

ENDS 3: Civic Engagement

April 7, 2022

Students will live as responsible members of society.

Interpretation:

- We interpret “**students**” to mean each student in our Pre-K-12 system.
- We interpret “**live as responsible members of society**” 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 society 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 behavior expectations and apply learning from required citizenship courses. Therefore, the monitoring report will show students are living as responsible members of society 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. Student progress in the areas of successful adherence to behavioral expectations and applied learning from Social Studies courses was disrupted by the ordered closure of all public schools as a result of the COVID-19 pandemic.

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 society.

Evidence:

State Standards Alignments

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

- Social Studies Curriculum – Social Studies provides exploration and explicit instruction on democracy and rights and responsibilities of citizens and members of the community. The following Scope and Sequence documents provide examples.

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- [2nd Grade SS Scope & Sequence](#)
- [5th Grade SS Scope & Sequence](#)
- [8th Grade US History](#) (US History is taught again in 11th grade)
- [Civics](#)
- [OSPI Social Studies Learning Standards](#)
- [Diversity Unit in World History I Unit Outline](#). This unit was developed to frontload HS social studies with to develop a diversity lens on history.
- [Common Assessments for World History 1 and Civics](#)

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 2013	92.9	94.3
Class of 2014	92.0	93.4
Class of 2015	92.0	93.7
Class of 2016	92.0	94.4
Class of 2017	92.7	94.0
Class of 2018	91.8	93.6
Class of 2019	93.2	96.3
Class of 2020	95.6	
Class of 2021	95.9	

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](#) Replace with updated handbook
- [Briarwood Elementary Code of Conduct](#)

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- Attendance Rates :
 - ISD Student Information Systems reported that the OSPI Unexcused Student Absences application has not been updated for the 2019-20 school year.
- Discipline Data for Cheating - The partially remote nature of the 2020-21 school year lead to uneven data collection around cheating in both the Skyward and SWIS systems. See [EL-11 Discipline Sept. 2021](#) for other areas of discipline data collection.
- Healthy Youth Survey
 - [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](#)
- 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.

- Our Social Studies curriculum embeds awareness of current and global events, learning about the economy (micro and macro) and the connection to our lives and the development of society. In addition to the courses listed above, especially Civics and US History, the 4th grade course illustrates how Washington History addresses the economy and interdependence.
 - 4th grade Social Studies Scope and Sequence
- Graduation rate reflects the percentage of students (at minimum) who have successfully met these Social Studies requirements (See 3.1)
- Post-Graduation Survey Data – survey sent to 2020 Graduates in March 2021
 - [Post Graduation Survey: Understanding National/World Problems and Issues - 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 diverse cultures. Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies class; we supervise teachers to ensure fidelity.

- Social Studies content is taught with diverse cultures as a central theme. In addition to the history and the diversity units linked above, the 3rd grade scope and sequence illustrates how diversity is integrated and taught as a focus topic in our curriculum.
[3rd Grade Social Studies Scope and Sequence](#)
[Diversity Unit in World History I Unit Outline](#)
- 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
- High School’s newly adopted materials are highly diverse. On our [HS ELA webpage](#), use the accordion links at the bottom to view novel selections.
- An ISF grant added culturally diverse novels to classroom libraries. A team of teachers worked to select novels during 2020-21 and they were purchased in the summer of 2021. Discussion guides were created by TLS (link). This was a second infusion of diverse novels in the last 4 years.
- Over 40% of titles provided to teachers for elementary Making Meaning and Reader’s Workshop are diverse texts.
- 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
 - [Equity Department Timeline](#)
 - [ISD Equity webpage](#)

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.

The elementary teacher-librarians follow a scope and sequence (updated 2019) which has a significant focus on [Digital Citizenship and Responsibility](#).

During the 2019/20 school year, the TechSmart curriculum was re-designed. Teachers reviewed the curriculum, units and lessons and identified new materials. During the 20/21 school year, TechSmart teachers transitioned to using lessons from Cyber Civics focused on Digital Citizenship and Online Safety. The lessons include:

Lesson Title	Learning Objectives Students will..
De-Tech-Tive Work	<ul style="list-style-type: none"> • Understand technology’s impact upon humankind throughout history. • Consider how technology connects and disconnects. • Discover how humans have learned how to adapt to new tools.
5 Principles of Citizenship	<ul style="list-style-type: none"> • Understand what it means to be a member, or citizen, of a community. • Consider all the communities they are members of. • Think of ways community members demonstrate five principles of citizenship.
How to Be a Good Citizen Online	<ul style="list-style-type: none"> • Reflect on the principles of good citizenship. • Think about online communities they belong to, or will belong to. • Consider how to apply the principles of good citizenship to online communities
Digital Background Check	<ul style="list-style-type: none"> • Learn they have, or will have, an online or digital reputation. • Understand that all of their online activities contribute to their digital reputations. • Recognize that online information can be helpful or harmful to their reputations.
To Share or not to Share	<ul style="list-style-type: none"> • Learn that digital citizens should respect the online reputations of others. • Understand how posting information about others could compromise their own reputations and the reputations of others. • Become selective about their online friends and followers.
Be Up-Standing	<ul style="list-style-type: none"> • Understand that many people play a role in cyberbullying. • Learn the difference between a “bystander” and “upstander.” • Explore strategies for standing up for others, online and off.
Who am I online?	<ul style="list-style-type: none"> • Recognize they have unique characteristics that make up their identities. • Discover that people express their identities through offline and online roles, which can sometimes differ from one another significantly. • Understand that the Internet gives everyone the freedom to make choices about how they present themselves to others online.

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The middle school Health curriculum was under review during the 2019/20 school year. Materials were selected however, the pandemic delayed necessary work on the scope and sequence. This year under the guidance of Director of Teaching and Learning the middle school Health teachers are updating the scope and sequence to ensure the Health standards are appropriately addressed. The middle school Health standards include several around Digital Citizenship and Online Safety.

	Unit	Standards related to Digital Citizenship and Online Safety
Grade 6	Wellness and Safety	Identify potential dangers of sharing personal information through electronic media. H1.Sa3.6b
	Nutrition	Understand differences between reliable and unreliable sources of nutrition information. H3.N1.6
	Social-Emotional Health	Describe factors that can influence self-esteem. H1.So1.6a Explain the causes and effects of stress. H1.So3.6 Describe different types of harassment, intimidation, and bullying. H1.So5.6a
Grade 7	Wellness and Safety	Analyze validity and reliability of health and wellness information and products. H3.W4.7 Understand the potential dangers of sharing personal information through electronic media. H1.Sa3.7b
	Social-Emotional Health	Explain how peers and media (social) influence body image. H2.So2.7 Explain how expressing emotions or feelings can influence others. H1.So4.7b Recognize how culture and media impact access to mental and behavioral health services. H2.So6.7
	Nutrition	Determine availability of valid and reliable nutrition information, products, and services. H3.N1.7
	Substance Abuse	Describe how peers and media influence substance use and abuse. H2.Su1.7
	Sexual Health	Identify medically accurate information about STDs. H3.Se4.7
Grade 8	Wellness, Social-Emotional Health, Safety	Describe how values, media, and technology influence health decisions and behaviors. H2.W3.8 Describe the potential dangers of sharing personal information through electronic media. H1.Sa3.8c Compare and contrast the influence of family, culture, and media on how emotions are expressed. H2.So4.8
	Nutrition	Investigate valid and reliable nutrition information, products, and services. H3.N1.8
	Sexual Health	Analyze the impact of technology and social media on friendships and relationships. H2.Se8.8. Explain the consequences of sharing sexually explicit pictures or messages. H1.Se6.8c

Our Social-Emotional Learning program continues to support students in their knowledge and understanding of the SEL Core competencies. Many of the skills developed during SEL apply to online interaction as well. [More information about Social Emotional Learning can be found on the website.](#)

Supporting our students in the area of navigating social media and the challenges they face in a digital world is an ongoing effort across our system.

This year (21/22) our High School principals, led by Executive Director for High Schools have committed to adding time dedicated to Digital Citizenship and Social Media to the High School “Flex Time” for implementation in Fall 2022.

Similarly, in partnership with Middle School principals, our PBSES director and our Director of Ed Tech a committee is under formation to review the middle school Advisory program to review and adapt the Advisory program to ensure sufficient time is dedicated to SEL (including Social Media/Digital Citizenship).

In addition to the curricular areas, the Responsible Use Agreement is shared with our students and families each year. The agreement outlines expected student behavior when using technology at school.

[Responsible Use Agreement - Grades K-5](#)
[Responsible Use Agreement – Grades 6-12](#)

The National Speak Up survey was also put on hold in our district. We intend to combine the National Speak Up survey with the 8th-grade exit survey and resume administration during the Spring.

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.

- Social Studies and Science courses at all levels embed a theme of human cause and effect on their community and environment. This is illustrated in the following scope and sequence documents.
 - [2nd grade Science – see changing landforms](#)
 - [3rd grade Science - see Environment and Survival](#)
 - [5th grade Science - see Ecosystem Restoration](#)
 - [6th grade Life Science – Tri 3 focus on Ecosystems and Interactions](#)
 - [High School example – IHS Course Guide - Science](#)

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- 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 links:
 - [ISD Sustainability Program and King County Green Schools 2020-21](#)
 - [ISD Sustainability Program and King County Green Schools 2019-20](#)
 - [King County Green Schools Program website](#)
- [Resource Conservation Program Summary Report, including Student Involvement – 2020-21, Includes sections on COVID-19 and its effects on operations.](#)

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.

- [Grade 2 Social Studies Lessons - Community Citizenship and Government](#)
- [Call to Action Projects embedded in Social Studies Curriculum Example: Grade 3](#)
- Social Studies and Science courses, as illustrated above weave in a theme human impact on the community. One additional example of how we launch this at the start of learning is the 1st grade social studies curriculum.
 - [1st grade social studies scope and sequence.](#)
- 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 - COVID Pandemic impacted in-person activities and participation of previously attended events.
 - Scott Backovich led a kickoff leadership training for all 4 high schools in the Fall of 2020, held via ZOOM
- IDSC Board
 - Exec Board members met four times during the school year with various directors at the district level to learn more about their jobs and how their programs impact schools and ASB programs
 - Included: Equity/Elections, HR/COVID, Student Interventions/Mental Health and Business Office/Boundary Reviews, all held via ZOOM

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- Members served and spoke on student issues/areas of interest, at monthly school board meetings, held via ZOOM
- District Green Team Update (See 3.6)
- King County Green Schools Program (See 3.6)

Capacity Building

- Board work around tolerance of differences definitions

Board Approval: