

EL-1/Global Executive Constraint:

The Board believes that all employees, and especially the Superintendent, should conduct themselves at all times in a manner which is ethical and law-abiding. The management of the District should foster an environment that inspires trust by the community and general public.

EL-2/Treatment of People:

The Board values the engagement of its students and families and believes that students, parents and the general community should be treated with respect and courtesy whenever they are interacting with the District and its employees.

EL-3/Personnel Administration:

The Board believes that student success is dependent on highly qualified staff who are able to work in a collaborative manner towards achieving the Board's Ends for Students. Staff should receive relevant professional development and be appropriately compensated for their work.

EL-4/Financial Planning and Budgeting:

The Board believes that the District's planning and budgeting should be comprehensive, transparent, and part of a long-term plan to achieve the Board's Ends for Students. The District should be fiscally responsible and expenditures should be kept within projected revenues.

EL-5/Actual Financial Condition and Activities:

The Board believes in strong financial controls and in providing the community with an accurate, full and transparent accounting of how taxpayer dollars are spent in support of the Issaquah School District.

EL-6/Asset Protection:

The Board believes that all district assets (buildings, equipment, information/records, and financial assets) should be adequately protected against damage, loss, liability and theft.

EL-7/Emergency Superintendent Succession:

The Board believes that continuity of district leadership is vital to ongoing operations

EL-8/Communication and Support to the Board:

The Board believes that District Administration should be fully transparent with the School Board and keep the Board informed of all significant issues relating to the District. We value an open and effective relationship between the Superintendent and the Board as a whole.

EL-9/Annual Report to Public:

The Board believes that the school district community should be well-informed of student performance and the financial condition of the district. Information should be communicated in a clear and easy-to-understand format.

EL-10/Structure of Schools:

The Board believes that all students should have the benefit of an effective and efficient learning environment that offers a balance between academic and co-curricular activities while safeguarding student health.

EL-11/Discipline:

The Board believes in providing all students with a school environment that is safe and conducive to learning. District policies around student discipline should be clearly communicated to all students and equitably enforced.

EL-12/Learning Environment/Treatment of Students:

The Board believes that students should be treated respectfully and kept informed of district policies that relate to their rights within the educational system.

EL-13/Facilities

The Board believes that student learning is enhanced when school facilities are safe, clean and properly maintained, and when there is adequate classroom space to provide learning opportunities for all students.

EL-14/Instructional Program:

The Board believes that the District should provide students with challenging and engaging opportunities for educational exploration, acceleration and remediation. The educational program should provide instructors with opportunities for differentiation and should be relevant to a broad range of students.

EL-15/Technology:

The Board believes that the ability to safely use and develop technology is important to the success of our students and that students should have equitable access to technology and technology courses.

EL-16/Equity:

The Board believes that each student has the potential to achieve, and it is our responsibility to provide all students the opportunity and support needed to meet their highest capability in a safe and welcoming environment. We acknowledge that systemic and institutional inequities and bias exist, creating barriers for student achievement and well-being. We are committed to raising the achievement of all learners regardless of race, status, varied ability, mental health, English language fluency, gender, gender identity, sexual orientation, religion, trauma impact, and geography. Our culture should promote the identification and removal of barriers causing predictability and disproportionality of the highest and lowest achieving groups.