

Issaquah School District

ENDS 3: CIVIC ENGAGEMENT

May 9, 2024

Students will live as responsible members of society.

Interpretation:

I interpret this goal to mean that every student currently enrolled in our education system is engaged in learning that allows them to understand what being a responsible member of society means and how this informs their choices on a daily basis.

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;

I interpret this to mean that students learn about the freedoms, rights, responsibilities of being a United States citizen and gain an understanding of the connection to participation at local, state and national levels of a democratic society. Specifically, I interpret this to mean that students learn the history of the first people and their connection to the land that is now the United States, history of the construction of the United States of America and how and why the United States Constitution was developed. Students will learn the differences between state and federal rights and responsibilities, and how government was established through a checks and balances system. Students will learn how representation in a democratic society can be accessed, and how and when they can participate.

Evidence:

Findings:

Strengths in our approach to 3.1:

- The District follows the [recommended scope and sequence for social studies](#) provided by OSPI to ensure all students, including those entering and leaving the district are provided a cohesive and comprehensive approach to the standards.
- The [state standards](#) for social studies guide the scope and sequence and include standards on Civics (e.g. understanding of government, law, politics, and decision-making at the local, state, national, tribal and international level) and History (e.g. applying knowledge of historical thinking, chronology, eras, turning points and major ideas, including world religion to evaluate how history shapes the present and future).
- District High Schools also offer a range of Social Studies elective courses that allow students to deepen their understanding of participation in society.
- The District Land Acknowledgement, developed in collaboration with the Snoqualmie and Duwamish tribes, supports the learning of all members of the district about the First People, and

their connection to the land and water of the region. The practice of starting meetings and activities with the Land Acknowledgement supports this at all levels of learning.

- The District integrates Since Time Immemorial and additional lessons on first-peoples curriculum and continues ongoing collaboration with the Snoqualmie Tribe.

Challenges & Areas identified for Improvement:

In 2020-21 secondary Social Studies adoptions were initiated, then suspended due to the pandemic and ensuing budgetary constraints. The following findings inform the need for curriculum adoptions:

- Age of curriculum – need to refresh curriculum to reflect connections to current issues and provide more authentic diverse perspectives
- Development of [The College, Career, and Civic Life \(C3\) Framework](#), this framework expanded on state standards to ensure critical thinking, inquiry, and truly diverse perspectives are integrated in new curriculum. Older curricula were not designed to meet the C3 specifications, requiring teachers to adapt curricula.
- Current course selection and graduation requirements limit student choice.
- The 7th grade Northwest Studies class fulfills a high school 1 semester course requirement. The current 1 trimester course does not provide sufficient time to incorporate all desired content.
- Grade data indicates a high fail rate in 9th grade World History.

Actions Taken in 2022-23

- Continued work with Social Studies departments to prepare for resumption of secondary Social Studies adoptions, including the development of the World History 9th grade and 6th/7th grade adoption charters.
- Development of the World History 9th grade draft Scope & Sequence used to realign current use of curriculum and guide the selection of new World History curriculum.
- Shifting Civics from 9th grade to 12th grade at Skyline High School to bring all schools into a common alignment. Timeline: Last offered in 9th grade in 2021-22, will resume with Seniors in fall 2025.

Monitoring Impact

Credit Accrual: Below is a sample of the percentage of students accruing credit from core Social Studies courses. This data does not include AP or Honors versions of the course.

Social Studies	World H 1	World H 2	World H 3	US Hist A	US Hist B	Civics
2021-22	91%	90%	92%	89%	88%	94%
2022-23	90%	90%	91%	90%	93%	95%

source: High School SIP Dashboard 2023

Course Selection Data: The following indicates that most students take Social Studies courses beyond the 3.0 credits required for graduation. Gibson Ek information is suppressed as there are less than 10 students in each cell.

2023 HS graduates	Total	3 credits	rate	3.5 credits	rate	4 credits	rate	> 4 credits	rate
Issaquah	575	61	10.6%	106	18.4%	92	16.0%	210	36.5%
Liberty	308	59	19.1%	66	21.4%	49	15.9%	73	23.7%
Skyline	540	121	22.4%	59	10.9%	89	16.5%	189	35.0%
Gibson Ek	27	<i>n<10</i>	-	<i>n<10</i>	-	<i>n<10</i>	-	<i>n<10</i>	-

Note: total graduates per OSPI report card

Note: total social studies credits from Skyward (not including Running Start)

Works Initiated / In Progress

Evaluation of Social Studies pathways, course options, and courses that meet graduation requirements.

- In 2021, it was recommended that through the adoption of new materials:
 - 6th grade Social Studies would become Ancient and Medieval History; and
 - 7th grade transition to one trimester of Geography and two trimesters of Northwest Studies.
- With the adoption of new high school Social Studies curricular materials, the following would be examined:
 - 9th grade *World History* revised to cover the development of modern civilization from 15th century through 1945, focus of state standards and the C3 framework is on inquiry skills and cross-cutting concepts
 - 10th grade: rename *World History 3* to the title referred to in state graduation requirements: *Contemporary World Problems*
 - Consider expansion of choice-based courses that meet the graduation requirements starting with the class of 2029.
(example: the State Board of Education suggests additional courses in history, geography or economics may be used to meet the *Contemporary World Problems* graduation requirement)

Resumption of Secondary Social Studies Adoptions:

- 2023-24 World History 9th grade Selection. Fall 2024 Implementation.
- 2023-24 6th/7th grade Social Studies Selection. Fall 2024 or 2025 Implementation.
- 2024-25 Contemporary World Problems (10th grade) selection. Fall 2025 Implementation.
- 2024-25 US History 8th/11th grades Selection. Fall 2025 or 2026 Implementation.
- 2024-25 Civics Selection. Fall 2025 or 2026 Implementation.

Exploration of offering of AP African American Studies.

Students will ...

3.2 understand and apply ethical principles in all aspects of life;

I interpret this to mean students will learn ethical principles, develop a set of core values aligned with their identity to guide their actions and choices, and apply this knowledge and value set to their daily lives.

Evidence:

Findings

Strengths

- Social Emotional Learning (SEL) K-5 is integrated in our schools ([The Elementary pacing guide](#)). Many elementary schools supplement SEL with additional materials and programs such as Purposeful People or Character Strong.
- SEL is consistently taught across middle schools, with 15 agreed upon lessons from the Second Step curriculum taught see the [ISD Middle School Second Step Scope and Sequence](#) . Middle schools commonly supplement the SEL curriculum with programs such as Character Strong.
- School-wide expectations based on core principles for behavior, a core PBIS strategy, are established at all schools. These expectations are taught annually and reinforced through building-wide and/or classroom-based systems (ex: recognition, rewards, handbooks, policies, assemblies...).

Challenges & Areas identified for Improvement:

- Secondary students and staff report that SEL lessons, in isolation and from pre-prepared curriculum, are frequently perceived to lack relevance and/or impact.

Actions Taken in 2022-23

- A committee of high school staff was formed to re-think the approach to SEL in high schools. The decision was made to work toward authentic integration of [Washington K – 12 SEL Standards](#) within each course content. (see Works Initiated below)

Monitoring Impact

Student surveys are evidence of self-reports to specific questions. Below are samples of student responses in the theme of *developing a set of core values aligned with their identity to guide their actions and choices*. Trend data is provided when available. Going forward, all surveys will have a neutral response for consistency.

