ENDS 4: Life Management and Personal Awareness
May 24, 20236, 2022

Students will live healthy, satisfying, and productive lives.

Interpretation:
I interpret this to mean that our current students learn and apply learning throughout their educational journey that supports their future so they are healthy, satisfied and productive.

- We interpret *students* to mean all students in our K-12 educational system and students who have recently graduated.
- We interpret *live healthy lives* to mean our students will make informed and appropriate choices regarding their physical, social and emotional condition.
- We interpret *live satisfying lives* to mean our students will demonstrate self-assurance about one's ability to accomplish his/her personal grade level goals and plan for post-secondary pursuits.
- We interpret *live productive lives* to mean students will progress through their K-12 learning experience, meeting grade level appropriate behavioral, social/emotional, and academic standards and apply those skills to their goals in life.

Reasonable progress: We have confidence that students are meeting the targets of Ends 4 when they progress through our K-12 educational system, engage themselves in the academic and co-curricular opportunities provided, and apply their acquired knowledge to make informed and healthy life choices. The monitoring report will also demonstrate that students' academic, extra-curricular and co-curricular experiences prepare them to pursue their personal passions and a wide range of post-secondary opportunities and empower them to make informed decisions regarding their goals in life.

Overall Evidence
Rationale: High School graduation rates reflect the percentage of students (at minimum) who have successfully met the wide range of requirements to earn an ISD diploma. Students must complete courses in CORE content areas along with Career and Technical (CTE) credits, a technology proficiency requirement and state assessment requirements. These requirements along with other opportunities to learn in the school environment and with opportunities to participate in school sponsored clubs, activities and sports provide for experiences that help our students develop their Personnel Awareness and create plans for their future.

Graduation Rates and Requirements (Regulation 2410)
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	

Graduation Rate by School - Source: OSPI Report Card
Graduation Rates by Ethnicity/Race Program - Source OSPI

Graduation Requirements:
Issaquah High School 2022-23 Course Guide

Liberty High School 2022-2023 Course Guide
Skyline High School 2022-23 Course Guide

Students will:

4.1 understand and apply principles of sound physical health, including, nutrition, hygiene, and fitness;

I interpret this to mean that students learn about and show evidence of learning to support their physical health and development. We interpret 4.1 to mean students will move through the K-12 system experiencing curricular and co-curricular activities that will strengthen their understanding and application of principles of sound physical, nutrition, hygiene, and fitness.

Evidence

Survey Data
Rationale: We collect and analyze self-reported health data as a measure of student awareness and understanding about health and wellness matters.

The Healthy Youth Survey was administered fall of 2021.
- Healthy Youth Survey Questions
- Healthy Youth Survey on the ISD Website
- Post Grad Survey data on drug/alcohol and abuse, social relationships and sex/health issues

State Standards Alignment Evidence
Rationale: Students are required to fulfill health and physical education requirements taught to WA State standard. These courses help educate students on principles of physical health, nutrition, hygiene and fitness.

- Health and Physical Education State Standards - OSPI

Curriculum
Rationale: Curriculum is implemented in health and fitness in order for students to apply principles of sound physical health.

- Health Curriculum ES, MS, HS (see specific grade level and health tab)

4.2 understand and apply principles of sound mental and emotional health, and learn to identify signs of emotional health concerns in self and others, and when to seek supportive resources;

I interpret this to mean that students learn and engage in discussion about the importance of social emotional and mental health, which include skill development in self-reflection and self-management that allows them to seek resources for themselves, and support others. We interpret 4.2 to mean students will move through the K-12 system experiencing curricular and co-curricular activities that will strengthen their understanding and practice of sound mental and emotional health. Students will recognize concerns related to emotional health in themselves and others and when to seek supportive resources.

Evidence

~~Survey Data~~
~~**Rationale:** Reviewing survey data informs the District in its efforts with regard to mental health.~~

~~The Healthy Youth Survey will be administered in the fall of 2021.~~
- ~~Healthy Youth Survey Questions addressing emotional health~~
- ~~Healthy Youth Survey on the ISD Website~~

~~**State Standards Alignment**~~
~~**Rationale:** Students are required to fulfill health and physical education requirements taught to WA State standard. A student's physical health is an important component of mental health.~~

- ~~Health and Physical Education State Standards~~

~~**Mental Health**~~
~~**Rationale:** The District recognizes the importance of implementing strong mental health curriculum, wellness checks, and counselors for our students.~~

- ~~Swedish Partnership 2020-21~~
- ~~Counseling Synopsis Elementary, MS and HS 2020-21~~
- ~~Universal Screener – Strengths and Difficulties Questionnaire~~
- ~~Positive Behavior and Social Emotional Support (PBSES) website~~
- ~~Elementary Social Emotional Learning Curriculum implemented~~
- ~~Middle School Social Emotional Learning Curriculum implemented~~
- ~~Elementary Health Curriculum click on grade level and then Health & SEL~~
- ~~Suicide Prevention – 2020-21~~
- ~~Social Emotional Learning (SEL), includes links to:~~
  - ~~Multi-Tiered Systems of Support (MTSS)~~

4.3 understand the opportunities and risks posed by digital technology and social media, including social-emotional risks and safety impacts;

I interpret this to mean that students will understand and analyze the impact or misuse of technology and social media so that they can protect themselves and others, and so that the benefits can be utilized based on ethics and positive contributions to learning and community.
~~We interpret 4.3 to mean students will move through the K-12 system experiencing curricular and co-curricular activities that will strengthen their understanding of the opportunities and risks posed by digital technology and social media, including social-emotional risks and safety impacts;~~

Evidence

~~**Technology Use Safety Data**~~
~~**Rationale:** Students must understand what internet safety means in order to appropriately use technology.~~

- Digital Citizenship - The Children's Internet Protection Act (CIPA) requires schools to provide Internet Safety training every year to all students. There is no provision from CIPA for what curriculum is used so each school makes its own choices of Internet Safety Curriculum. In Issaquah all schools are required to complete Internet Safety Training and submit a completed form certifying that they have done so. The completed certifications are sent to the Executive Director of Compliance and Legal Affairs.

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
https://www.isd411.org/about-us/safety-and-security
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.

Only three of our secondary schools reported violations of the student 6-12 Responsible Use Agreement resulting in student discipline.

	Cellular Phones		Electronic Devices		Inappropriate Computer Use	
	# of Students	# of Infractions	# of Students	# of Infractions	# of Students	# of Infractions
Beaver Lake Middle School	0	0	1	1	0	0
Liberty High School	0	0	0	0	0	0
Skyline High School	0	0	3	0	0	0

	Misuse Internet		Misuse Network		Telecommunication Devices	
	# of Students	# of Infractions	# of Students	# of Infractions	# of Students	# of Infractions
Beaver Lake Middle School	0	0	0	0	0	0
Liberty High School	1	1	0	0	0	0
Skyline High School	0	0	0	0	0	0

Curriculum
Rationale: Embedded in curriculum are learning opportunities that give students understanding of how technology and social media affect both their own lives and the lives of others.

Evidence

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	• 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	• 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	• 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	• 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	• 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	• 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?	• 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.

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).~~

4.4 identify, understand and develop their personal strengths and interests;

I interpret this to mean that students will have frequent and consistent opportunities to explore, identify and develop personal strengths and interests both inside and outside the classroom. ~~We interpret 4.4 to mean students will move through the K-12 system experiencing curricular and co-curricular activities that will allow students to recognize and develop the areas they are drawn to and in which they are adept.~~

Evidence:

~~**Survey Data**~~
~~**Rationale:** Reviewing survey data informs the District on how students view their opportunities for creativity and individuality.~~

- ~~5th Grade Exit Survey questions – Opportunities, Creativity and Individuality~~
- ~~8th Grade Exit Survey question – Creativity and Individuality – not administered in 2020 due to the pandemic~~
- ~~Senior Exit Survey questions – Opportunities and Creativity~~

~~The Healthy Youth Survey was administered in the fall of 2021.~~
- ~~Healthy Youth Survey – Opportunities for Involvement~~
- ~~Healthy Youth Survey, ISD webpage~~

~~**Elementary Writing Common Assessment**~~
~~**Rationale:** Writing is a component of creativity and Common Assessments are used to measure strength in writing. During the 2019-20 school year the common writing assessment was not administered as the assessment window occurred during school closures due to COVID.~~

- ~~4th Grade Common Writing Assessment – 2016-17, 17-18 and 18-19~~

~~**Co-Curricular Opportunities**~~
~~**Rationale:** Opportunities to participate in co-curricular activities encourage students' personal strengths and interests.~~

- ~~Extra and co-curricular opportunities provided through Issaquah Schools Foundation~~
- ~~Extra and co-curricular opportunities and participation:~~
  - ~~PTSA funded opportunities (ISD PTSA website – see Programs)~~
- ~~Elementary Clubs and Activities~~
- ~~Middle School Clubs and Activities, including ASB and Athletics~~
- ~~High School Clubs and Activities~~
- ~~High School Clubs and Activities, including ASB~~

~~**Post High School and Career Opportunities**~~

Rationale: ~~Active participation in planning for life after high school helps prepare students for a successful future in their areas of strength and interest.~~

- ~~2020-21 High School and Beyond Plan 8th Grade~~
- ~~2020-21 High School and Beyond Plan 9th Grade~~
- ~~High School and Beyond Instructions for grades 7-12~~
- ~~High School and Beyond Plan (HSBP) Grades 7-12~~
- ~~ISD Senior Exit Interview Questions~~

~~**Choices in Curriculum**~~
~~**Rationale:** Choices in curriculum give students opportunities to pursue personal development and individual interests.~~

- ~~All students are exposed to academic and elective course offerings, and extra and co-curricular opportunities~~
- ~~Self-select:~~
    - ~~Middle School Math Curriculum & Pathways~~
    - ~~Middle School Science Paths~~
    - ~~Advanced Language Arts FAQs~~
    - ~~Independent Health and PE (8) is offered at all Middle Schools~~
- ~~Students consider learning recommendations when choosing courses course offerings.~~
- ~~Balanced Literacy Approach with Guided Reading, and Readers' and Writers' Workshops in our elementary schools provides leveled reading choice for students.~~
- ~~Elementary Literacy Achievement~~
- ~~Online Learning Summary 2020-21 Credit Accrual on page 11~~
- ~~Live Summer School Class Enrollments 2020-21~~

4.5 develop higher-level thinking skills in order to be able to create and innovate;

I interpret this to mean that students develop skills beyond analysis and evaluation to create and innovate.
~~Interpretation:~~
~~We interpret 4.5 to mean students will move through the K-12 system learning and applying creative and critical thinking skills in order to generate and develop new and unique outcomes.~~

Evidence

~~**State Standards**~~
~~**Rationale:** Students are required to fulfill state standards which include higher level thinking.~~

- ~~Specific State Standards around higher level thinking skills are embedded in all courses that align with 4.5.~~

~~**Curriculum**~~
~~**Rationale:** Elementary Reading and Writing Curriculum provide an opportunity for students' choice of reading material and writing topics/genres. Instruction in the Arts include dance, music, theatre, visual arts and media arts.~~

- ~~Our elementary curriculum page (see grade level links, then select literacy tabs)~~
- ~~MS Fine Arts~~
- ~~HS Course Guides with Arts offerings~~
- ~~Example of expansion of choice through the HS ELA Adopted Book Club~~

~~Survey Results~~
~~Rationale:~~ ~~Keeping a pulse on students' perception of their own creativity helps inform District practices in curriculum, instruction and co-curricular activities.~~

- ~~ISD Soft Skills Survey on creative thinking~~

~~Gibson Ek High School~~
~~Rationale:~~ ~~Gibson Ek High School is a Big Picture school design model emphasizing project-based learning and internships. Unstructured exploratory time is built into the schedule; time in which students engage in their project work independently with advisors available to support but do not direct student's work during this time.~~

- ~~Gibson Ek High School webpage~~

~~Career and Technical Education and STEM~~
~~Rationale:~~ ~~STEM & CTE are adaptable and complement college-preparatory education and core academic classes across secondary and postsecondary education. Guided by an emphasis on real world, real life skills, STEM & CTE connect students to academics and training that will help them be successful in the future.~~

- ~~ISD Stem and CTE~~

~~Elective Classes~~
~~Rationale:~~ ~~Optional periods provide opportunities for elective classes for high school students to pursue their strengths and interests.~~

- ~~Since implementing the 7 period day at IHS and SHS, and the current 8 period day at LHS, students have expanded elective opportunities.~~
- ~~Issaquah High School 2022-23 Course Guide~~
- ~~Liberty High School 2022-2023 Course Guide~~
- ~~Skyline High School 2022-23 Course Guide~~

~~!mpact in Middle School~~
~~Rationale:~~ ~~!mpact is one way in which the District provides additional opportunities for middle school students to be creative.~~

- ~~!mpact was not offered during the 2020-21 school year due to the pandemic. !mpact Middle School Program Participation~~

~~Assessment Data~~

4.6 be resilient, take informed risks, deal constructively with failure, and be flexible and adaptable to change.

I interpret this to mean that students develop resilience through engaging in supportive learning experiences that allow students to take risks, try new things, fail forward and reflect on the learning from any challenges that arise. We interpret 4.6 to mean students will persist in their education pursuits by adjusting to changing circumstances and challenges throughout their K-12 experience.)

Evidence:

Survey Data:
Rationale: Reviewing survey data informs the District on how students view their ability to be resilient.

- Survey Data on Resiliency in grades 4, 7 and 9
- Fifth Grade Exit Survey data questions 7 and 17
  - Fifth Grade Exit Survey by school
- Eighth Grade Exit Survey on self-expression
  - Eighth Grade Exit Survey by school
- Senior Exit Survey questions 8 and 9
  - High School Senior Exit Surveys

Curriculum Opportunities which include self-select and AP/IB enrollment
Rationale: Giving students opportunities to choose self-select pathways enables them to take informed risks.

