



Results 3: Civic Engagement
Policy Type: Results

Annual Internal Review for School Year 2024-2025 – March 26, 2026

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 to positively impact the world.

Executive Summary of Evidence and Actions:

Civic engagement is integrated into the daily life of schooling, both in class and out. Examples of civic engagement include:

- Learning in the humanities where civic engagement is frequently directly related to core content ideas.
- Establishment of students' behavioral expectations and social-emotional learning where students learn how to, and practice, being part of the school community.
- Involvement in sports, clubs, and leadership as part of the co-curricular life of school.

Measuring how well students live as responsible members of society and/or internalize the lessons on civic engagement in school is less direct than measuring an academic skill or knowledge. Therefore, the monitoring of Results 3 leans heavily on survey data from students. Though an imperfect measure, it provides insights into student feedback on their learning and experiences.

Though not a direct part of the 2024-25 school year, work on Civic Engagement has extended into the current school year through the development of the [Portrait of a Graduate](#).

This portrait is the result of discussions that trace back to results monitoring and strategic planning in recent years, where district staff and the school board sought to reframe and modernize what it looks like for a graduate to effectively engage the world as they transition from school to civic society and the workplace. Several areas of the portrait of a graduate provide a framework that speaks to civic engagement.

As the district adjusts systems and surveys and develops methods for monitoring how students build their personal portrait, we will expand ways to monitor how students learn about civic engagement in our schools.

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.

Evidence:

Social Studies Curriculum. 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. Results from these courses are further described in the monitoring report for Results 2.

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)

District high schools also offer a range of Social Studies elective courses that allow students to deepen their understanding of participation in society.

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 staff are conducting a series of curriculum adoptions as described in the monitoring of Results 2 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.

Co-Curricular Opportunities

Students may also learn and practice being part of democracy through co-curricular activities including the following:

- Student Council
- Addition of student representatives on the school board provides direct voice for students for civic engagement related to the school experience.
- Affiliation clubs that advocate for participation and student voice on local, state, and national issues

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.

Evidence:

Learning ethics is a core aspect of participation in schooling. School starts with a student code of conduct that provides guidelines on a range of topics from behaviors to academic integrity. Our very low rate of discipline as described in the monitoring of Operational Expectation 11 is evidence that our students largely understand and apply ethical principles at school or respond to problem solving when misbehaviors occur.

Data below suggests ways, and the extent to which students generalize social learning at school to general ethical principles.

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.

4th Grade Soft Skills Survey:

I am willing to listen to other people’s opinions, but I make my own decisions.

	2021-22	2022-23	2023-24	2024-25
Percent who Agree or Strongly Agree	95%	94%	86%	87%
Percent Neutral			12%	9%
Number Respondents	1316	1196	1063	1163

7th Grade Soft Skills Survey:

I am willing to consider other people's opinions, but I make my own decisions.

	2021-22	2022-23	2023-24	2024-25
Percent who Agree or Strongly Agree	81%	84%	86%	86%
Number Respondents	1164	1067	210	1101

9th – 11th Grade Soft Skills Survey:

I am always willing to consider other people's opinions, but I make my own decisions.

	2021-22	2022-23	2023-24	2024-25
Percent who Agree or Strongly Agree	89%	91%	94%	94%
Number Respondents	530	2642	102	2505

Additional Highlights:

Senior exit interviews are the culminating step in the High School and Beyond Plan and are required for all graduates. The exit interviews are built in response to the District Results. In the 2025-26 school year, the interview questions were updated to align with the durable skills named in the newly adopted Portrait of a Graduate. 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.

Positively stated school-wide expectations, 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).

Social Emotional Learning (SEL) is integrated in our schools. All students take part in social emotional learning lessons and practice.

- [The Elementary pacing guide](#) provides an overview of core SEL lessons K-5. 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.

Challenges & Actions:

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

In Fall 2023 - Fall 2025, all high school course teams developed plans for integration of the two SEL Standards per year, 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)

The steering committee continues to explore ways to empower teachers to more effectively integrate social emotional learning in meaningful ways.

PBIS & Multi-Tiered Systems of Support. With decreased staffing dedicated to PBIS systems and structures, the district has noted less continued development in this area. For the 2025-26 school year, two significant investments are in process:

1. Development of an MTSS Team with a director of MTSS. MTSS integrates social-emotional-behavioral supports and academic supports. Based on feedback and data, the team extended work from 2024-25 on positive behavior supports.
2. Development of the Student Behavior Matrix. As a result of collective bargaining, the district, with teacher and school leader input, is developing a student behavior matrix built on research of effective positive behavior supports, to operationalize ways staff respond when problem behaviors occur. Approval is anticipated in the spring of 2026, with training beginning in August, and implementation underway by the beginning of the 2026-27 school year.

The significance of PBIS with respect to developing ethical practices lies both in how we help students who experience emotional distress to learn how to self-regulate, and in how we help everyone else in the community respond to emotional distress in an ethical manner.

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.

Evidence:

Highly related to 3.1, our students have multiple opportunities to engage in civic engagement, which frequently centers on current issues. Examples include the following:

- Development of a 10th grade Global Studies course (graduation requirement), which was a re-envisioning of World History 3, focuses on global issues through inquiry around compelling questions.
- Continued student leadership. Increasingly, students are making their voices heard through student leadership (see 3.1 above) which has included issues of social justice (e.g. new leadership groups focused on race and identity) and advocacy on global issues (e.g. conflict in Gaza).
- [Collective Bargaining Agreement](#) with Issaquah Education Association (pg. 10) clearly encourages teachers to make connections between their content and current issues, including engagement in controversial issues with guidelines.

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.

Additional 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.

Challenges & Actions:

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.

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. This framework has been and continues to be used to guide the selection of new social studies curriculum, and the development of course guides to promote a bias-free curriculum and implementation.

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.

Evidence:

The district is deeply committed to equity. As further described in the monitoring of [Results 2](#) and [Operational Expectation 16](#), learning about diverse cultures is integrated into curriculum and co-curricular learning experiences.

Core examples include the following:

- Commitment to inclusionary practices to strengthen a culture centered on positive relationships and belonging for all students of diverse abilities, races, languages, and cultures.
- Student clubs and activities that center on race and identity.
- The Culturally Responsive Equity Frameworks for supplemental and adopted curriculum
- Social studies adoptions ongoing to ensure instructional materials reflect our community’s diverse cultures.
- Selection of novels for curriculum that represent diverse lived experiences.
- Use of administrators and counselors to address student conflict that emerges from differences in identity.

Data

Data from the 2024-25 Soft Skills Surveys reveal that students respond positively to honor 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.

4th grade Soft Skills Survey:

I respect ideas that are different than mine

	2021-22	2022-23	2023-24	2024-25
Percent Strongly Agree or Agree	96%	97%	91%	94%
Percent Neutral			8%	4%
Number Respondents	1175	683	1066	1178

7th grade Soft Skills Survey:

I act respectfully toward others who have ideas that are different than mine

	2021-22	2022-23	2023-24	2024-25
Percent Strongly Agree or Agree	81%	84%	86%	86%
Number Respondents	1164	1067	210	1101

9th - 11th grade Student Survey:

I act respectfully to others who have ideas that are different than mine

	2021-22	2022-23	2023-24	2024-25
Percent Strongly Agree or Agree	87%	90%	92%	93%
Number Respondents	531	2642	102	2505

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 connections between the misuse of social media on mental health and wellbeing.

Evidence:

Technology is pervasive in student life, including learning and social interaction. The district is keenly aware of both the challenges and opportunities presented by technology and is committed to building students' understanding and habits of appropriate, considerate, responsible, and ethical use of technology.

Reporting on the District's actions around the integration of technology are further described in [Operational Expectation 15](#) and [14](#), as well as in [Results 2](#).

Specific to use and misuse, key highlights include the following:

- Clear and consistent instruction on appropriate, considerate, responsible, and ethical use of technology through elementary library lessons / curriculum.
- Clear and consistent instruction on digital citizenship through middle school Homeroom classes. The district adopted the *Win@Social* digital citizenship curriculum for the middle schools, Fall 2023 implementation.
- Support for families to monitor their student's use of district devices through Securly Home.
- [Quarterly articles](#) in the district newsletter on how guardians can promote appropriate, considerate, responsible, and ethical use of technology at home.
- Staff and students understand behavioral expectations and understand that these expectations apply to digital environments as well as in real-life environments.
- 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 regarding 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.

Artificial Intelligence (AI):

Artificial intelligence is quickly transforming how people learn, create, and interact. As AI tools enter the classroom as both learning supports and productivity aids, ensuring that students and the educators who support them understand ethical and responsible use is critical. Students often adopt new technologies quickly, sometimes before clear norms or regulations exist. To meet this challenge, the district is implementing several strategies to prepare students for safe and appropriate use of AI, including:

- Updated responsible use for staff and students to explicitly address the use of AI.
- Provided targeted training for instructional staff on the ethical and appropriate use of AI in academic settings, including guidance for supporting students in determining when AI use is suitable.
- Convened a humanities teacher group to develop discipline-specific guidelines for AI use that maintain the integrity of student research, writing, and critical thinking.
- Colleague AI
 - Partnership with the University of Washington, the district is part of the development of Colleague AI to provide an appropriate environment for use of AI in schools.
 - Staff training has been embedded into required professional development learning for 2025-26.
 - A measured pilot of student use is planned for Winter 2026.

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.

Middle School Student Technology Survey:

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.