		2020-21	2021-22	2022-23
4th Grade Soft Skills Survey: <i>I am willing to listen to other people's opinions, but I make my own decisions.</i>	Percent who Agree or Strongly Agree	95%	95%	94%
	Number Respondents	1266	1316	1196

		2020-21	2021-22	2022-23
7th Grade Soft Skills Survey: <i>I am willing to consider other people's opinions, but I make my own decisions.</i>	Percent who Agree or Strongly Agree	87%	81%	84%
	Number Respondents	351	1164	1067

		2021-22	2022-23
9th – 11th Grade Soft Skills Survey: <i>I am always willing to consider other people's opinions, but I make my own decisions.</i>	Percent who Agree or Strongly Agree	89%	91%
	Number Respondents	530 (9 th only)	2642 (9 th – 11 th)

		2021-22	2022-23
7th Grade Soft Skills Survey: <i>How likely are you to stand on your principles when conflicts arise?</i>	Percent extremely or quite likely	69%	63%
	Percent somewhat likely	24%	29%
	Number Respondents	1158	1061

Works Initiated / In Progress

- Fall 2023, all high school course teams developed plans for integration of the first two SEL Standards, Self-Awareness and Self-Management into their course plan.
- See also section 3.5 below for related works in progress

Students will ...

3.3 demonstrate an awareness of global events and economics and their impact on local communities and personal lives;

I interpret this to mean that students will be able to show their knowledge of global events and a global economy through analysis and evaluation of the implications and impact on their own community and lives.

Evidence:

Findings

See evidence related to Social Studies learning in 3.1. Within district Social Studies courses content and standards related to 3.3 are included throughout our Social Studies curriculum. This culminates with the 12th grade Civics course designed to support students learning the skills and knowledge needed to be engaged citizens.

Additional Strengths:

- Team structure: Our Social Studies leads and team structure empowers collaboration and the ability for teams to make curriculum more responsive to students, interests, and current events. Monthly meetings across schools allow for sharing of resources and ideas to enhance the curriculum.
- [Collective Bargaining Agreement](#) with Issaquah Educators Association (pg. 10) clearly encourages teachers to make connections between their content and current issues, including engagement in controversial issues with guidelines:

(Excerpts from the IEA CBA)

1. **Academic Freedom:** It is the policy of the Board to educate young people in the democratic tradition, to foster recognition of individual freedom and social responsibility, and to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights. These democratic values can be transmitted best in an atmosphere that avoids censorship and inappropriate restraints upon free inquiry and learning, and in which academic freedom for the staff and the student is encouraged.
2. Definition: Academic freedom in the schools is defined as the following:
 - a. The right to teach and learn about controversial issues related to the staff member's curricular assignment that have economic, political, scientific, or social significance.
 - b. The right to use supplemental and/or ephemeral materials, which complement Standard Instructional Materials, and that are relevant to the levels of ability and maturity of the students and to the purposes of the school system.
 - c. The right to maintain a classroom environment that is conducive to the free exchange and examination of ideas that have economic, political, scientific, or social significance.
 - d. The right of students to hold divergent ideas as long as the expression of their dissent is done within the guidelines of debate and discussion that are generally accepted by staff in an instructional environment.
 - e. The right of staff to present balanced views relating to controversial issues as they are studied in the classroom.

3. Guidelines: Guidelines for selection of controversial issues to be studied in the classroom are the following:
- The issue should be suitable for students of maturity and background represented in the class.
 - The issue should provide the student with an opportunity to study controversial issues that have political, economic, scientific, or social significance as related to the staff member’s curricular assignment.
 - The issue should provide the student instruction, which balances various and/or conflicting points of view in an atmosphere free from bias and prejudice.
 - The issue should give students the right to form, identify, and express their own opinions on controversial issues if a balanced presentation is made on conflicting positions.

Challenges / Areas for Improvement

- Consistency: Reliance on professional judgement and supplemental materials results in a range of materials used, which is both a strength in fostering an environment of interests and responsiveness, and a challenge or imperfect system as it leads to varying levels of inclusion of current global issues embedded in instruction.
- Bias: Use of supplemental materials to connect to current world issues places the onus on teachers to ensure materials avoid bias or single perspectives. (see actions below)

Actions Taken in 2022-23

As described in section 3.1, resumption of curriculum adoptions in secondary Social Studies will result in updating of curriculum designed to engage students in this area.

Training was provided to use the *Culturally Responsive Equity Framework for Supplemental Materials* to help teachers identify, avoid, and/or address bias when selecting supplemental materials and addressing current world issues.

Monitoring Impact

The post-graduate survey seeks information from graduates one year after completing high school. Although a small number respond, this data shows that most students feel prepared to understand national and world problems.

		2020-21	2021-22	2022-23
2023 Post Graduate Survey: <i>I am prepared to understand national and world problems.</i>	Percent very or somewhat prepared	68%	68%	71%
	Number Respondents	128	237	83

Works Initiated / In Progress

- Curriculum Adoptions

- Development of the Equity Framework for Curriculum Adoptions as part of the Strategic Plan Priority 2 (see 3.4 below)

Students will ...

3.4 understand and respect diverse cultures;

I interpret this to mean that our students will learn about, gain understanding of how and why other cultures are developed, acknowledge and honor differences and diversity, and recognize and affirm an individual’s identity and cultural context.

Evidence:

Findings

See the evidence related to Social Studies learning in 3.1. The study of cultures is woven throughout the K-12 curriculum. This is an area identified for improvement as new curricula are selected to ensure that understanding of diverse cultures is approached from authentic perspectives.

Actions Taken in 2022-23

Strategic Planning: during the 2022-23 school year, a 3-year strategic plan was developed. In Priority Area 2; Academic Outcomes, the district committed to developing systems to ensure that curriculum adopted represented the diverse experiences and perspectives of our students and communities, avoiding bias and misrepresentation.

As previously stated, the Since Time Immemorial curriculum and the Land Acknowledgement helps the district community of learners to honor the first peoples and stewards of the land and water of our region.

Monitoring Impact

Data from the 2022-23 Soft Skills Surveys reveal that students respond positively about honoring differences and diversity. Note: the high school language changed slightly in 2023.

		2020-21	2021-22	2022-23
4th grade Soft Skills Survey: <i>I respect ideas that are different than mine.</i>	Percent strongly agree or agree	98%	96%	97%
		1394	1175	683

		2020-21	2021-22	2022-23
7th grade Soft Skills Survey:	Percent Strongly Agree or Agree	88%	81%	84%

<i>I appreciate others who have ideas different than mine.</i>	Number Respondents	987	1164	1067
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		2020-21	2021-22	2022-23
9th grade Student Survey: <i>I appreciate others who have ideas different than mine.</i>	Percent Strongly Agree or Agree	86%	87%	90%
<i>Language change in 22-23: I act respectfully to others who have ideas that are different than mine</i>	Number Respondents	952	531	2642 (9th – 11th)

Works Initiated / In Progress

In 2022-23, the development of the strategic plan included a focus on strengthening the cultural responsiveness in the curriculum adoption, Priority 2c: Examine curriculum and assessment practices to better serve diverse students and address opportunity gaps. This resulted in the development of The Equity Framework for Curriculum Adoptions, which is being tested with the World History Adoption in 2023-24 and includes training for the adoption committee by members of the Equity Department on its use.

Students will ...

3.5 Understand appropriate, respectful, responsible and ethical use and impact of misuse of technology and social media;

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. I further interpret this to mean that students specifically understand the impact of and connections between the misuse of social media on social emotional health and wellbeing.

Evidence:

Findings

Strengths

- Staff and students are familiar with the expectations of the acceptable use of technology for all students. Regulation 2022 [K – 5 Responsible Use Agreement](#) and Regulation 2022 [6-12 Responsible Use agreement](#) illustrate what is expected behavior in regard to the safe and ethical use of technology.

- Staff and students understand behavioral expectations and understand that these expectations apply to digital environments as well as the in-real-life environments. (see caveat in Challenges)
- Clear and consistent instruction on use of technology through elementary library lessons / curriculum.
- Monitoring software is used to alert staff of some types of technology misuse.

Challenges / Areas for Improvement

- Technology is constantly changing the ways people interact. Often, students are faster at experimenting with the use of new technology, such as Artificial Intelligence, than adults. Guidance, regulations and even laws lag behind technological change.
- Inconsistent instruction at the middle and high school levels around appropriate, respectful, responsible and ethical use, and impact of misuse of technology and social media.

