

**RESULTS (R) POLICY**

**R-3 Life Skills and Citizenship**

<input checked="" type="checkbox"/> Reasonable Interpretation and Indicators (RI)	_____	Date
<input type="checkbox"/> Monitoring Report	_____	Date for Re-monitoring

**SUPERINTENDENT CERTIFICATION:**

With respect to Operational Expectations Policy, R-3, Life Skills and Citizenship, the Superintendent certifies that the proceeding information is accurate and complete, and that the organization:

\_\_\_\_\_ Has reasonably interpreted the Board's values

Executive Summary:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Superintendent

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**BOARD ACTION:**

With respect to Operational Expectations Policy, R-3, Life Skills and Citizenship, the Board finds that the organization is:

\_\_\_\_\_ Has reasonably interpreted the Board's values

\_\_\_\_\_ Has failed to reasonably interpret the Board's values

Commendations/Direction:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Board President

## R-3: LIFE SKILLS AND CITIZENSHIP

Each student will develop attributes necessary to lead a productive, rewarding, and responsible life as a contributing member of the community and greater society.

Accordingly, graduates from Lake Washington will be able to:

- 3.1 Question and think critically and creatively
- 3.2 Solve problems effectively
- 3.3 Make connections
- 3.4 Offer ideas and make contributions
- 3.5 Work well with others
- 3.6 Respect and value others
- 3.7 Exhibit civic responsibility
- 3.8 Maintain a local and global perspective
- 3.9 Exhibit a strong work ethic
- 3.10 Take personal responsibility
- 3.11 Demonstrate resiliency
- 3.12 Maintain balance

**Each student will develop attributes necessary to lead a productive, rewarding, and responsible life as a contributing member of the community and greater society.**

### **Superintendent Interpretation:**

Students must have the supports necessary for them to grow and develop into adults that are prepared for college, the global workplace, and personal success. Today's students must have the ability to live and work in a diverse, complex, and rapidly changing world. Students need a variety of abilities to apply knowledge and skills to multiple situations relevant to the 21<sup>st</sup> century learner. These skills must be embedded throughout academic content areas.

### **3.1 Question and think critically and creatively**

#### **Superintendent Interpretation:**

Critical and creative thinking skills are necessary in for students to make predictions, draw conclusions, analyze processes and solutions, and form reasonable explanations.

### **3.2 Solve problems effectively**

#### **Superintendent Interpretation:**

Students must be able to follow processes and apply reasoning to arrive at solutions that can be justified and defended.

### **3.3 Make connections**

#### **Superintendent Interpretation:**

Students must have the ability to draw on prior knowledge and experiences to make meaning and apply learning to multiple situations and subject areas. Students must be given opportunities to see how multiple ideas relate and connect to one another and to a variety of real-life experiences.

### **3.4 Offer ideas and make contributions**

**Superintendent Interpretation:**

Students must have the ability to communicate the relationships between concepts and ideas, explain the value of these relationships and offer their thinking and support to others in useful and helpful ways.

### **3.5 Work well with others**

**Superintendent Interpretation:**

Students must be able to collaborate with other students in multiple settings, including small and large groups. They must interact with others to around a central goal, learning and working together productively while also learning from one another.

### **3.6 Respect and value others**

**Superintendent Interpretation:**

Students must have the ability to work with students from a variety of cultures, backgrounds, and experiences. Students must understand their own experience in relationship to the perspectives of others.

### **3.7 Exhibit civic responsibility**

**Superintendent Interpretation:**

Students must have opportunities that are helpful to the community and involve citizens working for the common good. The goal of LWSD is to foster a lifelong commitment to active community engagement to identify and address challenges and needs both locally and globally.

### **3.8 Maintain a local and global perspective**

**Superintendent Interpretation:**

Students must be able to understand issues and ideas within the context of their communities and a wider context. Students must have the opportunity to interact with complex social, economic, and political issues and understand the resulting impact on communities and people.

