Through Ends Policy 3, the board sets an expectation that the district ensure -

All UPSD students demonstrate the individual character qualities, emotional strength and social skills to succeed. They understand the importance of work and how performance, effort, and decisions directly affect their future. They contribute to the betterment of those around them. They demonstrate knowledge and skills that reflect responsible citizenship in a democratic society.

1. Individual. All UPSD students are individuals of good character.
2. School. All UPSD students demonstrate successful emotional and social skills within a school setting.
3. Community. All UPSD students demonstrate community service.
4. Society. All UPSD students demonstrate citizenship knowledge and skills essential to a democratic society.

**Interpretations:** The overlapping nature of the policy statements means that character qualities, skills and behaviors are included in the interpretations and evidence reporting of only one category each. In real life, these qualities, skills and behaviors are necessary for success in every category. By categorizing character qualities, skills and behaviors according to policy language and interpretation statements, I hope to provide a more thorough report.
Individual Character Qualities

We interpret “individual character qualities” from the preamble and qualifying statement number 1 (above) to mean that UPSD students will demonstrate character qualities such as honesty, respect and caring.

Emotional Strength and Social Skills

We interpret “emotional strength and social skills” from the preamble and qualifying statement 2 (above) to mean that UPSD students will demonstrate skills and abilities such as: self-control, conflict resolution, cooperation, and resisting and reporting bullying or harassment.

Betterment of Those Around Them

We interpret “They contribute to the betterment of those around them” from the preamble to mean that UPSD students will demonstrate behaviors which strengthen their relationships and leadership roles within society, such as: encouraging others’ success, inclusivity, and leadership.

Work, Effort and Decisions

We interpret “understand the importance of work and how performance, effort, and decisions directly affect their future” from the preamble to mean that UPSD students will demonstrate effort and hard work, strive to succeed, and make good decisions. Further, students will make the connection between these critical behaviors and success in life.

Community Service

We interpret “All UPSD students demonstrate community service” from qualifying statement 3 to mean that students will serve their community in safe ways.

Citizenship Knowledge

We interpret “All UPSD students demonstrate citizenship knowledge and skills essential to a democratic society” to mean that students will demonstrate that they know how a democracy works and that they have a role in a democratic society.

Evidence:

Because of the nature of the desired ends, collecting and quantifying evidence for E-3 has always been challenging. Being immersed in a society and system which is limited
due to a pandemic for the last several years also exacerbates these data collecting challenges. As a result, last year, I amended our typical data sources, maintaining and modifying some, while adding new sources of student perception data. I have created a Google folder with the blank perception forms used to solicit student and staff feedback, and responses. The sources of evidence for this year’s report include -

- An electronic version of the historical student survey was provided for students in 4th, 7th, 10th (in health classes) grades and samples of students in 12th (ELA classes) grade. These surveys were posted by teachers as assignments in February.

- A four-part survey was provided for students in 6th, 8th and 9th grade social studies. I focused the student perception surveys on the upper grades to get student responses in writing. This perception survey includes four parts: 1.) Character Traits/Qualities, which asks students about honesty, respect and caring; 2.) Social Skills, which asks students about self-control, conflict resolution, cooperation, and resisting and reporting bullying and harassment; 3.) Character Performance Traits, which asks students about effort and hard work, striving to succeed, and making good decisions; and 4.) Contributing Citizens, which asks about encouraging others’ success, inclusiveness, and leadership. In each of these four parts, students chose one area in which to report and then provided examples. This format allows us insight into what students feel is important, what they see most often and also some first hand accounts or evidence of our students’ qualities and skills as they relate to E3.

- A six-part survey was provided to all 12th grade Civics students. The first four parts are the same as the survey described above. The remaining two parts explore student perception related to a democratic society and community service. Part Five asks students to share one or two examples of students who have demonstrated that they know how a democracy works and/or that they have a role in a democratic society. Part Six asks students to share examples of students who have voluntarily served their community. This act of service could be large or small, virtual or in-person.

- Two years ago, we implemented a counselor survey which mirrors the historical E3 trait survey. This survey asks for the counselors’ perception of their students' traits and skill sets. In addition, it asks counselors to rank the traits by providing two traits which they consider their students' strengths and two which they would consider their students' weakest areas. I will provide this information to building administrators for their planning. These strengths and weaknesses are not included in this report but are available for you to read about.

Twelve counselors rated students. The ratings were fairly consistent with previous years and some of their comments seemingly reflect their expectations that
students learned and applied the lessons presented by counselors and teachers. Several counselors reference practicing the strategies and lessons they've taught with the expanded Second Step curriculum. Interestingly, you can see less direct references to these lessons and their vocabulary sprinkled among the student comments as well.

- Clubs and student leaders at CHS continue their work to increase their voice, help students feel a sense of belonging and develop a more inclusive culture in UPSD. Students developed video assembly links for Black History Month, Asian American Heritage Month, a tribute to Dr. Martin Luther King Jr. and an informational video to help students understand Ramadan. The table below is an updated list with links to their past, current and upcoming videos.

<table>
<thead>
<tr>
<th>ASB Club</th>
<th>Virtual Assembly Title</th>
<th>Link to Assemblies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black Student Union</td>
<td>Black History Month Assembly</td>
<td>2021 2022</td>
</tr>
<tr>
<td>Black Student Union</td>
<td>Books with BSU</td>
<td>2021 2022</td>
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<tr>
<td>Asian Pacific Union</td>
<td>Asian American Heritage Month</td>
<td>2021</td>
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<tr>
<td>Cultures United</td>
<td>Cultural Assembly</td>
<td>2021</td>
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<td>Leadership</td>
<td>Dr. Martin Luther King Tribute</td>
<td>2021: Video 1 Video 2 Video 3</td>
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<td>Leadership</td>
<td>Ramadan Observance</td>
<td>2021</td>
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<tr>
<td>Feminism Club</td>
<td>Women’s History Month Assembly</td>
<td>March 2022</td>
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<tr>
<td>Gay Straight Alliance</td>
<td>Pride Assembly</td>
<td>May 2022</td>
</tr>
</tbody>
</table>
 Clubs and Student Activities - UPSD has always had a broad list of clubs and activities for students. Knowing the increased need for social emotional interaction and support, the buildings have purposefully increased these levels of support. This is a quick summary, but more information is linked as a Club Info page for CHS. Additionally, sports and other activities increased as part of this social emotional response and information will be provided during E-4 at the end of the school year.

At the Intermediate Level - NVI added a yearbook club and both schools increased virtual lunch and/or recess meeting opportunities for students. These groups allowed for counselors to increase contact time and build relationships in a regularly scheduled manner.

CJH and CHS - The junior high added a gaming club, offering eleven club or after school opportunities. The high school increased the number of club offerings from 32 to 40, with approximately 500 participants. Both schools believe that diverse offerings provide access to these activities and social interaction for students with a wide group of interests. Please click the link above for more detailed information.

The College and Career Readiness Center provides information on student volunteer service hours and students receiving a letter for community service. While these numbers are not comparable to other years because of the pandemic, they still provide a glimpse of some of our students’ community service efforts.

Each October, all CHS seniors register to vote. The Pierce County Auditor’s office representative spent an entire day meeting with every senior during all Civics and/or AP Government classes. The Auditor’s representative spent about 25 minutes per hour detailing the importance of civic engagement, how elections and voting work, and provided opportunities for students to engage. Then all seniors, regardless of age (someone can register at 17 to be eligible when you turn 18), registered to vote.

