Issaquah School District
Executive Limitations Monitoring Report

EL-12 LEARNING ENVIRONMENT/TREATMENT OF STUDENTS
Annual Internal – April 22, 2021

The Superintendent certifies that the District
is in compliance with EL-12 with no exceptions.

The Superintendent shall not fail to establish and maintain a learning environment that is safe, respectful and conducive to effective learning.

GENERAL INTERPRETATION

I interpret this policy to require a climate that encourages student success and does not tolerate behaviors that hinder the academic achievement and the well-being of students. This is accomplished through appropriate policies, regulations, leadership practices, procedures, and the implementation of these policies, regulations, practices and procedures at all schools and on district provided transportation.

In a complex organization like the Issaquah School District, the interpersonal exchanges each day are countless. I interpret compliance as the maintenance of clear expectations, policies, regulations, practices and procedures and for corrective action to be used, if needed, to sustain the learning environment. Compliance is the consistent valuing of a learning environment characterized by the development of policies, regulations and procedures that establish clear expectations for student safety, respectful behavior, high expectations for student achievement and the well-being of all students.

Accordingly, the Superintendent may not:
  1. Fail to assure a climate that is characterized by support and encouragement for high student achievement.

INTERPRETATION

I interpret this to mean that our schools value, encourage, and promote a climate of high student achievement for all students.

EVIDENCE

- In the 2019-20 school year, each school created and implemented a Board approved School Improvement Plan (SIP) which included goals that addressed narrowing achievement gaps for identified populations not meeting standard. Each school was provided with a common data report tracking academic achievement in core subject areas and promoting high student achievement and gap closing as part of the School Improvement Plan.

- Principals' evaluation process requires that principals: create a school culture that promotes the ongoing improvement of learning and teaching for students and staff

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(criterion 1), provide for school safety, including the physical, emotional, and intellectual safety (criterion 2), lead the development, implementation and evaluation of a data-driven plan for increasing student achievement (criterion 3), assist the instructional staff with alignment of curriculum, instruction and assessment with state and local learning goals (criterion 4), monitor, assist and evaluate effective instructional and assessment practices (criterion 5) and demonstrate a commitment to closing the achievement gap (criterion 8).

- Fifty four principal evaluations were completed during 2019-20, which was the sixth year of using both the comprehensive and focused tools. Similar to the non-administrative certificated staff, the comprehensive tool evaluates all 8 criteria while the focused tool evaluates one criteria. Further, after their first 3 years with the district during which time they will be evaluated using the comprehensive tool, principals will also be on a rotation that has them evaluated on the comprehensive tool every sixth year.

Principal Evaluations 2019-2020 Total of 54 Principals Evaluated				
Criterion	Distinguished	Proficient	Basic	Unsatisfactory
1	12	21	4	0
2	4	30	0	0
3	8	28	3	0
4	7	20	6	0
5	3	24	7	0
8	8	21	4	0

- In 2019-20, 11 principals had an overall rating of Distinguished, 10 of which were on the focused tool; 39 principals had an overall rating of Proficient, 14 of which were on the focused tool, and 4 principals had an overall rating of Basic, and no principal had an overall rating of Unsatisfactory. In 2019-20 44 principals received a rating of Proficient or above on their annual administrative evaluation in all areas related to the establishment and implementation of an environment which promotes high student achievement.

- Classroom teacher evaluations require instruction centered on high expectations for student achievement (criterion 1), demonstration of effective teaching practices (criterion 2), recognition of individual student learning needs and the development of strategies to address those needs (criterion 3), provision of clear and intentional focus on subject matter content and curriculum (criterion 4), fostering and management of a safe, positive learning environment (criterion 5), and using multiple data elements to modify instruction and improve student learning (criterion 6).

- Certificated support staff evaluations require professional comportment focused on knowledge and scholarship in special field (criterion 1); specialized skills (criterion 2); management of special and technical environment (criterion 3); support person as a professional (criterion 4); and involvement in assisting pupils, parents, and educational personnel (criterion 5).

- Continued refinement and implementation of certificated support staff evaluation system that aligns with the expectations of this Executive Limitation. All certificated support personnel were evaluated with tools developed by the ISD in partnership with the Issaquah Education Association.

- All newly adopted curricula went through a rigorous process to ensure high cognitive demand consistent with our focus on thinking habits and skills This process is in accordance with RCW 28A.320.230 and IEA negotiated agreement Article 5: Curriculum, Instructional Materials Selection and District Health Services.

- Teaching and Learning Services and the Equity Team supported elementary schools with on-site professional development during many of the Wednesday early release days in 2019-20. Feedback from staff was very positive; classroom teachers appreciated having training and support designed to meet the specific goals and needs in their schools.

- Professional development for elementary classroom teachers in 2019-20 focused on the implementation of Eureka Math and new Social Studies curricula and state standards including inquiry-based learning. Secondary professional development included high school science and math new curriculum training, best practices in grading, and other subject area topics for middle and high school. Additional training for K-12 was provided on Cultural Competency, GLAD strategies, PBSES, and technology integration.

- 2019- 2020 Special Service Department Professional Development focused on the themes of inclusive practices, strengths-based IEPs, research based academic instruction, equity, safety, behavior/social emotional instruction, and assessment. The professional development included the following offerings:

  - Co-Teaching: Dr. Rufo presentations to teacher teams
  - Inclusive Practices PD at Special Education PLC's
  - Inclusive Practices Workshop with Dr. Rufo (All Administrators)
  - o Functional Behavior Assessment and Behavior Intervention Plans for Inclusion Teachers (Elementary LRC1 teachers)
  - Intro to Special Education at New Teacher Academy
  - Evaluation Training (Specialists) NEW Specialists, August New Hire Academy
  - IEP/Eval Training in strengths-based IEP writing, including student input
  - Structured Teaching/TEACCH Training (Cert Team and LRCII) o ECE Curriculum and Assessment (Cert ECE Teams)
  - LRC-II Curriculum and Assessment (Cert LRC-II and ACT Staff) o Trauma Informed Practices for all ISD certified staff
  - Dr Rufo training on SEL, Behavior Management, Structure & Predictability (Cert Team)
  - BCBA Ethics in Schools (Program Support Team) o Intro to Re-Ed, Structure and Predictability and the 9 Stages o Behavior Management and Effective Instruction
  - Social Skills, Groups and Group Process
  - WA-AIM Assessment (LRCII Staff)

In addition, all special education certified teams meet in Professional Learning Communities monthly, offering opportunities for cohort Team Meetings, teacher coaching and mentoring for groups and individuals.

- Professional development happens in large-group settings both in person and via zoom as well as through individual/team coaching and training with our consultants, specialists and directors. Our teachers continue to show a high level of investment in their professional growth and collaboration, which is directly affecting programming for their students.

- National Board Certification: 10 ISD classroom teachers earned their initial certification during the 2019-20 school year and 14 certificated staff members renewed. The district has a total of 187 NBC active certificated staff in our schools.

- Elementary Principal professional development sessions were focused on Inclusive Practices and Trauma Informed Practices. Principals created and shared work plans and action plans with colleagues. Principals also engaged in in-depth analysis of, WSIF data (Washington School Improvement Framework), WaKIDS data, and HomeRoom data, and SWIS data leading to the creation of intervention plans for students. Several PD sessions were devoted to new laws and regulations around Student Discipline, Isolation and Restraint, and Immunizations. Additional monthly PD topics included: Cultural Competency, Emergency and Crisis Response training, Tiered Teams, and training on the new inquiry-based social studies and Amplify science curriculum. To support staff with remote learning, trainings on Zoom, Teams, and SeeSaw were provided.

- Highly Capable Programs (PEP, SAGE, MERLIN and Secondary HCP) are provided for students meeting eligibility requirements in kindergarten through 12th grade. Services are provided through pull-out, push-in, clustering, self-contained classes, accelerated materials and access to advanced content that exceeds state standards. Links:
    - K-12 Continuum of Program Services for Highly Capable
    - Secondary HCP Program Information

- To sustain focus on the AWSP Leadership Framework, time allotted during monthly elementary and secondary principal sectional meetings and individual building meetings was dedicated for principals to delve into the rubric components of the eight criteria of the Leadership Framework. Principals reflected upon, and engaged in conversations around the attributes, skills, and knowledge necessary to enhance their professional practice in the area of the monthly criterion of focus.

- The Issaquah Technology Project began in 2000 and continues to be a valuable training resource for certificated staff in the Issaquah School District. The program draws 75-150 applicants each year. Twenty elementary teachers and twenty secondary teachers are selected through an anonymous review process. The program includes an intensive four-and-a-half-day summer immersive training session in which teachers learn new technology applications, practice methods for integrating what they've learned in their classroom and establish goals for the coming year. Throughout the school year ITP certificated staff attend an additional five follow-up sessions to continue their learning and share outcomes as they work towards their goals. The ITP curriculum is updated every 3-4 years to keep up with new and emerging technologies. The most recent

curriculum update was 2018/19. The 2019/20 cohort was cut short due to the Covid-19 Pandemic.

- During the switch to remote learning due to school closures, Instructional Technology TOSAs offered training in a variety of technologies to facilitate remote teaching. Topics focused on tools to facilitate communication in a remote environment, creating and sharing cloud-based documents, and student engagement to name a few. More than 75 hours of training was offered between the end of March through first week of June.

- District procedure and the *IEA Collective Bargaining Agreement* requires professional development hours to be aligned with the district mission and state standards. Some of the original state standards for professional development include: time for curriculum and lesson redesign and alignment, training to ensure that instruction is aligned with state standards and student needs, the refinement of instructional practices and behavior interventions through the TPEP evaluation system, and mentoring programs to match novice staff with skilled staff members.

- During the 2019-2020 school year (August 2019-August 2020) 2,134 staff members participated in Professional Development courses. There were 689 sections offered with 312 courses during the 2019-2020 academic year. There were: 104,589 General clock hours; 9,412 STEM clock hours; 3,061 Cultural Competency clock hours; 17,567 Ed Tech clock hours; 4,128 PBSES clock hours, and 2,193 Induction/Mentor clock hours. There may be others that participated but either did not complete the course or did not want the clock hours. They would not be represented in these clock hours.

- In the 2018 Healthy Youth Survey, 90% of sixth-graders, 88% of eighth-graders, 88% of tenth-graders and 89% of twelfth-graders reported they felt safe at school. Among the age ranges, Issaquah students' answers are 5 to 9 percentage points more positive than the state average. The HYS will be administered in the fall of 2021.

- The District employs an SRO for each high school attendance area (3) at a cost of about $375,000. Each SRO serves the schools connected to each high school. This is a cooperative venture with three municipalities including the city of Issaquah, Sammamish, and King County.

. . . the Superintendent may not:
  2. Tolerate any behaviors, actions or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.

INTERPRETATION

I interpret this to mean that any adult who has contact with students and behaves in a manner that would hinder the academic performance or well-being of students will be evaluated or disciplined in a manner that will correct this situation.

EVIDENCE

- On-going staff, student teacher, and volunteer trainings in all areas that support academic performance and the well-being of students. The district's volunteer

Regulation (5630) and procedures require that all volunteers who work directly with students must have a WA state patrol background check and complete the volunteer training.

- Instructional strategies training and effective relationship building training for VOICE mentors.

- Staff trainings that specifically address behaviors that could hinder academic performance or the well-being of students include: PBSES/ACES training, Cultural Competency Training, Nondiscrimination, Prohibition of Harassment, Intimidation, and Bullying, Maintaining Professional Staff – Student Boundaries, Preventing Sexual Harassment, Civility, Right Response training, CPR/AED First-Aid, Concussion signs and symptoms, documented areas of concern and FLASH curriculum trainings that address individual well-being.

- Employees are evaluated using procedures and forms that hold them accountable to academic performance and well-being of students. The District has implemented evaluations specific to types of certificated positions that were developed by joint committees of IEA members and the ISD staff and based upon the work done by Charlotte Danielson and the Danielson's Framework for Teaching. With the exception of the Dean of Students and Nurse Evaluation, these are denoted by the term "modified."

  AWSP Leadership Framework 2.0
  Danielson's Framework for Teaching (2011) Rubrics by Washington State Criteria
  Danielson Modified Teacher-Librarian Rubric by State Criterion
  Danielson Modified Therapeutic Specialist Rubric by State Criterion
  Danielson Modified School Psychologist Rubric by State Criterion
  Danielson Modified Counselor Rubric by State Criterion
  ISD Dean of Students Evaluation Rubric by Criterion
  Danielson Modified TOSA Rubric by State Criterion
  ISD Nurse Evaluation Rubric by State Criterion

- Transportation staff is evaluated each year in the area of Student Management. Moreover, transportation staff participates in annual trainings about how to safely manage students and student issues which occur on school busses.

  Bus Driver Training Report 2019-20
  Transportation Department Student/Family resource page

- Employees are evaluated in specific domains related to behaviors that could hinder academic performance or the well-being of students.

- The Human Resources Department limited and/or revoked volunteer privileges as needed to ensure the well-being of students.

- Investigations, disciplinary actions and appropriate documentation of employees who behaved in a manner that jeopardizes the well-being of students are appropriately recorded and filed at the building and district office.

. . . the Superintendent may not:
   3. Permit the administration of corporal punishment.

INTERPRETATION

I interpret this to mean that there will be no corporal punishment administered to students.

EVIDENCE

- We comply with state law. RCW 28A.150.300 and WAC 392-400-235 (3) and [Issaquah School District Regulation 3244](#) all of which prohibit the use of corporal punishment.

- During the 2019-20 school year there was no reported case of staff behavior inconsistent with the district Regulation on corporal punishment.

. . . the Superintendent may not:
   4.   Collect and store information for which there is no educational purpose.

INTERPRETATION

I interpret this to mean that we are not collecting or storing student information for which there is no educational purpose. Furthermore, I interpret this to include student information in a variety of areas; some directly related to educational purpose, others more indirectly related to educational purposes such as student health forms.

EVIDENCE

- The only records kept or stored in Issaquah School District schools are directly related to students' educational needs such as cumulative folders, teacher grade books, student portfolios, guidance team evaluation, free/reduced lunch applications, special education records, health records, student discipline records, and investigation files. All of which have an educational purpose.

- Principals and district administrators have verified through the annual Executive Limitations Monitoring Survey (2019-20) that their buildings and departments have not collected and stored information for which there is no educational purpose. The signed and dated verification surveys from all buildings and departments are on file in the Superintendent's office.

. . . the Superintendent may not:
   5. Use methods of collecting, reviewing, transmitting, or storing student information that fail to protect against improper access to the material elicited.

INTERPRETATION

I interpret this to mean that confidential student information will be:

o   Maintained in secure locations;

o   Accessed only by authorized persons performing official duties;

o   Appropriately transmitted to or made available for review by the individuals to whom it pertains, including parents/guardians with the right of access to their student's records;

o   Lawfully archived and destroyed;

o   Password protected when stored in electronic formats.

Further, I interpret this to mean that students within the school district will not be photographed without consent; they will not have personally identifiable information (directory information) published if requested that it be withheld; nor will the media or members of the general public have unauthorized access to the ordinary activities of students except when activities take place in a public setting—for example, a student concert or drama production, athletic competition, or special assembly open to the public.

In this context, I interpret *general public* to mean non-staff members who have not been specifically authorized or invited to be present by a school or district official.

EVIDENCE

- Principals and district administrators have verified through the annual Executive Limitations Survey (2019-20) that confidential student records are maintained in secure locations. This includes, but is not limited to, student cumulative folders, emergency student forms, teacher grade books, guidance team evaluations, special education records, health records, and federal free/reduced lunch applications.

- The Skyward electronic student records system, including Family Access, is password protected. Staff members are required to change their passwords periodically.

- District archives are managed by the Business Office staff in keeping with applicable law.

- All parents/students have the right to withhold personal directory information from publication. Forms for this purpose are distributed each year during student registration.

- We maintain a system through which media and photographer access are appropriately granted and/or limited in order to respect both the access rights of reporters and privacy rights of individuals. In applicable situations, the Executive Director of Communications secures necessary permissions through site administrators.

- Procedures for protecting privacy as external research is conducted in the District are managed by the Superintendent and Teaching Learning Services.

- Staff is provided a link and expected to review the *[Responsible Use Guidelines – District Regulation 2022/P.](#)*

. . . the Superintendent may not:
    6. Fail to inform students of their appeal rights.

INTERPRETATION

I interpret this to mean that all students and families will be advised of their appeals rights and receive a copy of appeals rights when appropriate.

EVIDENCE

- Student Handbooks describe the rights and responsibilities of students in the Issaquah School District, including appeal rights. These are reviewed/updated annually and distributed in hard copy or electronically to all students/parents.

- Special Education Procedural Safeguards clarify the educational, informational and appeal rights of students and their parents. This document is given at least once each year to parents of children who are eligible for special education services and at every IEP meeting.

- Appeals rights information is part of the suspension/expulsion template letters used by all schools.

- Principals have verified through the annual Executive Limitations Survey (2019-20) that building wide behavioral expectations and protocols, which include appeals rights, are clearly defined and communicated to students, staff and parents.

. . . the Superintendent may not:
    7. Fail to protect students who have voiced grievances from retaliation within the school environment.

INTERPRETATION

I interpret this to mean that all students who have voiced grievances will be protected from retaliation within the school environment.

EVIDENCE

- All claims of retaliation are investigated and appropriate action taken.

- During the 2019-20 school year the District has received no formal complaint related to retaliation.

- The Issaquah School District Regulation 3207 Prohibition *Against Harassment Intimidation and Bullying*.
    - All staff and students are informed of and trained on this annually and the Regulation is referenced in all student handbooks.

Board Acceptance: April 22, 2021