### **3.9 Exhibit a strong work ethic**

**Superintendent Interpretation:**

Students must understand the importance of developing good habits necessary for a successful future. Students must develop the ability to focus on a specific task, stay motivated to persevere over time to complete work on a designated schedule, demonstrate excellence and attention to quality, and understand the daily demands of the modern workplace such as punctuality and responsibility. Students also need to experience the satisfaction that results when good work is recognized.

### **3.10 Take personal responsibility**

**Superintendent Interpretation:**

Students must develop the ability to take ownership of their own behavior and the consequences – positive and negative – that come from their choices. Students must also make the connection between their actions and their ability to experience joy and control of their circumstances.

### **3.11 Demonstrate resiliency**

**Superintendent Interpretation:**

Students must develop the ability to overcome challenges of all kinds and continue to grow, getting stronger, wiser, and more personally able to face additional challenges and difficult circumstances. Students must understand the importance of maintaining a positive attitude while taking steps to deal with adverse situations

over time, understanding that stress and hardships are part of life and they are capable of successfully overcoming challenges.

### 3.12 Maintain balance

#### Superintendent Interpretation:

Students must develop healthy habits that support the ability to prioritize responsibilities and commitments with personal activities that promote health and well-being. Students also need to understand that balance is not a final goal but rather an ongoing process that will be part of adult life.

Indicators	Targets	
	All	Student Groups <sup>1</sup>
% of students in grades 3 and 5 with a grade of 3 or higher on all the "Interdisciplinary Skills and Attributes" strands of the elementary report card	>90%	4-year rate of change for focus student groups <sup>3</sup> is positive and greater than the rate of change for comparative groups
% of students in grades 8 and 10 with C+ or higher in at least one core <sup>4</sup> academic course	>90%	4-year rate of change for focus student groups <sup>3</sup> is positive and greater than the rate of change for comparative groups
% of students in grade 12 with a C+ or higher in courses in at least one course in all core <sup>4</sup> academic areas	>90%	4-year rate of change for focus student groups <sup>3</sup> is positive and greater than the rate of change for comparative groups
% of students reporting positively as to how well they consider the perspectives of others and empathize with them on the Panorama: Social Awareness survey	>75%	4-year rate of change for focus student groups <sup>3</sup> is positive and greater than the rate of change for comparative groups
% of students reporting positively as to how well they regulate their emotions on the Panorama: Emotional Regulation survey	>75%	4-year rate of change for focus student groups <sup>3</sup> is positive and greater than the rate of change for comparative groups
% of students avoiding chronic absenteeism	>90%	Top 2 of 10 benchmarking districts <sup>2</sup>  4-year rate of change for focus student groups <sup>3</sup> is positive and greater than the rate of change for comparative groups
% of students avoiding behaviors resulting in discipline (suspension/expulsion)	>98%	Top 2 of 10 benchmarking districts <sup>2</sup>  4-year rate of change for focus student groups <sup>3</sup> is positive and greater than the rate of change for comparative groups
% of students that have opportunities for involvement in school activities as self-reported on the HYS <sup>5</sup>	>75%	
% of students participating in district athletics	>33%	4-year rate of change for focus student groups <sup>3</sup> is positive and greater than the rate of change for comparative groups

<sup>1</sup>Groups include: Gender, Students receiving Special Education services, English Language Learners, Students from low income households, and race/ethnicity groups of Asian, Black/African American, Hispanic/Latino, Two or More Race(s), White)

<sup>2</sup>Benchmarking districts defined as districts with >4000 students with a FRL of 25% or less. These 10 districts include Lake Washington, Issaquah, Northshore, Tahoma, Camas, Snoqualmie Valley, Bellevue, Snohomish, Lake Stevens, Mercer Island)

<sup>3</sup>Focus student groups include: Students receiving Special Education services, English Language Learners, Students from low income households, and race/ethnicity groups of Black/African American and Hispanic/Latino.

<sup>4</sup>Core academic courses include English Language Arts, math, social studies, arts, PE, health, science, CTE, and world language

<sup>5</sup>HYS only asks about after school – at/away from school

<b>Evidence of Compliance:</b>	In Compliance	Not In Compliance
<b>Board Findings:</b>	In Compliance	Not In Compliance