This fall, CHS Alum and Washington State Supreme Court Associate Chief Justice Charles Johnson visited CHS for two, in-person, live informational sessions with all seniors in Civics and AP Government classes. The focus of Justice Johnson’s presentations was checks and balances at the state level.
(governor, legislature, courts), the process of selecting judges at the state level (elected) and how this process differs from the federal level (appt), different levels of courts at the state level and their responsibilities, and connection between state and federal courts. He also discussed several school and individual liberty court cases that may affect 17 and 18 year olds. He ended his talk by encouraging all the students to engage in the civic process, volunteer for local campaigns, to be educated citizens, and to vote.

- Crisis reports for the district provide tangential evidence of students' social and emotional skills within the school setting. During the 2018-19 and 2019-20 school years the district had 100 and 108 of these reports respectively. As you might suspect, this number decreased dramatically, to 50, as students were not attending in-person school for part of the 2020-21 school year. To date, the district has 82 crisis reports for the current school year. This rate of reports is evidence of increased student social and emotional need. These reports are processed centrally, but the on-the-ground support happens at the building level. These reports were disproportionally at the secondary level, which aligns with the additional counseling support added to start the school year.

Individual Character Qualities

I sought to solicit student and staff perception data using the evidence sources bulleted below. The main character qualities asked about in each of these were: honesty, caring, and respect.

➔ Historical Survey - We cannot directly compare responses from previous years to this year’s responses, because of the difference between paper-pencil and electronic vehicles for responding. In addition, last year’s responses came disproportionately from students sitting at home. Across the board, students rated their peers’ behaviors, attitudes and social skills higher than in previous years last year, and lower this year. In general, responses this year are more in line with historical averages. On the graphs, I’ve included the historical five-year averages and ranges for each trait, excluding last year’s data. Graphs of the qualities/traits are attached as an appendix to this report.

♦ Honesty - This year, students rated their peers’ honesty at slightly higher rates than in the past. This is especially true in grades 4 and 7 with 84% and 84.5% respectively rating their peers as honest. As a reminder, these are lower than last year’s measures, which reflected students in a
tremendously different environment. High school students rated their peers slightly lower at 72.8% and 78.9% positive in 10th and 12th grades.

- Caring - 7th grade students rated their peers slightly lower at 79.7%, while the other grade levels were tightly grouped with 4th grade at 85%, 10th grade at 83.6% and 12th grade at 84.8%. These are all near and slightly above the five year average.
- Respect - All grade level students rated their peers similarly with 4th grade at 86.7%, 7th grade at 84.7%, 10th grade at 85.6% and 12th grade at 86.7%. These are all slightly above the five year average.

Four- and Six-Part Student Perception Surveys (Grades 6, 8, 9 and 12) - Students were given a choice to respond to one of the three character qualities in this section. Students were asked to provide an example of when a student demonstrated this trait and how that trait/quality makes someone more successful as a student and in life. I will include a few quotes from each quality/trait and link the larger document for each section (for example Individual Character Qualities), within each section so that the Board may view all responses to get a glimpse of student thinking.

- Students chose caring as their preferred choice in all four grade levels. The student responses are revealing, and provide ample evidence of our students' progress toward developing such character qualities. The first portion of each student's response is their example of each trait/quality and the following portion of their response is their description of how developing these traits makes students more successful in school and life. These responses are left as written, including short hand and grammar errors. One element of their responses that is clear is the differences in understanding and the ability of students to write about these qualities between lower and higher grades. This is true in all of the following categories as well. As students progress through the system, they become increasingly more able to recognize, describe and generalize their understanding of the qualities that make up a contributing citizen.

- **Honesty**: Student response examples -
  - Honestly sharing with me when they've been frustrated by something or someone or feeling upset
  - They don't have to deal with the burden of not sharing and it gives them a better relationship with me and whoever else they share

- **Caring**: Student response examples -
  - I was emotional and having a tough time one day, and these
friends were there to help me and cheer me up.

- Caring for others is very important in life because it builds relationships and helps others.

- **Respect:** Student response examples -
  - I try my best to be respectful of people's differing opinions, despite if they fully align with mine or not. I also value taking time to fully understand one person's perspective rather than simplifying their standpoint and blatantly calling them "wrong." I feel that opinions should lead to discussion rather than division.
  - Respect for others' opinions probably makes me easier to talk and relate to, while it also helps me understand each person's issues and problems and helps me understand what I can do to help.

- **Counselor Survey** - Twelve counselors responded to the survey, which was built around the same structure as the historic student survey, covering the same topics. Counselors rated students in these three categories.
  - **Honesty** - Counselors rated the level of student honesty as an average of 3.8 out of 5.
  - **Caring** - Counselors rated the level of student caring as an average of 3.6 out of 5.
  - **Respect** - Counselors rated the level of student respect as an average of 3.0 out of 5. This is lower than the last two years and the lowest trait in this category.

**Emotional Strength and Social Skills**

The character qualities and skills described in each section overlap considerably. I could classify many pieces of evidence, or even whole traits, in one category or another. The historical qualities in this section include: cooperation, self-control, conflict resolution, and resisting and reporting bullying and harassment. These are all valuable skills and practices to be successful in school and life. The confluence of evidence in the three data sources indicates that students are developing and practicing these skills and abilities as they progress through the schools.

- **Historical Survey** - For each of the four skills/abilities, students rated their peers in line with the five year average. In all four cases one or two grade levels scored below the five year average and the others above it.
  - **Self-Control** - This year, students perceived their peers as having, or exhibiting, self-control at rates of: 82.0%, 77.9%, 83.8% and 82.4% in
grades 4, 7, 10 and 12 respectively. The five year average for this category is 80.2%.

◆ Cooperation - Last year, students rated cooperation near the top. This year’s ratings are nearer the five year average, at: 82.8% for 4th, 79.3% for 7th, 82.2% for 10th and 86.7% for 12th.

◆ Conflict Resolution - Student perception for this skill is above the previous five year range for ratings in 4th grade (80.1%) and 12th grade (83.9%), but below the range in 7th grade (74.8%) and 10th grade (74.7%). Interestingly, 7th grade moved from highest to lowest from last year to this year. This year’s rating is more in line with historic ratings.

◆ Resisting or Reporting Bullying and Harassment - Students rated their peers at a near-typical five year average rate in this skill/ability. Ratings were consistent across 4th grade, 7th grade, 10th grade and 12th grade at 73.3%, 73.8%, 70.1%, and 74.5% respectively.

Four- and Six-Part Student Perception Surveys (Grades 6, 8, 9 and 12) - Students provided real-life examples for these four qualities/skills and also their perception of how these qualities/skills make them more successful through their surveys.

◆ The student examples detail an impressive range of understanding, which grows in complexity and knowledge as the students age.

- **Cooperation:** Student response examples -
  ○ The students worked together to work on an assignment for math. They all helped each other out and had patience when others didn’t understand. They also may have goofed off a bit but they had self control as well.
  ○ In my opinion this social skill helps the student in many ways. It helps when it comes to projects, jobs, presentations, and many more. If you are able to cooperate with people that shows that you are putting an effort to try to get along with people.

- **Self-Control:** Student response examples -
  ○ Even when someone disagreed, or was mad at something, they didn't argue and they weren't mean to anyone at all because everyone has different opinions.
  ○ I feel like it sets them up for success later in life because as an adult you have to learn how to deal with self-control.

- **Conflict Resolution:** Student response examples -
  ○ They had a different opinion than another student and they solved the conflict by telling each other facts about why they were right, and they gave in because the other student clearly had better support as to why they're opinion was
correct.

○ When you get older, if you have very strong conflicts with people, it's good to resolve it instead of just ignoring it or saying they are wrong and ending the discussion.

● Resisting and Reporting Bullying and Harassment: Student response examples -
  ○ A group of friends and I noticed that some people were being harassed and no one really stood up to tell anyone as most people just dismissed it. We ended up taking it to the office and it was taken care of.
  ○ It taught us that sometimes we have to go out of our way to do things and we just can't wait for others to do it. Don't expect others to act how you want them to, you've got to take actions into your own hands.

➔ Counselor Survey - Counselors responded to four categories of student social and emotional skills:
  ◆ Self-Control - Counselors rated the level of student self-control as an average of 3.1 out of 5.
  ◆ Cooperation - Counselors rated the level of student cooperation as an average of 3.5 out of 5.
  ◆ Conflict Resolution - Counselors rated the level of student ability to resolve conflicts as an average of 3.2 out of 5.
  ◆ Resisting and Reporting Bullying and Harassment - Counselors rated the level of student ability to resist and report bullying and harassing behaviors as an average of 3.4 out of 5.

Betterment of Those Around Them

The student character qualities and skills in this section include: Encouraging Others' Success, Inclusiveness and Leadership. Encouraging Others’ Success is not on the historic student survey or the counselors' survey, so there is no data for those sections. The video evidence from high school clubs could fit into numerous categories, as the goals of these groups align closely with many of those in the Board’s policy. I have categorized it here as evidence in the leadership section. These young leaders are sharing and giving voice to their peers, as well as to the students who will come up behind them.

➔ Historical Survey - Leadership and inclusiveness have similar patterns of peer ratings across grade levels. These are reflected in the graphs.
  ◆ Leadership - Fourth and twelfth grade peer ratings exceeded the historical average of 81.1%. Seventh and tenth grade ratings did not exceed the
historical average, with ratings of 75.8% and 77.6% respectively. This trait is one which is closest to last year’s seemingly inflated ratings.

- **Inclusiveness** - Like Leadership, fourth and twelfth grade peer ratings exceeded the historical average of 81.1%. Seventh and tenth grade ratings did not exceed the historical average, with ratings of 79.3% and 73% respectively.

 Four- and Six-Part Student Perception Surveys (Grades 6, 8, 9 and 12) - Students provided real-life examples for these three qualities/skills and also their perception of how these qualities/skills make them more successful through their **surveys**.

- As in other categories, the student examples illustrate a growing understanding of these qualities as students age -
  - **Leadership**: Student response examples -
    - In one of my classes a student shows leadership in situations when we are working in groups or when the class is confused on what we are working on she helps explain it.
    - Being a leader/showing leadership will make others like you more and respect what you are doing.
  - **Inclusiveness**: Student response examples -
    - There is greater awareness of the diversity within our community and steps taken to properly address it, such as calling people by their preferred pronouns.
    - It has raised tolerance of others and made people more open minded and accepting of differences.
  - **Encouraging Others’ Success**: Student response examples -
    - So my friend did track but she has shin splints so we used to do practice runs at Curtis because the coaches told us to. I would help encourage her to keep going. Whenever she stopped I would stop with her and tell her she could do it.
    - I think with this mindset I will be able to accomplish my dream of being a doctor because the kindness that I share with all my friends is the type that I will need to save lives.

 Counselor Survey - The counselor survey touches on only two categories in this section:

- **Leadership** - Counselors rated the level of student leadership as an average of 3.1 out of 5.
- **Inclusiveness** - Counselors rated the level of student inclusiveness as an average of 3.5 out of 5.
Student Leadership Groups - The students in the leadership class and those participating in the Black Student Union (BSU) and other clubs have demonstrated tremendous leadership, inclusive practices, and done much to encourage the success of others. In addition to the more direct evidence of assembly videos and the recent Kiro 7 news story, there are examples and evidence of their leadership sprinkled among the student responses. Students in the BSU also made videos of themselves reading books for younger students in a series of videos titled, *Books with BSU*. This year and last year, these books and videos were distributed to teachers at the primary level for Black History Month.

Work, Effort and Decisions

As the title implies, this section contains evidence related to how Effort and Hard Work, Striving to Succeed, and Making Good Decisions lead to success. The evidence is clear that UPSD students understand the connection between these behaviors and success.

