

ENDS 3: Citizenship

December 11, 2013

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 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.

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.

Evidence:

- Alignment: Specific EALRs/GLEs 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:	2010	2011	2012
% On Time	92.3%	91.1%	91.8%
Adjusted 4-Year Cohort			
% Extended	94.5%	93.3%	
Adjusted 5-Year Cohort			

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.

Evidence:

- Alignment: Students must meet specific behavior expectations that align with E 3.2.

[2013-14 Student Handbook](#)

- 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.

[2012 Healthy Youth Survey](#)

Percent of Students Who Report That They Feel Safe at School

E-3.2

Source: Healthy Youth Survey 2008, 2010, 2012

Survey Year	2008		2010		2012*	
	Local	State	Local	State	Local	State
Grade 6	94	88	93	87	92	88
Grade 8	91	81	91	83	89	84
Grade 10	88	82	92	85	89	85
Grade 12	92	85	92	88	IHS 93 LHS 91	87

*Data includes IHS and LHS only.

Truancy Rates

E-3.2

Source: OSPI School Report Card

School Year	2010-11		2011-12		2012-2013	
	Local	State	Local	State	Local	State
Unexcused absences rate	.2%	.4%	.2%	.4%	.2%	.5%

2012 Healthy Youth Survey

Percent of Students Who Report Skipping School

E-3.2

Source: Healthy Youth Survey 2008, 2010, 2012

Survey Year	2008		2010		2012	
	Local	State	Local	State	Local	State
Grade 6	8	18	8	17	9	17
Grade 8	14	19	12	19	10	15
Grade 10	17	23	17	21	11	18
Grade 12	31	30	25	28	IHS 18 LHS 17	24

Discipline Data

E-3.2

Source: Skyward, OSPI

School Year	2010-2011	2011-2012	2012-2013
Enrollment (Oct. 1 headcount) (Source: OSPI)	17,162	17,603	17,905
Total Weapons Incidents (Source: OSPI)	18	19	12
Cheating Incidents (secondary) (Source: Skyward)	151	160	193
Bullying (Source: 2012 OSPI)	42	47	26

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 2007, 2009, 2011

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:

Class Of	Very Unprepared	Somewhat Unprepared	Not Sure	Somewhat Prepared	Very Prepared
2007	8%	19%	14%	25%	28%
2009	5%	15%	12%	39%	28%
2011	5%	12%	18%	46%	18%

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.

E-3.5, 3.6

Source: Resource Conservation Report, John Macartney, December 2013

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.

- *Garbage Costs* have increased from \$151,233 in 2000-2001 to a high of \$199,593 in 2006 – 2007 with this past year costs of \$199,095. This increase is moderate when compared to the cost of garbage service that nearly doubled over the past 12 years. Most notable is the district’s composting program, implemented four years ago, that helped increase overall recycling to maintain garbage costs below the highest costs. Reducing container sizes and decreasing pick frequencies when possible also helped reduce costs.
- *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 from school cafeterias and the addition of the compost program in 22 of our 24 schools.
- Efforts of our students to recycle paper, plastic and food scrapes:

Refuse & Recycling	2010 - 2011	2011 - 2012	2012 - 2013
Refuse	\$173,394	\$171,413	\$199,095
Recycling	\$62,808	\$61,517	\$68,794
Food Scrap Recycling	\$33,459	\$34,361	\$34,782

Garbage and Recycling Costs

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, all of 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, which significantly reduced garbage volumes and increased recycling. A dramatic example of how composting increased overall recycling is Issaquah Middle School that reduced garbage volumes from 24 yd³ per week to 8 yd³ per week, a decrease of 66% . Currently, 22 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 all recycling improved and the recycling rate increased dramatically to 48% district wide. Student feedback indicates that home recycling improves as well.

The cost of district recycling service has increased by 63% since 2005. However, the students and staff have removed about 2,189 yd³ of compostable materials, 7,518 yd³ of recyclable materials from the waste stream and reduced waste by 7,423 yd³ annually. This effort reduced garbage costs by about \$25,000 during 2010 to 2012. Currently, garbage costs are near the highest from 2006 caused by rate increases and extra service during this past year.

Energy Conservation

Nine of the district schools (Apollo, Cougar Ridge, Creekside, Grand Ridge, Issaquah Middle, Liberty, Newcastle, Pine Lake, Sunset) 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. Students tell us that they take energy conservation ideas home to help families save energy.

Water Conservation

Liberty, Issaquah Middle, Creekside and Newcastle students participated in King County's Green School Program water conservation program. School green teams, made up of primarily students, checked all faucets flow rates and installed new low flow aerators, as needed, to reduce water consumption. Cascade Water Alliance assisted with the survey and supplied aerators. Issaquah Middle and Endeavour collect rainwater from their school's roofs to irrigate their organic gardens. Pine Lake and Grand Ridge and are developing plans with Cascade Water Alliance to install rainwater collection systems for their school's gardens. Endeavour uses a solar powered pump to irrigate their garden.

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. Note, we are only providing the past three years.

- 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 DeTolla, Ashley Hirst)
Issaquah Valley Elementary School
Newcastle Elementary School
- 2013 – Apollo Elementary – Susan Mundell, Andrew Wold
Creekside Elementary – Robin Earl, David Holbrook, Judy Bowlby
Creekside Elementary – Judy Bowlby
Issaquah Middle School – Corrine DeRose
Sunset Elementary – Wayne Hamasaki, Elizabeth Johnson

King County Green Schools Program

- “Level One Green School District” was awarded for maintaining a very successful district waste reduction and recycling program, 2012
- “Level Two Green School District” awarded for maintaining a successful district wide energy conservation program, 2013

Best Workplaces for Recycling and Waste Reduction

Awarded by King County Solid Waste Division

- Issaquah School District - 2010, 2011, 2012, 2013

Washington State Green Leader Schools

Recognition given by OSPI in 2012

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

Renewable Energy Programs

The Issaquah School District received grants from Puget Sound Energy to install photovoltaic panels at two of our school. These programs have education components linked to them. Each system has a computer that displays real time and historical energy generation data in the school. These solar systems are linked via the internet to other Puget Sound Energy grant solar and wind generation systems. Students can collect data from other generation sites for educational research and reports.

Liberty High School	This solar photovoltaic 2.24 KW tracking panels system produced 2585.13 KWH generating \$387.77 of revenue for Liberty. This system is mounted on a pole at the NE corner of campus. The panels are mounted on a tracking mechanism that keeps the solar panels facing directly at the sun form maximum energy generation throughout the day. An identical Puget Sound Energy solar panel system is mounted to the roof at Hazen High School few miles away that provides comparison data for a permanently mounted system and Liberty's tracking system. Students find that Liberty's tracking system generates about 35% more energy than a fix system.
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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. Possible data from civics courses and inter-district student council projects in future reports.

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: December 11, 2013