	2021-22	2022-23	2023-24	2024-25
Percent Agree	70%	70%	63%	71%
Percent Neutral	22%	23%	27%	22%
Number Respondents	3856	4276	2077	3607

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.

Middle School Student Technology Survey:

Do you use social media such as Instagram, Snapchat, TikTok?

	2021-22	2022-23	2023-24	2024-25
Percent Yes	57%	56%	51%	52%
Number Respondents	3856	4276	2077	3596

Middle School Student Technology Survey:

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)

	2021-22	2022-23	2023-24	2024-25
Percent very or somewhat prepared	80%	82%	80%	82%
Percent neither prepared or unprepared	16%	15%	16%	16%
Number Respondents	3856	4276	2077	3596

Middle School Student Technology Survey:

Percent responding true to...	2022-23	2023-24	2024-25
<i>I know how to detect bias or opinion in the information I read online</i>	55%	77%	78%
<i>I know how to evaluate the accuracy of information I read online</i>	56%	76%	76%
<i>I make responsible, positive choices as a digital citizen</i>	66%	85%	88%
<i>I know how to be safe when I am online (new question in 2023-24)</i>	NA	85%	91%
Number Respondents	1070	1588	3569

Middle School Student Technology Survey:

When asked about the tenets 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. There is growth on every question on the 2024-25 survey.

Percent responding I understand this concept and can model it in my life	2023-24	2024-25
Play to your core: Reflecting our values, character, and interest in our actions online and off.	63%	68%
Protect your privacy like you are famous: Staying in control of our personal information	75%	78%
Strike a balance: Balancing our time and attention on technology and the world around us.	54%	56%
Cyberback: Having each other's back and supporting each other.	68%	71%
Find your influencers: Surrounding yourself with positive role models and credible influences.	65%	67%
Use your mic for good: Amplifying your voice to create meaningful change.	55%	56%
Handle the pressure: Finding your own path no matter the pressure from others.	61%	63%
Number Respondents	1071	1879

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 was conducted in the fall of 2025, with results anticipated in the spring of 2026. The 2025 survey results will be reflected in 2025-26 monitoring reports.

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

Digital citizenship education (Also found in OE-15)

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

During the 2024-25 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 other's 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:
 - 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 School policy [\[here\]](#). Liberty High School policy [\[here\]](#). Skyline High School policy [\[here\]](#). Gibson Ek High School 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.

Evidence: With the development and adoption of [Operational Expectation 17 – Sustainability](#), there will be evidence located in both monitoring reports.

Highlights

- All schools model and encourage the use of recycling and composting in classrooms and lunchrooms.
- Eleven schools earned the *Sustaining Green Schools* award from King County in the 2024-25 school year.
- Ecology student leadership
- 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.
- K-8 schools also commonly have student clubs and/or leadership opportunities in the areas of sustainability
- Student sustainability ambassadors and student representatives to the Board took a leadership role in developing a new sustainability operational expectation, which was adopted by the Board on May 8, 2025.

Curriculum Integration

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.

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.

Evidence:

Students' understanding of their impact on the greater community starts with their understanding of how they impact others in their classroom and school. As described in earlier sections of this report, this is a key tenet of developing the classroom community and integration of social emotional learning.

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.

Senior exit interviews: 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?

Re-alignment to the Portrait of a Graduate: For the 2025-26 school year, senior exit interviews and the High School and Beyond Plan in general are being realigned to the Portrait of a Graduate, of which one area includes attributes of influence.

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.

4th grade Soft Skills Survey:

I believe that I will make a difference in my community

	2021-22	2022-23	2023-24	2024-25
Percent Strongly Agree or Agree	74%	76%	61%	63%
Percent Neutral			21%	21%
Number Respondents	1330	1197	1069	1179

5th grade Exit Survey:

My experience in this school has taught me to be kind to others and helpful in my school community.

	2021-22	2022-23	2023-24	2024-25
Percent Strongly Agree or Agree	92%	89%	83%	85%
Percent Neutral			10%	8%
Number Respondents	1403	1315	1207	89

7th grade Student Survey:

I believe that I will have an impact in my community.

	2021-22	2022-23	2023-24	2024-25
Percent Strongly Agree or Agree	42%	54%	59%	57%
Percent neither agree nor disagree	38%	40%	34%	39%
Number Respondents	1170	1072	215	1105

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	8th grade	10th grade	12th 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.

7th grade Student Survey:

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.

	2022-23	2023-24	2024-25
Percent Strongly Agree or Agree	49%	41%	54%
Percent Neutral	39%	45%	38%
Number Respondents	1053	195	1082

High School Student Survey:

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.

	2022-23	2023-24	2024-25
Percent Strongly Agree or Agree	58%	66%	70%
Percent Neutral	31%	19%	20%
Number Respondents	2604	93	2438

Board acceptance: