MONITORING REPORT: Policy R-3 (Civic Engagement)

PHASE ONE: **Interpretation, Benchmark Data, and Goals**

DATE: **July 2018**

Policy

All students will exercise social responsibility, civic engagement, and leadership within our local community and global society.

Students will:
3.1   Understand, value and experience the benefits of being a part of a diverse community.
3.2   Actively engage in opportunities to benefit the community.

Interpretation

We understand this policy – unlike the other Results policies – asks us to focus on the student's role as part of a collective rather than on his/her individual achievement. That is, in addition to teaching students the workings of our democratic society, we believe the School Board expects us to help students develop an understanding of the interdependence of people operating within such a society and the ethical and moral qualities required to uphold society's compact to each individual. As such, citizenship education must promote the open flow of ideas, faith in the capacity of people to come together to solve problems, concern for the common good, respect for the dignity and rights of individuals and minorities, and peaceful coexistence among all human beings.

Furthermore, we understand that through this policy the Board has set the expectation that we will not only help students develop the skills and understandings they will need to become active members of a democratic society *after* they have graduated from our school system, but we will also cultivate a democratic culture *within* our organization. In other words, the Board expects us to provide students with the opportunity to participate in education *as* democracy, not just education *for* democracy.

To this end, the Board expects us to ensure that (a) citizenship is an integral element of the District's purpose; (b) participation in democratic processes is a defining feature of the District's culture; and (c) learning through taking action to improve the community is a key instructional strategy employed by the District's teachers. Additionally, we understand that achieving these ideals will require more than a single citizenship curriculum or series of lessons. Citizenship must be embedded in every aspect of our organization, beginning with the student's responsibility within the society of his/her own classroom and school and radiating outward to the student's active participation in the welfare of the larger community.

To embed citizenship in every aspect of our organization in a way that ensures "all students will exercise social responsibility, civic engagement, and leadership within our local community and global society," we need to approach it in a way that is:

- **Inclusive**, which means involving all young people regardless of their ability or background;
- **Pervasive**, which means operating as an integral part of everything we do;
- **Active**, which means learning by doing;
- **Interactive**, which means engaging in discussion, dialogue, debate, and other forms of civil discourse;
- **Respectful**, which means acting in a way that shows consideration and care for the opinions, feelings, and well-being of others;
- **Relevant**, which means focusing on real-life issues facing young people and society;
- **Critical**, which means encouraging young people to think for themselves;
- **Collaborative**, which means employing group work and co-operative learning; and
- **Real**, which means giving young people a genuine say in their own education.

Benchmark Data

Citizenship can be measured in a variety of ways.

In schools, citizenship is often associated with positive behavior or some measurement of student discipline incidents. We have been collecting data related to student attendance and misconduct, and we can calculate positive changes in these statistics over time.

The chart below shows a sample of the kind of quantitative data we currently maintain which we can use to set measurable improvement goals.

School	Total Number of Students	% Free & Reduced Lunch	Average Daily Attendance	% Chronically Absent Students	Average Daily Discipline Referrals
Eagleridge	474	60.0	92.2%	26.4%	4.07
Custer	350	48.9	94.4%	15.7%	2.49
Central	332	50.6	93.5%	19.9%	0.98
Skyline	434	45.8	93.7%	16.1%	1.10
Cascadia	437	51.7	93.7%	20.4%	1.79

Since part of citizenship involves ensuring students are aware of their rights and responsibilities as citizens and informed about major issues impacting the social and political world, we could measure citizenship by calculating the number of students who successfully complete a Civics course. However, we see this particular measure as more applicable to our Results policy focusing on Social Studies (R-2.5).

Citizenship can also be measured by collecting data about the degree to which students are participating in activities that support either their immediate school community and/or the greater community extending beyond the schoolhouse. At this point, we believe some students in all of our schools participate in activities every year that can

be classified as examples of the kind of civic engagement this policy requires. And at this point, we are able to provide some anecdotal information about our students' intentional contributions to the greater good, which we have done in the chart below. However, the examples represented in this chart do not fully reflect the full range of citizenship actions taken by individual students, classes, clubs, and/or athletic teams during the 2017-2018 school year.

The chart below provides an example of one method we can use to document our students' civic engagement.

School	Participants	Activity	Year
Ferndale High School	FHS Student Body Latino Leadership Club And Native American Leadership Club	March of Dimes fundraiser Holiday food drive Mentoring middle school students	2017-18
Windward High School	All students	Water quality testing Warm sock drive Beach clean up Trash pick-up Invasive species removal Teen Court Drip and Drive	2017-18
Horizon Middle School	All students 7th grade	Penny drive (hurricane relief) Food drive Humane Society drive Warm wear drive Reading buddies at Eagleridge	2017-18
Vista Middle School	All students Leadership students	Penny drive (hurricane relief) Food drive Clothing drive Mentor Skyline students	2017-18
Central Elementary	All students	Book collection	2017-18
Custer Elementary	All students	Food drive Coat drive Book drive Coin drive (gifts for low income families) School clean-up	2017-18

Eagleridge Elementary	All students	Penny drive (cancer patients) Food drive	2017-18
Skyline Elementary	4th/5th graders	Care bags for the homeless	2017-18
	All students/Sunshine Crew	Playground and school clean-up	
	5th graders	School jobs	
Summer School	7th, 8th, and 9th graders	Service learning projects related to homelessness	Summer 2018

Other evidence we might provide to show that the Ferndale School District and its students are meeting the expectations set forth by this policy include:

- Number of classrooms visibly displaying appropriate social behavior expectations, preferably developed collaboratively with students.
- Number of students receiving character education lessons.
- Number of leadership opportunities afforded to students by the District.
- Number of students involved in leadership classes or student government.
- Number of students involved in extracurricular activities and/or athletic programs.
- Number of volunteer activities provided to students by the District.
- Number of hours spent volunteering by Ferndale students.
- Number of 18-year-old students or recent graduates who are registered to vote.
- Number of referrals for harassment, intimidation, and bullying.
- Number of opportunities for exercising their voice in the decision-making process afforded to students by the District.
- Specific ways in which the District is advancing education *as* democracy rather than education *for* democracy.

The bottom line is that we do not currently have a comprehensive set of benchmark data on citizenship against which we can establish specific improvement goals. Reporting on citizenship as a measurable outcome will require us to begin collecting different data than we have in the past.

Goal(s)

Review our current citizenship efforts across grade levels to determine present levels of success and then set clear standards and goals for improvement over time.