



Results 3: Civic Engagement
Policy Type: Results

Annual Internal Review for School Year 2023-2024 – March 27, 2025

Students will live as responsible members of society, demonstrating integrity and compassion.

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.

3.1 Students will 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 and 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.

Highlights:

- The district follows the [recommended scope and sequence for social studies](#) provided by the Office of Superintendent of Public Instruction (OSPI) to ensure all students, including those entering and leaving the district are provided a cohesive and comprehensive approach to the standards. The core courses most directly related to 3.1 are as follows:
 - Elementary Social Studies
 - 1st grade unit where students learn about the function of the local community
 - 2nd grade focuses on local civic responsibility, local government and local issues
 - 3rd grade focuses on culture and people of North America, studying diverse cultures, similarities and differences
 - 4th grade focuses on Washington state history and government
 - 5th grade focuses on US first people, colonization, revolution and government

- Middle School
 - Washington State History (7th grade)
 - US History (8th grade)
- High School
 - US History (11th grade)
 - Civics (12th grade)
- 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:

District staff are conducting a series of curriculum adoptions to update secondary social studies curriculum.

Challenges with secondary curriculum from pre-2023 adoptions include the following:

- Relevance 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.
- The 7th grade Washington State History class fulfills one high school semester graduation requirement. The current 1 trimester course does not provide sufficient time to incorporate all desired content. Starting fall 2025, Washington State History will be taught over 2 trimesters.

Actions:

Changes to course materials and course options focused on increasing relevance, engagement and representation in social studies courses and corresponding materials. The development of course design included application of Universal Design for Learning principles.

- Washington State History materials adoption process initiated in 2023-24 and completed in the fall of 2024. The course is under development for implementation in the fall of 2025.
- Revision of the high school social studies graduation requirements ensures core social studies skills are developed for all students while increasing the opportunity for choice in the sophomore year for students wishing to pursue social studies topics of interest.

- United States History (8th and 11th grades) new materials adoption process began in the winter of 2024-25 with planned implementation in the fall of 2026.
- 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. A Civics new material adoption process is underway with implementation planned for the fall of 2025.

3.2 Students will 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.

Data

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. Note: a neutral option was added in 2023-24 to the elementary survey for consistency. As stated in previous monitoring reports, secondary survey participation was low, and results should be interpreted with caution.

		2021-22	2022-23	2023-24
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%	94%	86%
	Percent Neutral			12%
	Number Respondents	1316	1196	1063

		2021-22	2022-23	2023-24
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	81%	84%	86%
	Number Respondents	1164	1067	210

		2021-22	2022-23	2023-24
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%	94%
	Number Respondents	530	2642	102

Highlights

- Senior exit interviews are the culminating step in the High School and Beyond Plan and are required of all graduates. The exit interviews are built in response to the District Results. See Liberty [High School's](#)

[College and Career Center](#) page as an example. This offers students the opportunity to reflect on their educational journey in the district, and present in a more formalized way to a committee of community members.

- 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 PurposeFull People/ CharacterStrong.
- SEL is consistently taught across middle schools, with 15 agreed-upon lessons from the Second Step curriculum. See the [ISD Middle School Second Step Scope and Sequence](#). Middle schools commonly supplement the SEL curriculum with programs such as CharacterStrong.
- The High School SEL Committee met to review and revise SEL lessons, including mandatory digital citizenship and safety lessons, primarily delivered through homeroom or flex time. In August, certificated teachers received district-led professional development on SEL and adolescent brain science. Using research-based resources, they designed key lessons aligned with WA state SEL standards 1 (self-awareness) and 2 (self-management) and integrated them into their courses throughout the year. The committee reconvened once to assess Year 1 implementation and recommend teacher professional development for 2024-25. District-wide mandatory lessons, including digital citizenship and safety, continue to be delivered through homeroom or flex time.
- Positively stated school-wide expectations based, a core Positive Behavior Interventions and Support (PBIS) strategy, are established at all schools. These expectations are taught annually and reinforced through building-wide and/or classroom-based systems (e.g. recognition, rewards, handbooks, policies and assemblies).

Challenges:

- 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:

- 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. 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. This work is part of Strategic Plan Priority Area 1 - Student Well Being, Implementing Social Emotional Learning.
- High schools are implementing a sustainable SEL approach to foster belonging and student agency. SEL lessons are integrated across all grades and subjects. As part of a three-year plan, teachers received district-led training on SEL and adolescent brain science. Implementation schedule:
 - 2023-24: SEL Standards 1 (self-awareness) and 2 (self-management)
 - 2024-25, SEL Standards 4 (social awareness) and 5 (social management)
 - 2025-26 Standards 3 (self-efficacy) and 6 (social engagement)
- See also section 3.5 below for related works in progress

3.3 Students 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.

Data:

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

As reported in Results 2, 80% of high school students and 84% of middle school students earned social studies course grades between A and B-, showing a strong understanding of course content.

In 2023-24, 48% of high school students took an advanced social studies course, studying more deeply global events and economy.

Highlights

See evidence related to Social Studies learning in 3.1 and Results 2 sections 2.3 & 2.4. 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 highlights related to Results 3.3 include the following:

- Team structure: Social Studies lead teachers 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.

Challenges:

- Consistency versus flexibility: the district encourages the use of supplemental materials and professional judgement. Past materials had limited available resources. Adopting new materials allows the district to provide access to additional digital resources that provide access to additional materials vetted and updated to stay relevant.
- Bias: Published materials, both core and supplemental, are not free of bias. As we re-design social studies courses a heavier focus on inquiry and authentic, primary sources is helping to minimize bias. Training, equity frameworks, and strategic partnerships also provide opportunities to better empower teachers to examine and address bias in instructional materials.

Actions:

- As described in section 3.1 and Results 2, 2.3 & 2.4, curriculum adoptions and associated professional development in secondary Social Studies is being designed and implemented to update curriculum and revise the instructional approach to increase student engagement and equitable learning outcome
- Development and use of the [Culturally Responsive Equity Framework for Adopting Curriculum](#) ensures that all new curriculum is evaluated and selected for authentic, diverse cultural perspectives as part of Strategic Plan Priority Area 2 - Academic Opportunities

- Training was provided to the World History adoption committee and the Instructional Materials Committee (IMC) using 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. This training provided a model for training future adoption committees on using an adapted equity framework for selecting instructional materials.

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)

3.4 Students will 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.

Data

Data from the 2023-24 Soft Skills Surveys reveal that students respond positively about honoring differences and diversity. Note: the high school language changed slightly in 2023. Note: a neutral response was added in 2023-24 to the elementary survey for consistency. As previously noted, in 2023-24, all secondary surveys had low response rates and should be interpreted with caution.

		2021-22	2022-23	2023-24
4th grade Soft Skills Survey: <i>I respect ideas that are different than mine</i>	Percent Strongly Agree or Agree	96%	97%	91%
	Percent Neutral			8%
	Number Respondents	1175	683	1066

		2021-22	2022-23	2023-24
7th grade Soft Skills Survey: <i>I act respectfully toward others who have ideas that are different than mine</i>	Percent Strongly Agree or Agree	81%	84%	86%
	Number Respondents	1164	1067	210

		2021-22	2022-23	2023-24
9th – 11th grade Student Survey: <i>I act respectfully to others who have ideas that are different than mine</i>	Percent Strongly Agree or Agree	87%	90%	92%
	Number Respondents	531	2642	102

Highlights

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 humanities curricula are selected to ensure that understanding of diverse cultures is approached from authentic perspectives.

Actions

Strategic Planning: As part of the district's 3-year strategic plan (Priority Area 2 - Academic Opportunities), the district committed to adopting curricula that reflect diverse experiences while avoiding bias. Under Strategy 2C, the team examined curriculum to better serve diverse students. The Equity department, in collaboration with Teaching and Learning Services and Special Education, developed an equity framework for the World History adoption. After gathering student and caregiver feedback, adoption teams and the Instructional Materials Committee were trained in its use. This framework is now applied to all curriculum adoptions, adapted as needed.

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.

3.5 Students will understand appropriate, considerate, responsible and ethical use and impact of misuse of technology, including artificial intelligence, 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.

Data

Middle school students were surveyed during the Spring of 2024 about their thoughts on digital citizenship and social media. 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	2023-24
Middle School Student Technology 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%	63%
	Percent Neutral	22%	23%	27%
	Number Respondents	3856	4276	2077

Additionally, 51% percent of middle school students reported using social media. Of the students who indicated they use social media, 80% felt they were very prepared or somewhat prepared to respond when they encounter negative or harmful comments on social media. Students report confidence in detecting bias, evaluating website accuracy, and being a responsible digital citizen. The full report on the spring middle school student survey can be found on the [district website](#). Generally, more students reported “true” on the skills of detecting bias, evaluating the accuracy and making responsible choices as a digital citizen.

		2021-22	2022-23	2023-24
Middle School Student Technology Survey: <i>Do you use social media such as Instagram, Snapchat, TikTok?</i>	Percent Yes	57%	56%	51%
	Number Respondents	3856	4276	2077

		2021-22	2022-23	2023-24
Middle School Student Technology 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%	80%
	Percent neither prepared or unprepared	16%	15%	16%

		2022-23	2023-24	2024-25
Middle School Student Technology Survey:				
<i>I know how to detect bias or opinion in the information I read online</i>	Percent responding true	55%	77%	
<i>I know how to evaluate the accuracy of information I read online</i>	Percent responding true	56%	76%	
<i>I make responsible, positive choices as a digital citizen</i>	Percent responding true	66%	85%	
<i>I know how to be safe when I am online (new question in 2023-24)</i>	Percent responding true		85%	
	Number respondents	1070	1588	

When asked about the tenants of cyber safety and citizenship, middle school students reported generally positively, with less reported confidence in ability to have balance between technology and the world and using their technology voice for meaningful change.

		2023-24	2024-25	2025-26
Middle School Student Technology Survey:				
<i>Play to your core: Reflecting our values, character, and interest in our actions online and off.</i>	Percent responding I understand this concept and can model it in my life	63%		
<i>Protect your privacy like you are famous: Staying in control of our personal information</i>	Percent responding I understand this concept and can model it in my life	75%		
<i>Strike a balance: Balancing our time and attention on technology and the world around us.</i>	Percent responding I understand this concept and can model it in my life	54%		
<i>Cyberback: Having each other's back and supporting each other.</i>	Percent responding I understand this concept and can model it in my life	68%		
<i>Find your influencers: Surrounding yourself with positive role models and credible influences.</i>	Percent responding I understand this concept and can model it in my life	65%		
<i>Use your mic for good: Amplifying your voice to create meaningful change.</i>	Percent responding I understand this concept and can model it in my life	55%		
<i>Handle the pressure: Finding your own path no matter the pressure from others.</i>	Percent responding I understand this concept and can model it in my life	61%		
	Number respondents	1071		

The Healthy Youth Survey was conducted during the Fall of 2023. The full report from Healthy Youth Survey is on the [district website](#). The Healthy Youth Survey will be conducted again in the fall of 2025.

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	8 th grade	10 th grade	12 th 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

Highlights:

- 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.
- The Responsible Use Agreements for staff and students were updated in July 2024 to include additional information about the use of artificial intelligence.
- 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.
- Clear and consistent instruction on digital citizenship through middle school Homeroom classes.
- Monitoring software is used to alert staff of some types of technology misuse.
- Convened our Technology Advisory Committee in May 2024. The committee work is centered around our four goals in the Educational Technology Plan.
 - Technology Access
 - Technology for learning and career readiness
 - Personal safety & citizenship and critical thinking
 - Engagement and innovation

Challenges:

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.
- Fewer responses from middle school students indicate these results should be interpreted with caution.

Actions:

Increase follow up with middle school staff to ensure students have adequate time to complete the technology survey

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

From OE-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 2023-24 school year the digital citizenship curriculum for Middle School, was taught during Homeroom classes. 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.

Through the Middle School Student Technology Survey, students report they understand or are learning the concepts and how they can be modeled in their life.

- Added the [Technology Safety](#) page on our Digital Resources for Students site.
- 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.
- Implemented Securly Home app for parents to be able to monitor use of district laptops at home.
- Included social media, digital citizenship and safety educational parent resources in the ISD 411. Examples include:
 - [Building Healthy Technology Habits in a Digital Age](#); September 2024
 - [Resources to Help with Balancing Screen Time](#); May 2024

Updating Responsible Use Agreements and staff guidelines to include expectations around the use of Artificial Intelligence (AI).