**Historical Survey** - The historical student perception survey only includes one of these behaviors, effort.

- **Effort** - All four grade levels rated their peers similarly, with rating of 89.6%, 83.3%, 83.2%, and 86.7% in 4th, 7th, 10th and 12th grades respectively.

**Four- and Six-Part Student Perception Surveys (Grades 6, 8, 9 and 12)** - These surveys provide a glimpse of students' knowledge and experience in areas not highlighted by the historical student survey.

- Student responses in the survey provide a good picture of their understanding of these areas. It's clear that students, overall, hear a recitation of the advice to work hard and make good choices both at school and home.
  - **Effort and Hard Work**: Student response examples -
    - He was gone for quite a few days but when he came back he had finished all his make-up work so he wouldn't fall behind in class.
    - People can depend on him and that when he's gone he can get everything caught up to speed and be able to move on rather quickly.
  - **Striving to Succeed**: Student response examples -
    - One of my friends strives to become a good track runner. He does this by spending recess time to run laps so he can achieve his goal. If he keeps doing this he will succeed in his goal.
    - If you don't strive to succeed you will never succeed and...
accomplish things in life. This has made my friend more successful because he might finish things and get good rewards out of it. Many people in life don't want to strive for success because they are lazy but if you believe you can do something and strive for that goal you will get far.

- **Making Good Decisions**: Student response examples -
  - There are people in this school who don't make the best decisions, but there are also people who do, and I am honestly very proud of either my friends, or people I might just know of who fixed themselves into making better decisions for themselves.
  - I feel like the more you make good decisions, the better your path will be, and you're just making it easier for yourself.

→ **Counselor Survey** - Effort is the only item rated by counselors, for this section of the report.
  - Effort - Counselors rated the level of student effort as an average of 3.9 out of 5. This is the highest rated category in the survey.

### Community Service

The pandemic certainly changed how students may safely interact within the community and the degree to which they can provide community service as they have previously done. Students, however, engaged in big and small ways to help their community during these unique times. It is clear, from the data, but also from my discussions with staff that waivers for community service due to Covid have decreased the levels of community service. I don't think this decrease is surprising. However, it does speak to the power of the Board’s policy to influence the system and students’ decisions. The students’ examples and other evidence suggests that UPSD students value community service.

→ **Historical Survey**
  - Community Service - two of the four grade-level ratings exceeded the five year average. The grade levels ranged from 72.8% (7th grade) as a low, to 82.5% (4th grade) as a high.

→ **Six-Part Student Perception Surveys (Grade 12)** - Students were asked to share short examples of how students have volunteered to serve their community. I will share three of their examples, but I urge you to read the linked document in more depth.
Community Service: Student response examples -

- I volunteer to feed the homeless and at vaccination clinics.
- A student volunteered every 2 weeks at the local apple orchard and was involved in the National Honors Society.
- I've seen another student volunteer at the local food shelter. I've also seen another volunteer at the Medicare center in Lakewood. And lastly I've seen a student volunteer at a local elementary school.

Counselor Survey - There is a single question on the counselor survey about students’ level of community service.

- Community Service - Counselors rated the level of student community service as an average of 2.6 out of 5. This is the lowest rated category in the survey.

Career and Counseling Center Data - Each year, the CCRC keeps track of volunteer hours, students qualifying for a varsity letter in community service (145 hours) and the CHS Service Excellence Award (80 hours).

- Varsity Letter - In 2021/2022, 23 students qualified for the varsity letter. This includes seven seniors, six juniors, seven sophomores and three ninth graders.
- CHS Service Excellence Award - In 2020/2021, six students qualified for this award, compared to four students last year.

Students have found creative ways to volunteer safely during the pandemic, in addition to typical methods, to the tune of 14,352 hours. Specifically, students have volunteered most heavily with the following groups: Families Unlimited Network, Tacoma Rescue Mission, Creative Kreations, MultiCare, UP Lacrosse, Tacoma First Baptist tutoring, and the Pierce County Library.