Actions Taken in 2022-23

- Adopted the Win@Social curriculum for the middle schools, Fall 2023 implementation.

From EL-15:

Digital citizenship education

The elementary library program continues to have a strong digital citizenship component as outlined in the [K-5 library scope and sequence](#).

During the 2022-23 school year a new digital citizenship curriculum for Middle School, [Win@Social](#), was selected and approved for implementation in the fall of 2023. Win@Social is based on seven social standards aligned to the evidence-based competencies developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL). Win@Social aims to empower students, families and educators to navigate social experiences. The seven social standards include:

1. **Play to your core:** Reflecting our values, character, and interests in our actions online and off.
2. **Protect your privacy like you are famous:** Staying in control of our personal information.
3. **Strike a balance:** Balancing our time and attention on technology and the world around us.
4. **Cyberback:** Having each others' back and supporting each other.
5. **Find your influencers:** Surrounding yourself with positive role models and credible influences
6. **Use your mic for good:** Amplifying your voice to create meaningful change.
7. **Handle the pressure:** finding your own path no matter the pressure from others

Also of note: Win@Social provides resources for parents that either parents can access directly or schools use the parent information in their newsletters.

- Added the [Technology Safety](#) page on our Digital Resources for Students site
- Created 4-year plan for the development and delivery of lessons on responsive and ethical use and impact of technology to be consistently delivered at the high school, phasing in the lessons starting in the fall of 2022. The high school principal cohort identified areas to strengthen digital citizenship practices for their students. Four lessons were developed for use in the 2022/23 school year with plans to create additional lessons each year. These lessons will be part of the High School Flex Time.
- In addition, teachers are trained and encouraged to include and reinforce norms around the use of technology in their classroom as part of their establishment of student routines and expectations.
- Piloted the use of Securly Home app (expanded in fall 2023) for parents to be able to monitor use of district laptops at home. Launched with announcements in the fall of 2023.

Monitoring Impact

Middle school students were surveyed during the Spring of 2023 about their thoughts on digital citizenship and social media. 4276 students participated. The responses below indicate that less than 10% of students believe they have not been taught how to appropriately use technology in safe and ethical ways.

		2021-22	2022-23
Middle School Survey: <i>In school, students are taught responsible, safe, legal, and ethical ways to be an active member in a digital world, whether it be on social media or other websites and apps.</i>	Percent Agree	70%	70%
	Percent Neutral	22%	23%
	Number Respondents	3856	4276

Additionally, 56% percent of middle school students reported using social media, while 44% do not use social media. Of the students who indicated they use social media, 82% felt they were very prepared or somewhat prepared to respond when they encounter negative or harmful comments on social media. The full report on the spring middle school student survey can be found on the [district website](#).

		2021-22	2022-23
Middle School Survey: <i>Do you use social media such as Instagram, Snapchat, TikTok?</i>	Percent Yes	57%	56%
	Number Respondents	3856	4276

2021-22 2022-23

Middle School Survey: <i>When using social media, how prepared do you feel when you encounter negative or harmful comments? (only students answering yes on use of social media receive this question)</i>	Percent very or somewhat prepared	80%	82%
	Percent neither prepared or unprepared	16%	15%

When responding to the National Speak Up Survey in the spring of 2023, 66% of middle school students felt they make responsible, positive choices as a digital citizen. When asked which life skills they thought are most important for their future, technology and digital citizenship was included by 64% of the responses (question 10). The full report from the Speak Up survey can be found on the .

19 Which of these statements are true about your use of online and digital tools?

Response	# of Responses	% of Responses	State %	National %
I am a better student when I can use online and digital tools to support my learning	1091	57	57	51
I have stronger personal relationships because of my use of social media	519	27	27	34
I know how to detect bias or opinions in the information that I read online	1047	55	55	44
I know how to evaluate the accuracy of information I find online	1070	56	56	46
I know how to protect my personal data and maintain privacy when I am online	1197	63	63	57
I make responsible, positive choices as a digital citizen	1256	66	66	58
I use technology more outside of school than I do when I am at school	1060	56	56	53
Knowing how to use technology effectively is an important skill that will help me in the future	1081	57	57	52
Sometimes I cannot do schoolwork because I don't have access to the Internet outside of school	187	10	10	13

The Healthy Youth Survey was conducted during the Fall of 2023. The full report from Healthy Youth Survey is on the [district website](#).

