - Example: Maywood Middle School](#)
- [Truancy Rates - Source: OSPI](#)
- [ISD Unexcused Absences 2017-18, by race, grade and program - Source OSPI](#)
Note: OSPI now reports the data in a different format and includes data for the entire school year
- [OSPI Discipline Data on Weapons and Cheating Incidents](#)
- [Healthy Youth Survey – ISD webpage](#)
 - [HYS Students Who Report Skipping School](#)
- Implementation of PBSES: this includes common behavior expectations, intentionally taught and reinforced school-wide and in classrooms K-8
 - [PBSES ISD Webpage](#)
- Adoption and implementation of [K-8 SEL curriculum](#)

Proficiency

Rationale: Graduation rate reflects the percentage of students (at minimum) who have successfully met our Social Studies requirements. Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies class; we supervise teachers to ensure fidelity.

- Graduation rate reflects minimum percentage of students demonstrating successful adherence to these behavioral expectations (See 3.1)
- Principals are credentialed and receive annual training regarding student discipline

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 individual experiences and relationships.

Evidence

Rationale: Graduation rate reflects the percentage of students (at minimum) who have successfully met our Social Studies requirements which address global events and economics. Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies class; we supervise teachers to ensure fidelity. Senior post graduation survey data is used to monitor students’ perception of their knowledge of global and economic events.

- [Specific state standards are embedded in the Social Studies scope and sequence that align with E-3.3](#)
- Graduation rate reflects the percentage of students (at minimum) who have successfully met these Social Studies requirements (See 3.1)
- [Post Graduation Survey: Understanding National/World Problems and Issues - Decision Research and ISD Post Graduation Survey](#)

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

Rationale: Explicit professional development on cultural competency and equity prepares our staff to support student learning about diverse cultures. Curriculum materials are being adopted that prioritize diverse viewpoints and cultural relevance. Graduation rate reflects the percentage of students (at minimum) who have successfully met our Social Studies requirements which address

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

- [Specific state standards are embedded in the Social Studies scope and sequence that align with E-3.4](#)
- Graduation rate reflects the percentage of students (at minimum) who have successfully met these Social Studies requirements (See 3.1)
- All adopted curriculum is analyzed for racial, cultural, gender, and ability bias
- Number of books in elementary school guided reading book rooms that address cultural diversity
 - [ISD K-5 Bookroom Books Addressing Cultural Diversity and Elementary Making Meaning \(reading\) and Units of Study \(writing\)](#)
- Number of books representing diversity in elementary school Making Meaning reading curriculum and Units of Study writing curriculum
 - [Bookroom Titles Addressing Cultural Diversity - as of Dec 2014](#)
- [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 and staff
 - [Cultural Competency Training for ISD Administrators 2014-2019](#)
 - [Our Cultural Competency Journey August 2018](#)

3.5 Understand appropriate, respectful, responsible and ethical use and impact of misuse of technology and social media;

- We interpret *understanding* to be having knowledge and comprehension of.
- We interpret *appropriate* to be applications that are suitable for educational purposes and personal expression.
- We interpret *respectful, responsible and ethical use* to be actions that are answerable, accountable and within the rules of right conduct.
- We interpret the *impact* to be the effects.
- We interpret *misuse of technology and social media* to be use that is for the wrong purpose or in the wrong way that may also impact social emotional health and wellbeing.

Evidence

Rationale: Curriculum materials address social media and digital citizenship skills in a variety of our content areas; including health, Social Emotional Learning (SEL), Family Life and Sexual Health (FLASH), and Tech Smart. Graduation rate reflects the percentage of students (at minimum) who have successfully met our technology requirement.

- [Healthy Youth Survey: Questions on use and misuse of technology](#)
- [Tech Smart Curriculum - Grade 6/7](#)
- [Speak Up Survey Responses](#)
- Responsible Use Agreement
 - [Responsible Use Agreement - Grades 6-12](#)
 - [Responsible Use Agreement - Grades K-5](#)
- [Social Media and Digital Citizenship lessons](#)
- [Health and FLASH Curriculum](#)

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- Graduation rate reflects the percentage of students (at minimum) who have successfully met the technology requirement (See 3.1)
- [High School Health Requirement - Online Safety, FLASH High School, Lesson 8](#)
- [Second Step Scope and Sequence - 8th Grade](#)
- [K-5 Bullying Prevention - Scope and Sequence](#)
- [Second Step Bullying Curriculum: Examples of Social Media Skill Lessons](#)
- [8th Grade Social Studies Unit - Example of Ethical Use of Technology](#)
- [Social Emotional Learning \(SEL\) Curriculum](#)

3.6 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

Rationale: District and school conservation efforts promote the responsible use of resources. Students must demonstrate knowledge, application, and proficiency in order to pass Science and Social Studies class; we supervise teachers to ensure fidelity. Graduation rate reflects the percentage of students (at minimum) who have successfully met our Science and Social Studies requirements which address sustainability.

- [Specific state standards are embedded in the Science and Social Studies scope and sequence that align with E-3.6](#)
- Graduation rate reflects the percentage of students (at minimum) who have successfully met Social Studies and Science requirements (See 3.1)
- 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](#)
 - [King County Green Schools Programs - School District Recognition 2017-18](#)
- [Resource Conservation Program Summary 2017-18](#)
- [Student Involvement - Resource Conservation Program – 2017-18](#)
- [Sustainability Talks, LHS, 2013-18](#)
- [Sustainability Ambassadors - Sustainability Talks](#)
- [Sustainability Ambassadors - Zero Waste Videos](#)
- [Sustainability Ambassadors-Food Systems Videos](#)

3.7 recognize how their personal and collective actions impact the greater community.

- 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 greater community**” to mean effect on our world.

Evidence

Rationale: Graduation rate reflects the percentage of students (at minimum) who have successfully met our Social Studies requirements which embed personal and collective actions that influence the community. Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies class; we supervise teachers to ensure fidelity. Newly adopted (2017-2018 school year) elementary social studies curriculum includes a call to action project at grade levels 1–5 which engages students in impacting their community.

- [Call to Action Projects embedded in Social Studies Curriculum – Example: Grade 2](#)
- [Call to Action Projects embedded in Social Studies Curriculum Example: Grade 3](#)
- [Call to Action Projects embedded in Science Scope and Sequence – Example: Middle School Life Science](#)
- Graduation rate reflects the percentage of students (at minimum) who have successfully met Social Studies and Science requirements (See 3.1)
- [Student Crew Leaders \(High School Program\)](#)
- [WEB – Where Everyone Belongs \(Middle School Program\)](#)
- [Senior Exit Survey – question on service to others and community impact](#)
- [Interdistrict Student Council Projects](#)
- District Green Team Update (See 3.6)
- King County Green Schools Program (See 3.6)

Capacity Building

- Board work around tolerance of differences definitions

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: