

## ENDS 3: Citizenship

Students will live as responsible citizens.

### Interpretation:

- We interpret “**students**” to mean each student in our pre-K12 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 K-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.

**Limitations:** The notion of citizenship presents unique challenges for interpretation and monitoring—primarily, in the scope of influence a school actually has over a student’s behavior and the subjectivity of what constitutes appropriate values given that students spend the vast majority of their time outside the schoolhouse.

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 policy, 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.

## Ends 3: Citizenship

### Evidence:

- Alignment: Specific EALRs/GLE's are embedded in the Social Studies scope and sequence that align with E-3.1, 3.3  
<http://www.k12.wa.us/SocialStudies/pubdocs/FinalDocument-SocialStudiesGLEs-GradesK-12-12-1-08.doc> (If you encounter log-in screen just push cancel)
- 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

E-3.1, 3.2, 3.3, 3.4, 3.6

Source: OSPI School Report Card

Class of:	2009	2010	2011	2012
On Time	95.9%			
Extended	100.1%			
% On Time Adjusted 4-Year Cohort		92.3%*	91.1%	
% Extended Adjusted 5-Year Cohort		95.8%*	94.5%	

\* The state changed the calculation of grad rate starting in the year 2010 therefore making 2010 our base year.

### **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, district policy, and student handbook.
- We interpret “**all aspects of life**” to mean interactions in the school, home, and both local and global communities.

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### Evidence:

- Alignment: Students must meet specific behavior expectations that align with E 3.2. <http://www.ihs.issaquah.wednet.edu/StudentHandbook/student%20handbook%202012%202013%2009%2017%20rev.pdf>
- 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 assault, cheating, harassment, and weapons offenses.

### Healthy Youth Survey Data By School

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

##### E-3.2

Source: Healthy Youth Survey 2006, 2008, 2010

	2006		2008		2010	
	Local	State	Local	State	Local	State
Grade 6	95	89	94	88	93	87
Grade 8	91	82	91	81	91	83
Grade 10	91	77	88	82	92	85
Grade 12	93	81	92	85	92	88

### Truancy Rates

##### E-3.2

Source: OSPI School Report Card

	2009-10		2010-11		2011-2012	
	Local	State	Local	State	Local	State
Unexcused absences rate	.2%	.4%	.2%	.4%	.2%	.4%

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### Healthy Youth Survey Data By School

#### Percent of Students Who Report Skipping School

##### E-3.2

Source: Healthy Youth Survey 2006, 2008, 2010

	2006		2008		2010	
	Local	State	Local	State	Local	State
Grade 6	N/A	N/A	8	18	8	17
Grade 8	N/A	N/A	14	19	12	19
Grade 10	N/A	N/A	17	23	17	21
Grade 12	N/A	N/A	31	30	25	28

### Discipline Data

##### E-3.2

Source: Skyward, OSPI

	2009-10	2010-2011	2011-2012
Enrollment (Oct. 1 headcount)	16,780	17,162	17,603
Total Weapons Incidents	38	18	19
Cheating Incidents (secondary)	146	151	135
Bullying/Harassment Suspensions	70	42	47
Assault Suspensions	114	138	61*

\*Number reflects more consistent reporting of rule violations among schools.

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### **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?*

#### **Post –Graduation Survey Data**

##### **E-3.3**

Source: Decision Research 2005, 2007, 2009

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

	<b>Very Unprepared</b>	<b>Somewhat Unprepared</b>	<b>Not Sure</b>	<b>Somewhat Prepared</b>	<b>Very Prepared</b>
<b>2007</b>	8%	19%	14%	25%	28%
<b>2009</b>	5%	15%	12%	39%	28%
<b>2011</b>	5%	12%	18%	46%	18%

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### ***3.4 understand and respect diverse cultures;***

- We interpret “***understand and respect***” as having knowledge of and appreciation for.
- 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 inspected for racial and cultural bias.

### ***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).
- Application: Students are exposed to KC surface Water Management Education Program.

## Ends 3: Citizenship

### E-3.5, 3.6

Source: Resource Conservation Report, John Macartney, January 17, 2013

### Recycling/Conservation Awards

**Earth Hero Awards** are given to schools, teachers, staff and/or students for outstanding work in the areas of recycling, waste reduction, energy and water conservation, and environmental education.

- 2001 - Maywood Middle School (Seth Adams, Alice Finch, Jacquie Hyler, Tara Nessen, Dawn Robinson, Bob Ruud, Mike Sullivan, Holly Wagner)
- 2003 - Beaver Lake Middle School (Matt Gelber)
- 2005 - Beaver Lake Middle School (Doug Emery)  
Discovery Elementary (Tasha Kiemel)  
Issaquah Valley Elementary (Dusty Duke, Susan Meyer)
- 2006 - Newcastle Elementary (Dave Holbrook)
- 2007 - Maywood Middle School (Meggan Atkins)  
Endeavour Elementary (Gabrielle Herring, Diane Parham, Leslie Smith)  
Apollo Elementary  
Sunny Hills Elementary
- 2008 - Discovery Elementary (Tasha Kirby, Sue McNamara)  
Clark (Science-Technology Magnet Program)
- 2009 - Challenger Elementary (Hank Klein, Michael Getty)  
Issaquah Middle School
- 2010 - Pine Lake Middle School (Meagan Elliot)  
Cascade Ridge Elementary  
Maywood Middle School  
Pine Lake Middle School
- 2011 - Issaquah Middle School (Olga Haider, Michelle Picard)  
Grand Ridge Elementary  
Issaquah High School (Kate Brunette)  
Creekside Elementary (David Holbrook)
- 2012 – Grand Ridge Elementary (Renee de Tolla, Ashley Hirst)  
Issaquah Valley Elementary School  
Newcastle Elementary School

### King County Green Schools Program

- “Certificate of Recognition” was awarded to the Issaquah School District for an outstanding Resource Conservation Program – 2007
- “Level One Green School District” was awarded for maintaining a very successful district waste reduction and recycling program. 2012

**Best Workplaces for Recycling and Waste Reduction** – Awarded by King County Solid Waste Division

- Issaquah School District - 2010, 2011 ,2012

### Green Globe Award

Recognition for outstanding achievement by the Issaquah School District for environmental stewardship, the best of the best school conservation programs in King County. 2009.

### 2012 Washington State Green Leader Schools – Recognition given by OSPI

- Creekside Elementary School, Pillar 1: Environmental Impact and Energy Efficiency
- Issaquah Middle School, Pillar 1: Environmental Impact and Energy Efficiency

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#### 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.

- *District Square Footage* increased 26.1% since 2000-2001 adding 5 schools, plateau transportation and adding square footage during the remodel of 5 schools. There are 163 portables classrooms for a total of 2,429,149 square feet.
- *Energy Conservation* has successfully reduced district energy consumption. The Issaquah School District used 4.9 % less energy this last year than during 2000-2001 even though the district's square footage increased by over 26%, very good news.
- *Water Conservation* continues to decrease the district's water usage. During 2000-2001, 21,475,828 gallons of water were consumed. During this past school year 13,930,752 gallons of water were used for a decrease of 37.9%.
- *Irrigated Water Conservation* continues to reduce irrigation usage. During 2000-2001 12,737,682 gallons of water were used to irrigate lawns and shrubs. During this past school year 9,679,868 gallons were used, for a decrease of 24 % even though all new schools have irrigation systems.
- *Garbage Costs* have increased from \$151,233 in 2000-2001 to \$171,413 this past year for an increase of 11.7%. This increase is small compared to the cost of garbage service that has nearly doubled over the past 10 years. What is most notable is that the district's composting program implemented three years ago has reduced garbage costs from a high of \$197,943 during the 2008-2009 school year to \$171,413 this past year for a decrease of \$24,659 or 13.4 %.
- *Recycling Costs* have increased significantly due to the district's effort to increase recycling. This increase is due to the increase collection of recyclable materials and the addition of the compost program in 21 of our 24 schools.
- Below are the district utility costs for the last three years.

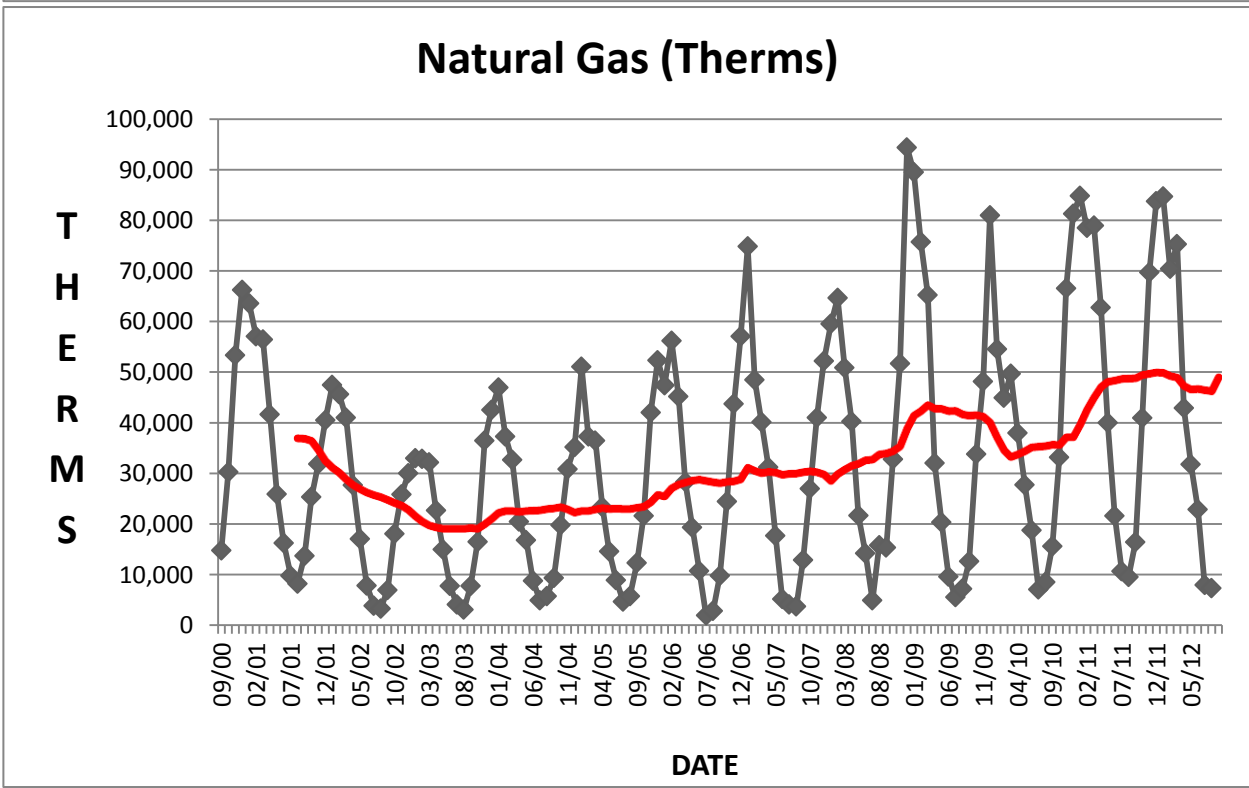
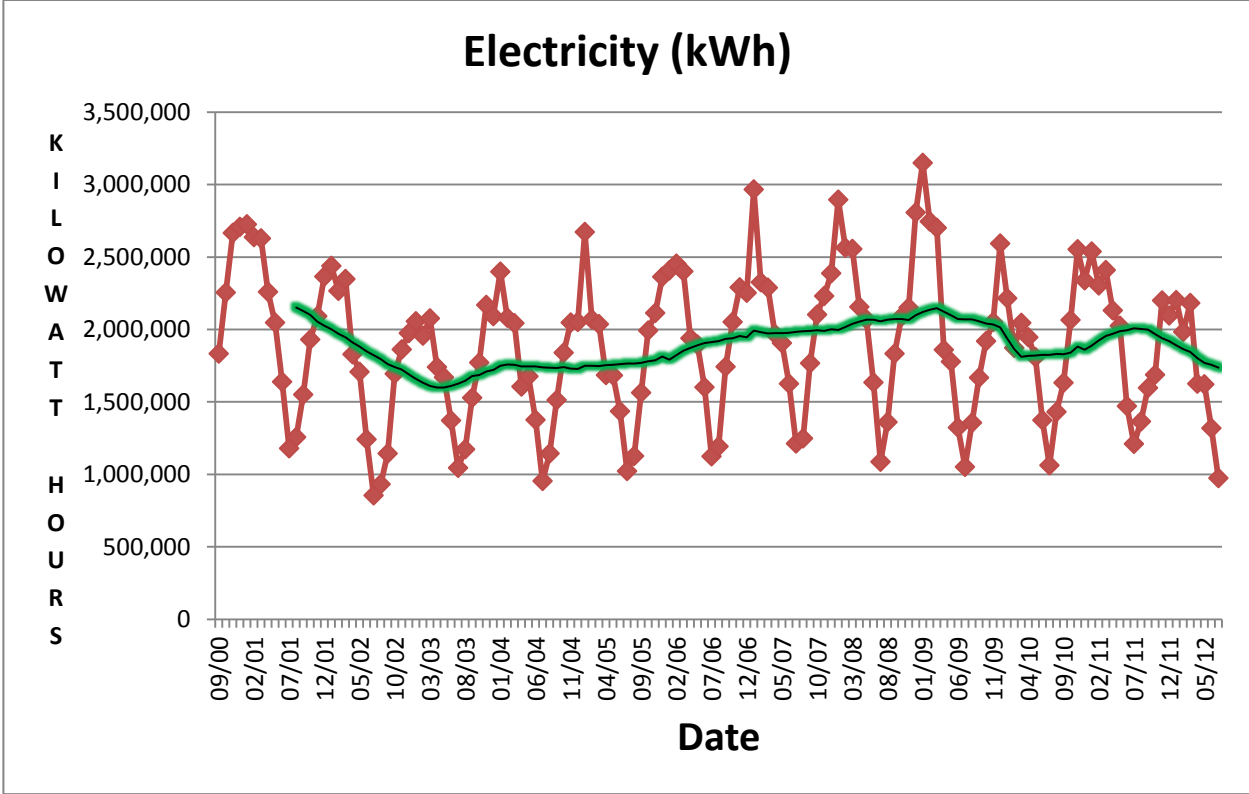
Utility	2011-2012	2010-2011	2009-2010
Electricity	\$2,051,524	\$2,312,712	\$2,077,967
Natural Gas	\$565,808	\$628,356	\$439,842
Water	\$125,300	\$115,755	\$112,164
Irrigation	\$118,835	\$89,340	\$122,317
Refuse	\$171,413	\$173,284	\$192,083
Recycling	\$98,426	\$99,421	\$88,433
Sewer	\$110,473	\$105,028	\$97,276
Storm Water	\$23,626	\$22,627	\$18,214
Total	\$3,265,405	\$3,546,523	\$3,148,296



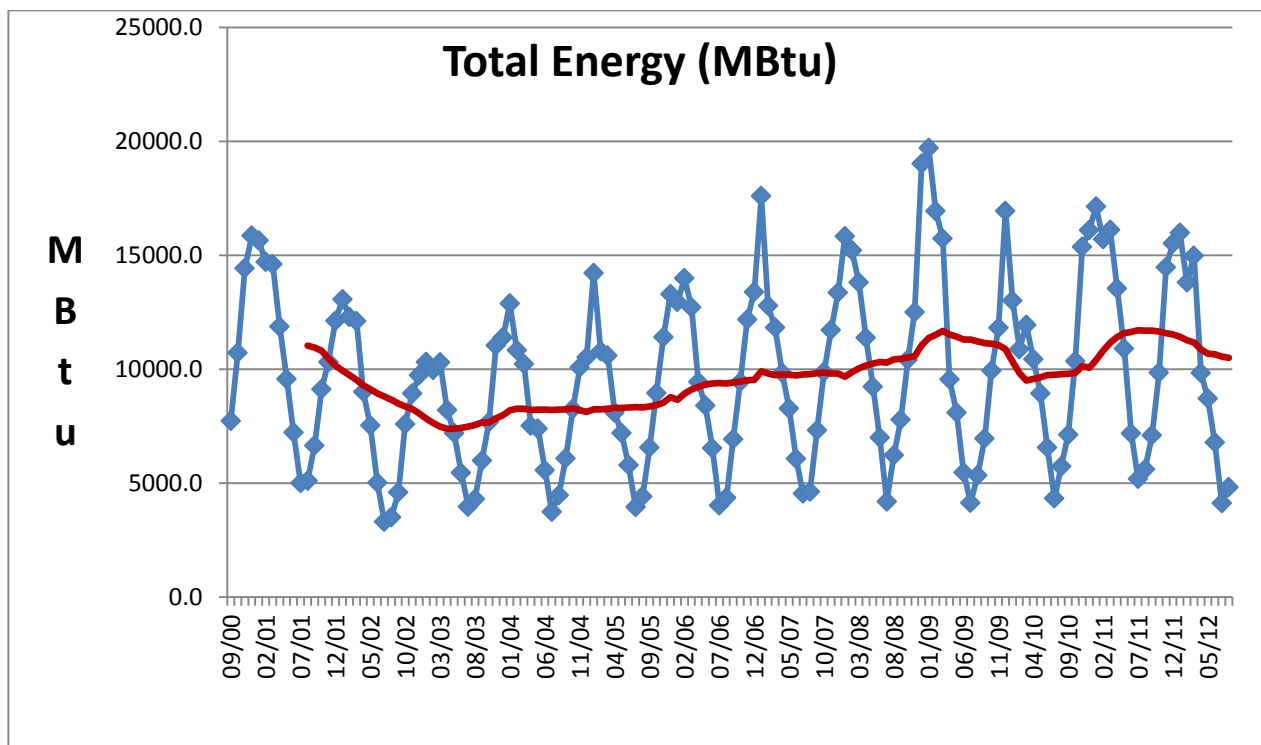
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**Energy Conservation**

Energy consumption in the Issaquah School District is comprised of electricity and natural gas. Electrical energy is measured in kilowatt-hours and natural gas energy is measured in therms. Kilowatt-hours and therms are converted to BTUs (British Thermal Units) to determine the total energy used by the Issaquah School District. The graphs below show energy consumption from 2000 to 2010.



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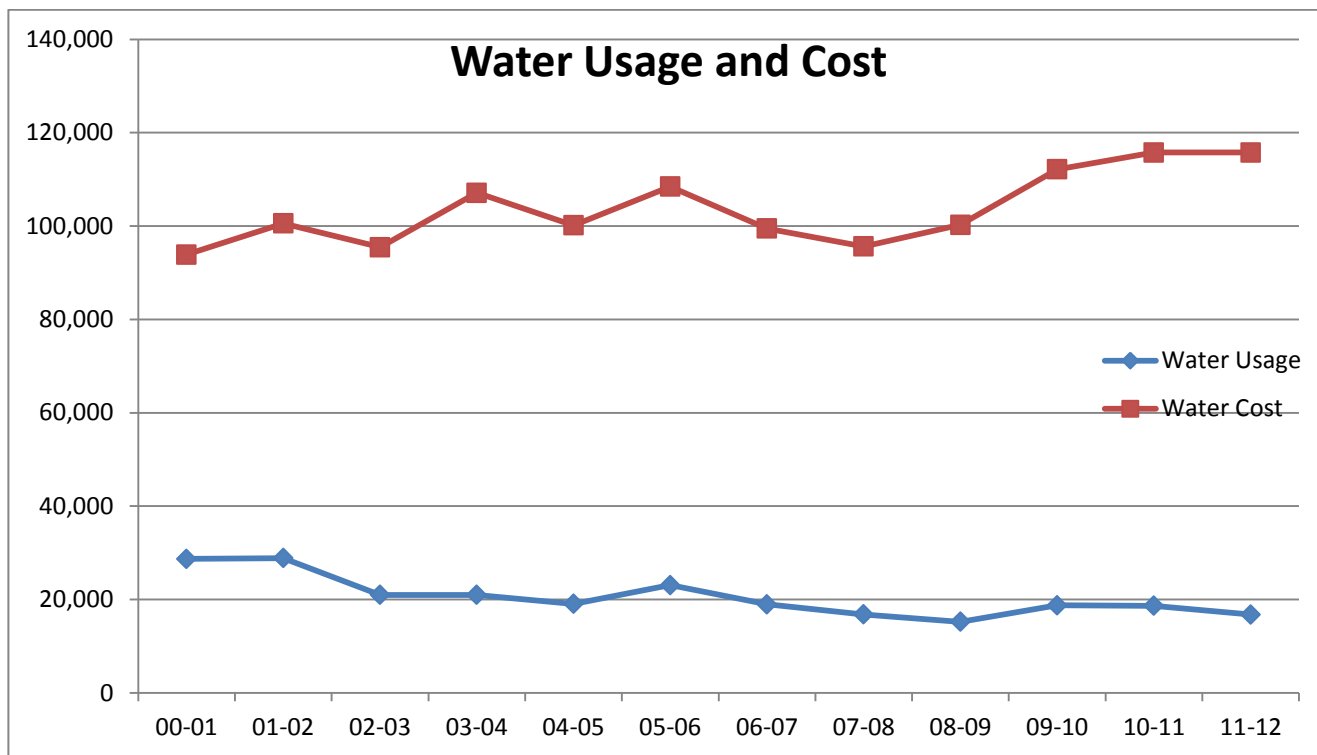


1. The graphs above show electricity, natural gas and total district energy usage from September 2000 to August 2012 each with a red trend line. MBtu = 1 million Btu.
2. Keep in mind that the district's square footage has increased by 26.1 % since the 2000-2001 school year.
3. **Electricity** consumption has decreased by 16% since 2000-2001. This decrease is due to carefully managed HVAC and lighting systems. Recent energy conservation projects that installed high efficiency parking, exterior lighting at all schools, and the replacement of aging heating systems equipment in some of our schools has further reduced energy consumption.
4. **Natural gas** consumption has increased by 20% since 2000-2001. This increase is due to new building construction that all use natural gas for heating.
5. **Total energy consumption** in 2011-2012 was less than what was consumed in 2000-2001 by 4.9%. This is a significant decrease of energy use considering the addition of five new schools and renovations of other schools. The district's energy use per square foot in 2000-2001 was 60 KBtu (1000 Btu) compared to last year's use per square foot of 53 KBtu. Energy consumption varies from year-to-year due to weather.

\*Five of the district schools (Cougar Ridge, Creekside, Grand Ridge, Issaquah Middle, Newcastle, Pine Lake) completed King County's Energy Conservation Level II program. This program focused on educating staff and students about energy conservation practices to reduce energy consumption in their school.

## Ends 3: Citizenship

### Water Conservation

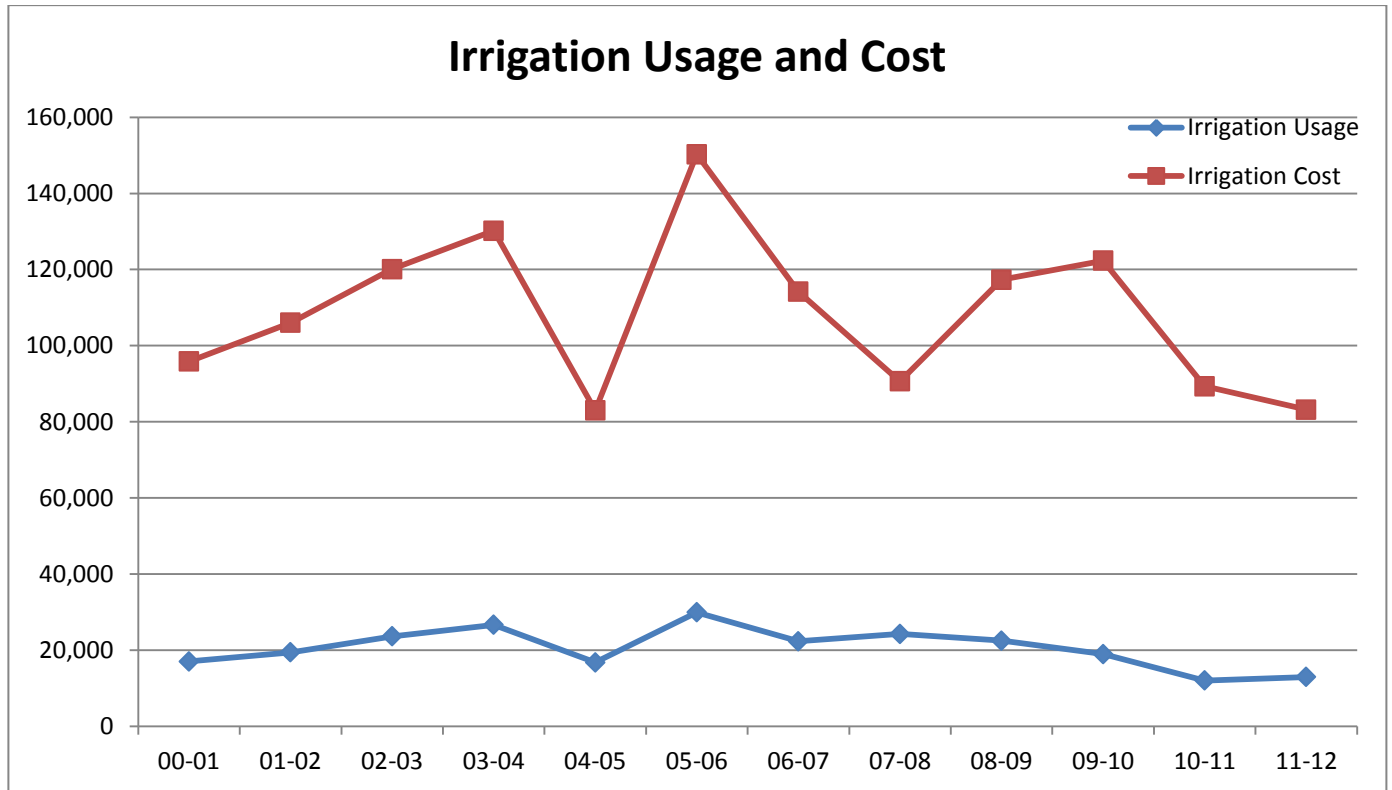


1. The above graphs show domestic water consumption and cost from 2001 to 2012.
2. The resource conservation program has reduced water consumption by 41.6%.
  - a. Reduction of overall usage is primarily due to changing auto-flushing timing of urinals at the middle schools from a flush every 5 minutes 24/7 to a flush cycle of 30 minutes during occupied times. This is change occurred in 2002
3. Due to ongoing conservation efforts annual water costs have only increased 19% since 2000-2001 while water rates have more than doubled during the same period.

\* Issaquah Middle School, Creekside Elementary and Newcastle Elementary students participated in King County's Green School Program water conservation program where they installed and/or checked that all faucets in their school had low flow aerators to reduce water consumption. Issaquah Middle School collects rainwater from the school's roof to irrigate their organic garden. Grand Ridge Elementary and Endeavour Elementary are developing plans with Cascade Water Alliance to install rainwater collection systems for their school's gardens.

### Ends 3: Citizenship

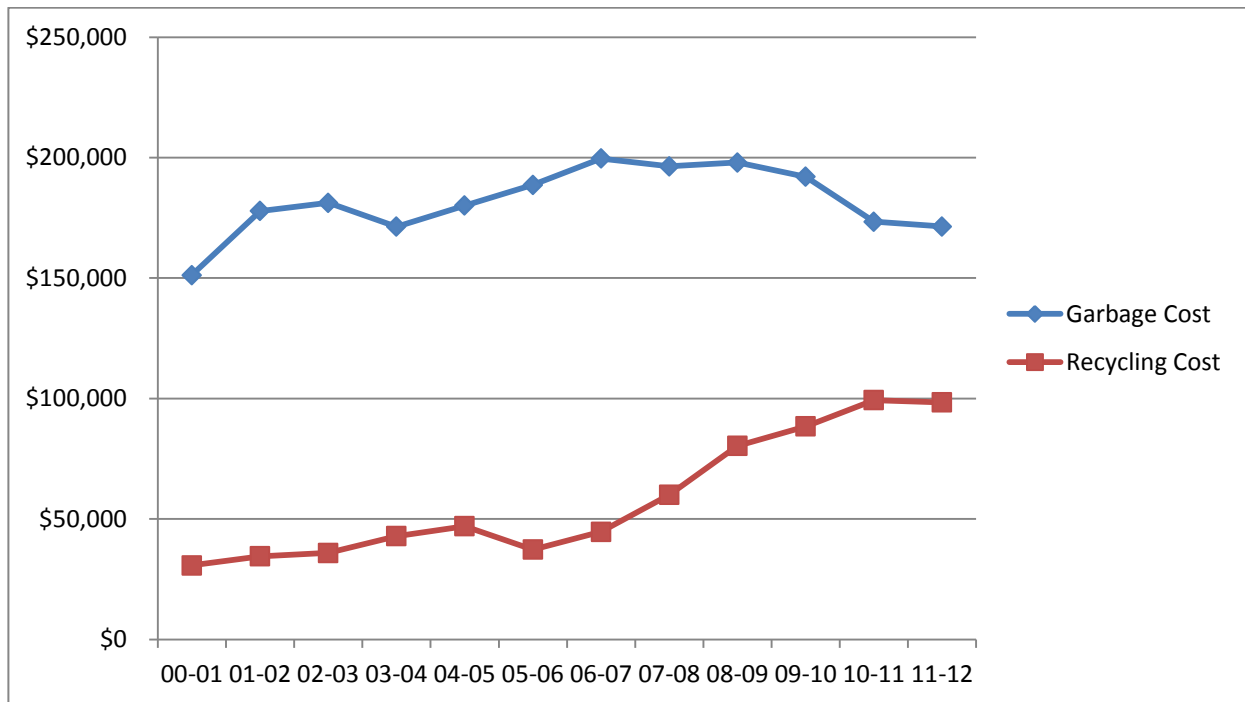
## Irrigation



1. These graphs show irrigation usage and costs from 2000 to present.
2. All new buildings have irrigation systems to help establish landscape vegetation.
3. Landscape plantings are drought resistant native plants, so future irrigation requirements at our newer schools should become less as plants mature.
4. The district has installed Cal Sense irrigation controllers in about half of our schools which carefully control irrigation water volumes based on humidity, air temperature and evapotranspiration rates.
5. Irrigation costs declined from a high of \$150,271 in 2006 to a current total of \$83,182 a 45% reduction. However, the cost of irrigation water varies from year-to-year due to annual weather variances.

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## Garbage and Recycling



In 2005, the District participated in the Green School Program sponsored by King County that supplied over \$5,000 worth of recycling containers for classroom and cafeteria recycling. The County also provided recycling experts to help design and promote recycling programs for each of schools in the district. As a result, our schools have dramatically increased the recycling of cans, bottles, paper products and milk cartons significantly reducing the district's solid waste stream reducing our garbage costs.

In 2007, the District piloted a food scrap composting program, again supported by King County that significantly reduced garbage volumes and increased recycling. For example, Issaquah Middle School reduced its garbage volume from 24 yd<sup>3</sup> per week to 8 yd<sup>3</sup> per week, a decrease of 66%. Currently, 21 schools are involved in food scrap composting programs and all have reduced their garbage volumes. Implementing school recycling and food scrap composting involved the entire student body, staff and sometimes many parents. Because of this involvement, the overall quality of recycling improved and the recycling rate increased dramatically. Student feedback indicates that home recycling improves as well.

The cost of recycling service has increased by \$38,395 since 2008. However, the students and staff have removed over 2,000 yd<sup>3</sup> annually from the district's waste stream reducing garbage costs by about \$25,000 for each of the past two years.

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### Avoided Cost for Utilities

Avoided cost calculations provide a way of comparing utility costs *with* a Resource Conservation Program (RCM) versus utility costs *without* a RCM program. This assumes that if the Issaquah School District chose not to implement a resource conservation program that the management of school utilities during the 2000-2001 school year would most likely continue unchanged year after year. Avoided cost calculations are computed using a program called Utility Manager that is supported by Puget Sound Energy. Calculations account for changes of electrical rates, weather and rate changes of district utilities.

The avoided costs, or the amount of money that the district did not need to spend on electricity, for natural gas, water, irrigated water, garbage, recycling and composting from the 2001-2002 school year through the 2011-2012 school year was \$6,203,252.

The implementation of the RCM program has been very worthwhile, both financially and educationally. The effort to train and involved staff and students in the district's conservation efforts has not only helped the district achieve its goal of reducing utility and resource costs, but helped educate the district's students to become better stewards of our community and planet.

## Ends 3: Citizenship

### ***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.
- Graduation rate: Percentage of students (at minimum) who have successfully met these 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).

#### **Capacity Building**

Collecting examples of community service and outreach programs from each school.  
Collecting student participation rate data school wide elections.  
Board work around tolerance of differences definitions.

#### **Limitation in Data Collection**

Some data is collected only every two years; e.g., Post-Graduate Survey.  
OSPI reports are sometimes one or more years behind.  
Disaggregated data is not always available using OSPI data, which is the best data currently available for some topics.

*Board Approval: January 23, 2013*