- Online Learning Summary 2020-21- Credit Accrual on page 11
- Live Summer School Class Enrollments 2020-21
- Online Learning Enrollment Trend Fall/Spring/Summer – page 1
- AP, IB, College in the High School enrollments, Ethnicity/Race and Gender data
- High School and Middle School Learning Recommendations:
  - ISD Academics Overview – Curriculum Standards
  - Issaquah High School 2022-23 Course Guide
  - Liberty High School 2022-2023 Course Guide
  - Skyline High School 2022-23 Course Guide

  - Middle School Advanced Language Arts (self-select)
  - Middle School Math Pathways (self-select)
  - Middle School Science Pathways (self-select)
  - 6th Grade Self-select Charts in Math, Language Arts and Science and 7th Grade Math Path Self-Select:
    - Self-Select Data 2018-19 with Ethnicity/Race and Gender Distributions
    - Self-Select Data 2019-20 with Ethnicity/Race and Gender Distributions
    - Self-Select Data 2020-21 with Ethnicity/Race and Gender Distributions

STEM and Other Opportunities
Rationale: Additional opportunities for students to choose their own pathways enables them to take informed risks.

4.7 **be able to cooperate and collaborate within a diverse group of people in order to attain desired outcomes**

I interpret this to mean that students will develop teamwork and collaboration skills within and across diverse groups. ~~We interpret 4.7 to mean students will acquire and apply the skills of collaboration and teamwork to achieve goals.~~

Evidence:

- WEB – Where Everyone Belongs (Middle School Program)

Survey Data
Rationale: Reviewing survey data informs the District whether students had opportunities to participate in the service of others.

- ISD Post-Graduate Survey on understanding national and world problems and being prepared in social relations
- Senior Exit Survey – question on service to others and community impact

Co-Curricular Opportunities
Rationale: When students participate in co-curricular activities, they are given the opportunity to collaborate with students they may not encounter during their regular school day.

- Extra and co-curricular opportunities provided through Issaquah Schools Foundation
- Extra and co-curricular opportunities and participation:
  - ISD PTSA funded opportunities
- Extra and co-curricular opportunities provided through Issaquah Schools Foundation
- Extra and co-curricular opportunities and participation:
  - PTSA funded opportunities (ISD PTSA website – see Programs)
- Elementary Clubs and Activities
- Middle School Clubs and Activities, including ASB and Athletics
- High School Clubs and Activities
- High School Clubs and Activities, including ASB

4.8 identify challenging personal goals and develop, evaluate and implement plans to achieve them, including post-high school goals that extend their K-12 learning to attainable next levels of education, training or employment;

I interpret this to mean that students develop plans for high school and beyond that articulate their goals, how these goals were developed and what steps they can take to achieve these goals. We interpret 4.8 to mean students will be able to articulate their personal and educational goal(s) and plans for implementation.

Evidence:

High School and Beyond Plans and Surveys on Post-Graduation
Rationale: Knowing how students are participating in life after graduation helps inform the District how well students have been prepared and if they were able to implement their plans.

- ISD Post-Graduation Survey on Seeking and Getting a Job
- High School Graduate Outcomes – Source ERDC

- High School and Beyond Plans
  - 2020-21 High School and Beyond Plan 8th Grade
  - 2020-21 High School and Beyond Plan 9th Grade
  - High School and Beyond Instructions for grades 7-12
  - High School and Beyond Plan (HSBP) Grades 7-12
  - ISD Senior Exit Interview Questions (same for all high schools)

- **High School Students with IEP Transition Plans – Post Graduation**
  Post-School Outcome Data Summary, State and Issaquah, 2019-20 leaver year

Includes how post-school data is collected in Issaquah and terms and definitions and slides with disaggregated data.

4.9 learn and apply principles of sound financial management in order to support self and family

I interpret this to mean that students learn about personal financial management and can either articulate how to apply the learning or show evidence of the learning in their personal lives. We interpret 4.9 to mean students will know and apply effective and accurate strategies for personal and/or family financial stability.

Evidence:

State Learning Standards
Rationale: Students are required to fulfill financial education requirements taught to WA State standard. These courses help educate students on principles of sound financial management.

- Washington State Learning Standards K-12 Financial Education

Survey Evidence
Rationale: We collect and analyze self-reported financial education data as a measure of student awareness and understanding about financial management.

- Financial Consumerism – ISD Post Grad Survey

Curriculum and Co-Curricular Activities
Rationale: Financial Literacy Curriculum provides opportunities for students to acquire knowledge, understanding and skills in fiscal responsibility. Opportunities to participate in co-curricular activities gives students a practical application for using sound financial practices.

- Curriculum in financial/economics/accounting and co-curricular Activities (DECA)

Curriculum See above paragraph
Rationale: Financial Literacy Curriculum provides opportunities for students to acquire knowledge, understanding and skills in fiscal responsibility.

- Financial Literacy ISD Curriculum K-12

Board acceptance: May 26, 2022