Citizenship Knowledge

This year has provided student citizens with ample opportunity to learn and participate in our democracy. The comments of twelfth grade students reflect these diverse opportunities.

Historical Survey - Two portions of the historical survey ask students to provide their perception of their peers' knowledge regarding citizenship.

- Rights and Responsibilities as a Citizen - All four grade levels rated their peers near or above the five year average. Twelfth grade students rated
their peers the highest at 84.3%. The other three grade levels were in the 79.3%-83.8% range.

◆ Representative Democracy - All four grade levels exceeded the five year average for this trait. Ratings for 4th, 7th, 10th and 12th grades were 86.8%, 84.6%, 82.8%, and 86.7% respectively.

→ Six-Part Student Perception Surveys (Grade 12) - Seniors in Civics class were asked to provide examples of students they know who demonstrated that they know how a democracy works and/or that they have a role in a democratic society. Here are four sample responses. I encourage you to read more.

• Citizenship Knowledge: Student response examples -
  ○ My friends talk a lot about elections when they come up, and how and what needs to happen for certain people to be elected. We also talk about the judicial system and how conflicts are currently being resolved in that system. We also know that there are many ways to take part in government, and it doesn't have to just be voting, it could be joining an interest group, locally or nationally.
  ○ My best friend recently talked to me about systemic racism and how voices can be silenced even within a democracy. That it is important to get media attention for minority (POC, LGBTQ, etc) voices and it is the responsibility of politicians to keep it within the policy agenda.
  ○ A friend of mine started a debate about politics and how they disagree with the system. My other friend overheard and started talking back about his thinking of how government works is not how democracy works. They then went on to describe how other people think differently and not everyone believes your beliefs and you should respect that person even if you don't agree.
  ○ The state had registered us all to register as voters. Several of my fellow students ended up voting in midterms as well as in local elections. Other students have also practiced free speech online asking people to vote for certain candidates they support.

→ Counselor Survey - The current counselor survey covers two categories related to citizenship knowledge.
Representative Democracy - Counselors rated the level of student knowledge of a representative democracy as an average of 2.9 out of 5.

Rights and Responsibilities as a Citizen - Counselors rated the level of students’ knowledge of their rights and responsibilities as citizens as an average of 3.2 out of 5.

For Next Year’s Report

As part of the district’s recovery plan and in anticipation of increased social emotional learning (SEL) needs among students, the district administered a social emotional learning survey, Panorama, to many students and staff. As we progress with future administrations, the survey will provide nationally normed comparisons, and both year-over-year and within-year comparisons for our schools and the district. The survey has several components which relate to E-3 monitoring, especially in the area of emotional strength and social skills. The separate survey components include:

- Teacher perception surveys of SEL for our youngest students
- Individual student SEL surveys for students in grades 5-12
- Specific survey questions related to equity and inclusion in grades 5-12
- A separate “well-being” portion of the survey, which allows administrators and counselors to follow up with students based upon their self-scoring in the areas related to supportive relationships and challenging or positive feelings.

As guidance suggests, the survey was administered right before winter break and will be repeated near the end of the school year. This accumulated data will allow for broad comparisons to national norms and continued monitoring of students who may need an additional check in. The system is designed with existing norms (students across the nation who had taken it pre-Covid) and to adjust norms once schools are back in-person. Not all of the national data has made this switch yet. Hopefully the spring administration will allow an-apples-to-apples comparison by summer.

Conclusion:

The convergence of evidence from: electronic versions of historic student perception surveys, four- and six-part student perception surveys, counselor perception surveys, videos from student leadership groups and clubs, crisis report data, and the CCRC staff data indicate that students in UPSD are making progress toward becoming contributing citizens. Even during a pandemic, they have found ways to serve their community, participate in a democratic society, work hard, and demonstrate a caring nature to their peers.