

## ENDS 3: Citizenship

Board Acceptance January 11, 2012

Students will live as responsible citizens.

### Interpretation:

#### Students will live as responsible citizens when:

- 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 which is aligned with state standards and, progress through our education system and earn a diploma, show successful adherence to all behavior expectations and course requirements. This is because our K-12 system precludes students from advancing or graduating if they fail to meet either behavioral standards (a responsible citizen) or course requirements (Ends 2 and graduation). Therefore, the Superintendent will show evidence that each Ends 3 component is embedded in the K-12 system for all students.

**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. Students spend the vast majority of their time outside the schoolhouse and rely on their families and communities to impart many values of citizenship. Furthermore, definitions of terms such as “ethical” and “respect” vary from household to household, and some families would object to a school district imposing its own definition onto students. In terms of evidence, the Superintendent acknowledges that he will never be able to *prove* that a student truly believes in these citizenship values; the only type of data that he can offer is inferential. Completion of our K-12 system—with all of its requirements and expectations (Ends 2)—is a strong indicator of compliance with Ends 3; it is not a guarantee. Much of what contributes to the superintendent’s confidence of Ends 3 compliance is not easily quantified. It is observance of the total schoolhouse environment (the great socializer of American society), which is best expressed through a contextual and systemic conversation.

## Types of evidence: Citizenship embedded in the K-12 system

### 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 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

	2008-09	2009-10	2010-2011
On Time	95.9%		
Extended	100.1%		
Actual Cohort On Time *		92.3%	89.8
Actual Cohort Extended *		95.8%	95.6

\* 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.

#### Evidence:

- Alignment: Students must meet specific behavior expectations that align with E 3.2. <http://www.ihs.issaquah.wednet.edu/StudentHandbook/2011-2012%20Student%20Handbook.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.

#### 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

	2008-09		2009-10		2010-11	
	Local	State	Local	State	Local	State
Unexcused absences rate	0.1%	.4%	.2%	.4%	.2%	.4%

### 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

	2008-09	2009-10	2010-2011
Enrollment (Oct. 1 headcount)	16,696	16,780	17,162
Total Weapons Incidents	32	38	18
Cheating Incidents (secondary)	159	146	151
Bullying/Harassment Suspensions	52	70	42
Assault Suspensions	134	114	138

### 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

	Very Unprepared	Somewhat Unprepared	Not Sure	Somewhat Prepared	Very Prepared
2005	4%	17%	14%	40%	25%
2007	8%	19%	14%	25%	28%
2009	5%	15%	12%	39%	28%

### 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.

## **Refuse and Recycling**

### **E-3.5, 3.6**

Source: Resource Conservation Report, John Macartney, December 2011

## **Recycling/Conservation Awards**

**Earth Hero Awards** - given to schools, teachers, staff and/or students for outstanding work in the areas of recycling, waste reduction 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)

## **Green Schools Program**

Certificate of Recognition to Issaquah School District from King County for an outstanding Resource Conservation Program - 2007