- Teacher and administrator workgroups met and identified three priorities for our AI work. These priorities are:
 - Priority 1: Establish staff and student policies and guidance around use of AI, including data protection, vetting tools/response for bias and accuracy.
 - Priority 2: Identify ways in which AI can improve system efficiencies and increase productivity and develop a plan to grow the use of AI to meet operational needs.
 - Priority 3: Develop a plan to teach students about AI and how to use it effectively. Ensure historically marginalized students are at the forefront for selecting and implementing AI tools.
- High school integration of SEL lessons naturally integrate ethical behavior in digital and real-life experiences.

- Engaged in student, staff and board dialog on cell phone use in schools, leading to cell phone and personal electronics use being stated in the general school policies and procedures section of student handbooks. Issaquah high policy [\[here\]](#). Liberty high school policy [\[here\]](#). Skyline high school policy [\[here\]](#). Gibson Ek policy [\[here\]](#).

3.6 Students will 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.

Highlights:

- 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.
- 11 schools earned the *Sustaining Green Schools* award from King County.
- The Green Team at Skyline high school worked with a local composting company to improve waste sorting in the cafeteria and set up a collection plan for paper towels in the restrooms, as example of student-led sustainability actions.

Challenges:

- Unfunded mandates create financial barriers to accomplishing this work.
- Changes to [regulation 2153](#) – The process for the formation of non-curriculum related elementary school student groups was reviewed and updated. This regulation will impact the number of non-curriculum related groups starting the 2024-25 school year.

Actions:

Throughout the 2023-24 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 established an agreement with the Department of Enterprise Services allowing us to partner with an energy service provider (MacDonald-Miller). We completed preliminary scoping assessments for all buildings in the district to inform next steps for completing investment grade audits. Investment grade audits were completed at our three comprehensive high schools. This work has allowed us the opportunity to start applying for grants related to the Clean Buildings Act.

The district implemented enhanced waste management monitoring for our trash, recycling, and compost dumpsters. As a result, the district has been able to consolidate waste pickups and saved over \$16,000 (implemented April 1, 2024) and estimates an annual savings of over \$39,000 per year moving forward.

The food services department 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 primarily 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 students 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.

3.7 Students will 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.

Data:

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. In 2023-24, a neutral option was added to the elementary survey.

		2021-22	2022-23	2023-24
4th grade Soft Skills Survey: <i>I believe that I will make a difference in my community</i>	Percent Strongly Agree or Agree	74%	76%	61%
	Percent Neutral			21%
	Number Respondents	1330	1197	1069

		2021-22	2022-23	2023-24
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	92%	89%	83%
	Percent Neutral			10%
	Number Respondents	1403	1315	1207

		2021-22	2022-23	2023-24
7th grade Student Survey: <i>I believe that I will have an impact in my community.</i>	Percent Strongly Agree or Agree	42%	54%	59%
	Percent neither agree nor disagree	38%	40%	34%
	Number Respondents	1170	1072	215

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 secondary 2023-24 responses for secondary students are below. As previously stated, with low response rates, this data should be interpreted with caution.

		2022-23	2023-24
7th grade Student 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%	41%
	Percent Neutral	39%	45%
	Number Respondents	1053	195

		2022-23	2023-24
High School Student 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	58%	66%
	Percent Neutral	31%	19%
	Number Respondents	2604	93

Highlights:

Senior exit [interviews](#) offer graduates an opportunity to share reflections through their K-12 experiences. All students respond to the question connected to Results 1, and the planning for post-secondary goals. Students respond to three additional questions, which provides an opportunity for graduating students to reflect on their civic engagement. The following guiding questions are among the list of potential questions 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?

Challenges:

District schools have a low rate of exclusionary discipline. Students report that they understand school-wide expectations and what it means to follow stated expectations. Occasionally, students make choices that do not meet stated expectations, whether due to novice self-management skills, conflict or poor decision-making. Part of the learning process includes how adults respond to using these moments as moments to reflect, reconcile, and restore relationships.

Actions:

- Elementary principals use the Equity Lens Framework and the Elementary Equity Code of Conduct.
- The Equitable Code of Student Conduct is included in the student handbook at both elementary and secondary. This Equitable Code of Student Conduct guides staff in helping students reflect on and repair harm caused to others, while promoting accountability and empathy. When students misbehave, the code encourages them to recognize their impact on others, fostering understanding through dialogue, re-teaching, and restorative practices that rebuild relationships and promote inclusivity. Secondary students utilize restorative justice practices when appropriate.

Board Approval: 3/27/2025