Approximately 10% of students in grades 8, 10, and 12 report that bullying through social media exists and approximately 74% of the same students report they know how to report bullying on social media when it occurs.

2023 Healthy Youth Survey	8th grade	10th grade	12th grade
Bullied through social media	9%	9%	12%
Received sexual photos or videos	10%	18%	19%
Knows how to report bullying	81%	70%	71%
Number respondents	1295	1227	752

Works Initiated / In Progress

- Updating Responsible Use Agreements and staff guidelines to include expectations around the use of Artificial Intelligence (AI).
- Teacher and administrator workgroups are exploring the uses and guidance needs for school-based use of Artificial Intelligence.
- High school integration of SEL lessons naturally integrate ethical behavior in digital and real-life experiences.
- Building a new tech advisory committee involving students, staff, parents, and community and industry representatives. This structure contributes to our capabilities in anticipation of the impact of emerging technology.
- Starting quarterly Social Media digital citizenship and safety educational parent resources sent via the ISD 411.

Students will ...

3.6 utilize natural resources in an efficient, sustainable way, ensuring the rights of future generations to enjoy a clean and resourceful planet;

I interpret this to mean that students are learning about sustainability and how its impact on the environment and climate change are affected by human behavior. I further interpret this to mean that our students learn about the local history of land and how it became occupied, and the ways they can individually curb human impacts on the environment and climate change. This includes strategies to reduce, reuse and recycle, policies and behaviors that lead to future generations being able to continue to work toward sustainability.

Evidence:

Findings

Strengths

- The district is committed to operating environmentally efficient and responsible facilities and was recognized with the Sustaining Green School District Award for 2022-23 from the King County Department of Natural Resources.
- All schools model and encourage the use of recycling and composting. Liberty high school hosts a Green Team, Issaquah high school hosts an Eco club, and Skyline high school hosts a Sustainability club; these clubs do activities such as Earth Week, and winter clothing drives.

Actions Taken in 2022-23

Monitoring Impact

Works Initiated / In Progress

Throughout the 2022-23 school year, the district continued work on the Clean Buildings Act. The district began work with MacDonald-Miller to gather preliminary data on our energy consumption. We are proceeding with an investment grade audit of our three comprehensive high schools to develop a plan to move these buildings to compliance.

The food services department, led by Brian Olsen, has ensured that elementary schools returned to using re-usable flatware and trays at lunch, compostable single-use items such as ‘boats’ and portion cups, and reinstated “share tables” at the elementary and middle school levels, providing a King County Public Health approved procedure for students to share unwanted food rather than throwing it away.

The district has integrated the OSPI Environmental and Sustainability standards throughout the K-12 curriculum. The standards are mainly integrated in science and social studies classes. The standards indicate what students should know and be able to do in the three areas of ecological, social and economic systems, the natural and built environment, and sustainability and civic responsibility. For example, Biology students study ecosystems, ocean acidification, and middle school study the conservation of energy and water in the Earth and Space science course. In Social Studies courses, students study geography and how humans impact the land such as irrigation systems, population, coal mining, and the industrial revolution.

An example of student-led sustainability advocacy: Skyline High school students received a grant from Cascade Water Alliance to partially fund a water filling station, including an opportunity for students to sign a sustainability pledge on 3/21/2023.

Students will ...

3.7 recognize how their personal and collective actions impact the greater community.

I interpret this to mean that students will learn and apply the skills of social engagement, make choices within any group or team, and understand their actions and decisions reflect their possible impact on others and the greater community. I further interpret this to mean that students have opportunities to reflect when their actions, choices or decisions have led to unintended consequences and learn how this could be addressed, mitigated and done differently if given the opportunity. Students will learn how to restore and navigate resolution in such instances.

Evidence:

When asked about their impact on their community, students in 4th, 5th and 7th grades responded positively, and predominately believe they will make a positive impact on our community.

		2020-21	2021-22	2022-23
4th grade Soft Skills Survey: <i>I believe that I will make a difference in my community</i>	Percent Strongly Agree or Agree	76%	74%	76%
	Number Respondents	1269	1330	1197

		2020-21	2021-22	2022-23
5th grade Exit Survey: <i>My experience in this school has taught me to be kind to others and helpful in my school community.</i>	Percent Strongly Agree or Agree	95%	92%	89%
	Number Respondents	1229	1403	1315

		2020-21	2021-22	2022-23
7th grade Student Survey: <i>I believe that I will have an impact in my community.</i>	Percent Strongly Agree or Agree	54%	42%	54%
	Percent Neutral	36%	38%	40%
	Number Respondents	993	1170	1072

The Healthy Youth Survey reports that having after school activities is a community protective factor, adding to students' prosocial skills. One segment of after school activities is participation in service clubs. 2023 district results are shown below.

2023 Healthy Youth Survey	8 th grade	10 th grade	12 th grade
Participated in service clubs	78%	82%	85%

Students responded in the soft skills survey generally positively about opportunities in school to consider biases and how they influence interpersonal relationships. Results from the 2023 soft skills survey for secondary students are below.

		7 th grade	9 th -11 th grade
Secondary Soft Skills Survey: <i>My school challenges me to consider my biases and how they influence the way I think and interact with other people who are different from me.</i>	Percent Strongly Agree or Agree	49%	58%
	Percent Neutral	39%	31%
	Number Respondents	1053	2604

Senior exit interviews offer graduates an opportunity to share reflections on their experiences through their K-12 experiences. Specifically related to ENDS 3, the following guiding questions are in the senior exit interview;

- Each person comes from their own cultural perspective and experience. How have your cultural or family experiences influenced your path through high school and toward your post-high school goals?
- Digital technology and social media present both opportunities and risks to society. Please give an example of how respectful, ethical use of digital technology or social media can make a positive impact in your world. What advice would you give others who want to be responsible citizens in the digital world?
- Each person can contribute to making their community a better place to live. What is something specific you have done in your family, school, neighborhood or community to make a positive impact on others?

Actions / Works in Progress

- In 2022-23, a group of elementary principals studied and reported on OSPI’s published *“Strengthening Student Educational Outcomes, Behavior Menu of Best Practices and Strategies.* From this, Restorative Justice was determined to be one of the best practices. Principal training has encouraged implementation of preventative and responsive strategies as alternatives to exclusionary discipline practices. Elementary leaders have eliminated unnecessary zero-tolerance and punitive language from building practice.
- Elementary principals use the Equity Lens Framework and the Elementary Equity Code of Conduct.
- The Equity Department, in partnership with the Secondary Executive Directors of Schools, updated the Equitable Code of Student Conduct. This document is included in the 2023-24 Student Handbooks. The equity code of conduct serves as a framework for helping staff guide students through reflective processes aimed at acknowledging and rectifying any harm, whether deliberate or unintentionally, inflicted upon others. Additionally, the equity code of conduct serves as a framework fostering accountability and empathy within our school community. When students transgress, either through their words or actions, the equity code prompts them to introspect, identifying the impact of their behavior on others. By encouraging students to

acknowledge the consequences of their actions, the equity code of conduct aims to facilitate genuine understanding and growth. Through dialogue, re-teaching, and restorative practices, students are provided with opportunities to restore relationships, rebuild trust, and help cultivate a culture of inclusivity and respect.

- As reported in EL 16, SEL was provided for all High School students across identity, power, and difference to create school and classroom environments that are safe, welcoming and devoid of racist, biased and/or hate speech. Through two SEL lessons, students learned skills for communicating across differences, how to check assumptions and interpretations about others, and how privilege, power, and identity show up in communication through microaggressions, bias, stereotype threats, etc.
- Secondary students utilize restorative justice practices when appropriate.

Board Approval: May 9, 2024