## **Green Globe Award**

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

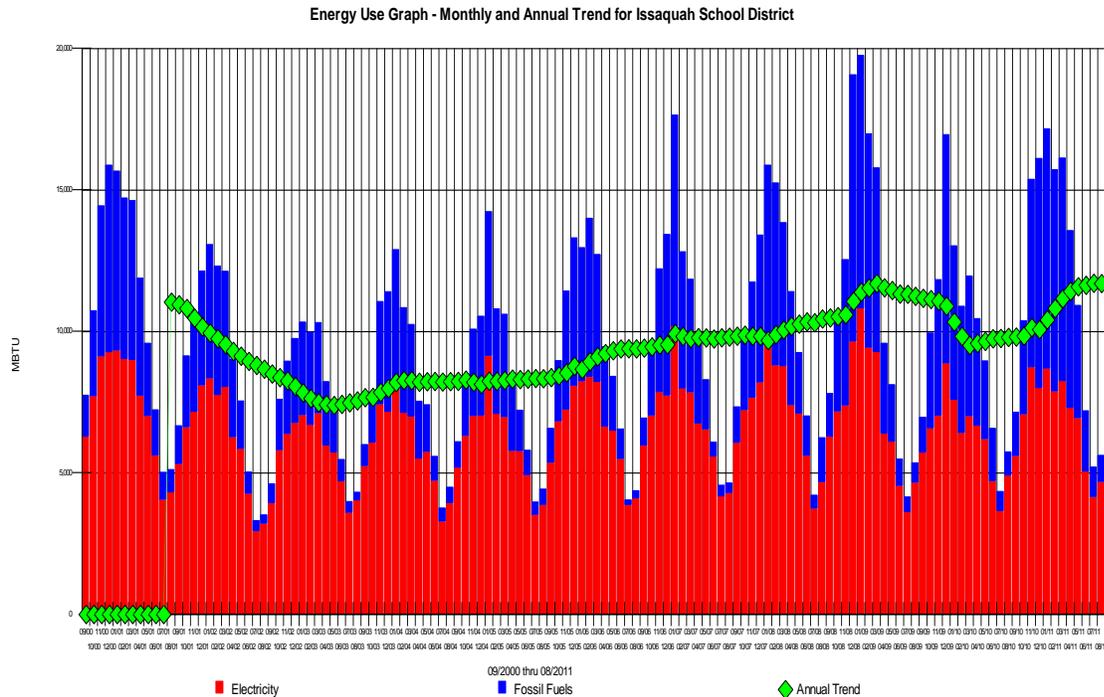
# Resource Conservation Program

The purpose of the Resource Conservation Program is to maintain ongoing management of energy, water consumption, waste reduction, recycling and collection of food waste for composting. Sustaining an effective energy efficient operation, reduction of consumption of domestic and irrigated water, and recycling programs over time requires continuous monitoring and education of the consumers, our students and staff.

- District Square Footage -the district now has 28 buildings and 159 portables classrooms for a square footage total of 2,369,666 square feet, an increase of 24.3% since 2000-2001.
- Energy Conservation - the district consumed 1.2%\* less energy than it did during 2000-2001, very good news. (\*the last three school years were averaged to help eliminate the impact of weather and school construction)
- Water Conservation - 21,475,828 gallons of water were consumed during 2000-2001. During this past school year, 13,930,752 gallons were consumed for a decrease in consumption of 35%.
- Irrigated Water Conservation - 12,737,692 gallons of water were used to irrigate lawns and shrubs during 2000-2001. During this past school year 9,002,180 gallons were used, a decrease in consumption of 29%.
- Garbage Costs - cost of garbage service has increased from \$151,233 in 2000-2001 to \$173,284 this past school year for an increase of 12.7%. 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 \$173,284 this past year for a decrease of \$24,659 or 12.5%.
- Recycling Costs - cost of recycling in 2000-2001 was \$30,713 and has grown to \$99,421 this past school year. 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.

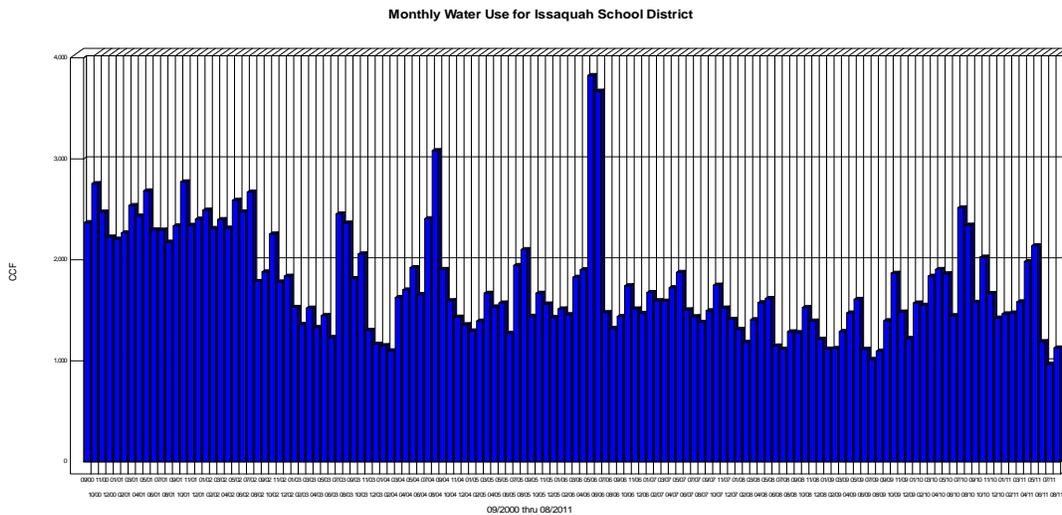
Utility	2010-2011	2009-2010	2008-2009
Electricity	\$2,312,712	\$2,077,967	\$2,179,719
Natural Gas	\$628,356	\$439,842	\$533,851
Water	\$115,755	\$112,164	\$100,263
Irrigation	\$89,340	\$122,317	\$117,326
Refuse	\$173,284	\$192,083	\$197,943
Recycling	\$99,421	\$88,433	\$80,357
Sewer	\$105,028	\$97,276	\$80,072
Storm Water	\$22,627	\$18,214	\$23,395
Total	\$3,546,524	\$3,148,296	\$3,320,926

# Energy Conservation

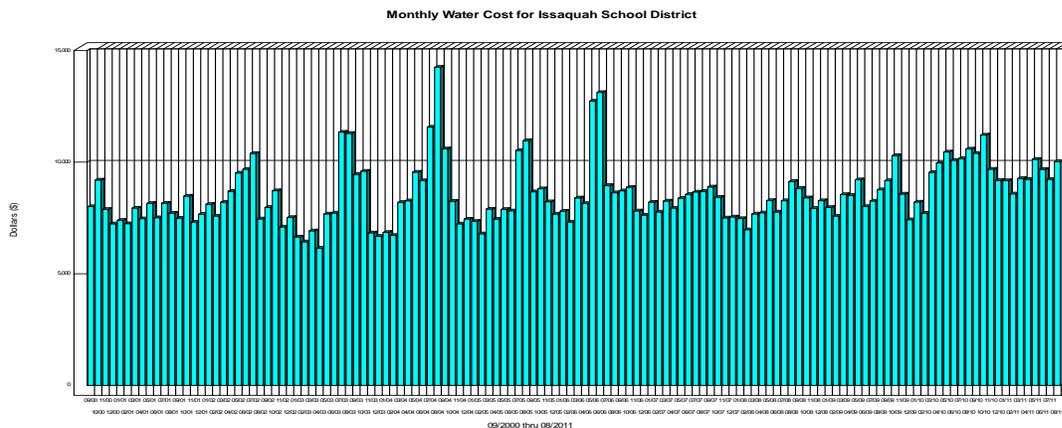


1. Graph shows electrical [red] and gas [blue] usage from September 2000 to present.
2. Keep in mind that the district's square footage has increased by 24.3% since the 2000-2001 school year.
3. Electricity consumption was 25,830,931 kilowatts (kWh) during 2000-2001. The highest consumption since that year was 24,911,864 kWh during 2008-2009.
4. Natural gas consumption was 443,528 therms during 2000-2001. The highest consumption since that year was 583,495 therms this past school year or increase of 24% more than 2000-2001. This increase is primarily caused by new building construction that all use natural gas for heating, building renovation and cold weather during two recent years.
5. Total energy consumption, measured by BTUs, in 2000-2001 was 134,488 MBTU (millions of BTUs). The highest consumption since that year was 140,370.9 MBTU, during this past year, an increase of 5.6% over what was consumed in 2000-2001. Again, this increase is primarily due to new square footage and cold weather.
6. The average energy consumption during the last two school years remains below the total energy consumption of 2000-2001. Here are the details:
  - During the 2009-2010 school year the district consumed 11.3% less energy than it did in 2000-2001, primarily because of warm weather.
  - During the 2010-2011 school year the district consumed 5.6% more energy than it did in 2000-2001. The weather during 2010-2011 school year was 8.1% colder than the previous year. Building construction slightly increases energy consumption.

# Water Conservation

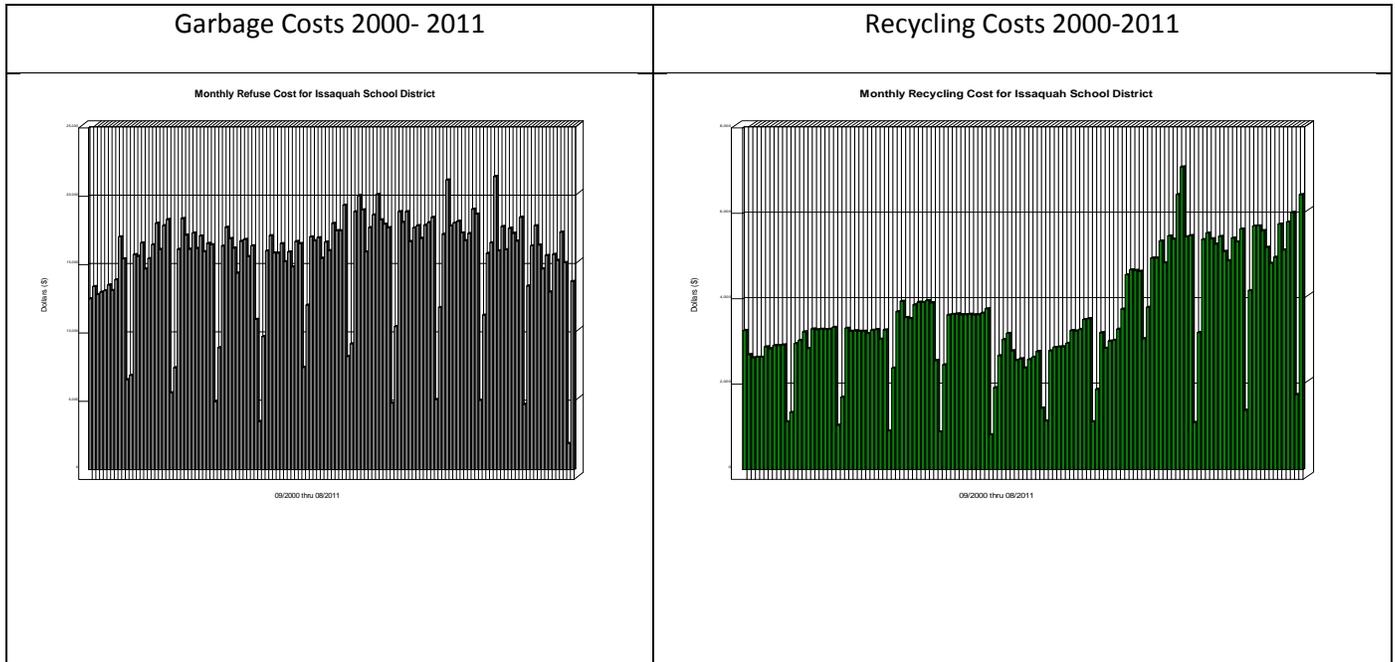


1. The above graph shows domestic water consumption from 2001 to 2011.
2. Resource conservation program has reduced water consumption by 35%.
  - a. The majority of large spikes are water leaks
  - b. Reduction of overall usage is primarily due to changing auto-flushing timing of urinals at the middle schools from a flush every 5 minutes 24/7 to flush cycle of 30 minutes during occupied times. This change occurred in 2004.



1. The above graph shows domestic water cost from 2001 to 2011.
2. Due to conservation efforts the monthly costs have increased some, but not at the rate of increased square footage since 2000.
3. \* Issaquah Middle School students participated in King County's Green School Program water conservation project where they installed low flow aerators on all faucets in their school and collected rainwater from the school's roof to irrigate an organic garden. Other schools will have the opportunity to participate in the future as well.

# Refuse and Recycling



Prior to 2005, recycling paper products was the primary focus of district recycling. Starting during 2005, the District participated in the Green School Program sponsored by King County that supplied over \$5000 for recycling containers for classroom and cafeteria recycling. The County also provided recycling experts to design and promote recycling programs in each school in the district. As a result, this program helps the district increase the recycling of cans, bottles, the usual paper products and milk cartons that have significantly reduced the district's solid waste stream. Because recycling is less expensive than garbage, the district has been able to minimize garbage and recycling costs for the last six years even though the cost of these services has nearly doubled.

In 2007, the District piloted a food waste composting program 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 waste composting programs and all have significantly reduced their garbage volumes. Implementing food waste composting involves the entire student body, staff and sometimes many parents. Because of this involvement, the overall quality of recycling improves and the recycling rate increases dramatically. Student feedback indicates that home recycling improves as well.

The district has increased the volume of recycled materials, which increases the service costs by \$19,064 during the past two school years. However, the students and staff have removed 2000 yd<sup>3</sup> from the district's waste stream reducing garbage costs by \$24,659 during the past two school years.

# Avoided Cost for Utilities

Avoided cost calculations compare utility costs with a RCM program to utility costs without a RCM program. This assumes that if the ISD chose not to implement a utility or resource conservation program that how the buildings were managed 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 and managed by LPB Energy Management Company in Texas. Calculations account for changes of electrical rates, weather and rate changes of all resource utilities.

The avoided costs, or the amount of money that the district saved and did not need to spend on electricity, natural gas, water, irrigated water, garbage, recycling and composting from the 2001-2002 school year through the 2010-2011 school year was **\$5,720,465**.

The implementation of the resource conservation program has been very worthwhile not only financially but also 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.

### **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 action: January 11, 2012*