

**Issaquah School District
Executive Limitations Monitoring Report**

**EL-12 LEARNING ENVIRONMENT/TREATMENT OF STUDENTS
(Annual Internal – April 22, 2009)**

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

In Compliance

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, leadership practices, building procedures, and the implementation of these policies practices and procedures at all schools.

In a complex organization like the Issaquah School District, the interpersonal exchanges each day number in the millions. I interpret compliance as the maintenance of clear expectations and procedures for corrective action to be used, if needed, to sustain these values. In short, compliance is the clear, consistent valuing of a climate that is characterized by support and encouragement of high 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.

- Each school has a Continuous Improvement Plan (CIP) which includes goals that address achievement gap closing for any population not meeting standard.
- Maintain a data portfolio tracking academic achievement in core subject areas as part of the Continuous Improvement Plan.
- District adopted and building implemented curricula with a high level of cognitive demand.

- Principals' evaluation process requires that principals influence, establish and sustain a school culture conducive to continuous improvement. Promote the success of all students through a safe and efficient learning environment and the implementation and evaluation of the data driven plan for improving student achievement. Principals are assuring fidelity implementation of curriculum which is aligned with Washington State standards.
- School staff participates in ongoing professional development opportunities that provide current best practice instructional and assessment strategies that promote the goals of closing achievement gaps, 100% graduation rate with students prepared for post secondary options and high student achievement.

EVIDENCE

- In 2008, all principals met or exceeded standard on their annual administrative evaluation in all areas related to the establishment and implementation of an environment which promotes high student achievement.
- In 2008, all schools implemented Board approved Continuous Improvement Plans that monitored and promoted high student achievement and gap closing.
- All newly adopted curricula went through a rigorous process to ensure high cognitive demand. This process is in accordance with RCW 28A.320.230 and IEA negotiated agreement Article 13 Business – Instructional Materials Selection section 13.1 – 13.5.5.
- Staff participated in numerous professional development opportunities that provided training in the implementation of instructional and assessment strategies that promote high student achievement. Examples of professional development to promote high student achievement this past year include: GLAD (approximately 165 staff in training and coaching), Lenses on Learning Math supervision for elementary principals, National Board Certification (19 ISD teachers currently working on their certification), all middle school math teachers and administrators working on the Microsoft partnership, middle school special needs teachers working on math strategies, high school math teachers working on high leverage instructional practices (approximately 20) and hundreds of teachers have gone through and/or are currently going through the ISD ITP program.
- District procedure and IEA negotiated agreement requiring individual I-728 hours request to be aligned with the district mission and state standards. Some of the I-728 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, reimbursement for higher education costs related to enhancing teaching skills and knowledge, and mentoring programs to match teachers with skilled, master teachers.
- Teacher contract language was modified to better utilize Wednesday mission defined time for work aligned with the Board/District mission.

... *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.

- All adults who have contact with students are provided training in policies and expectations that support academic performance and well-being of students.
- Any instances of employee or volunteers' actions that hinder academic performance or well-being of students that have been brought to the attention of district leaders have been investigated and appropriate actions have been taken i.e. reflected in evaluations, revoking of volunteer privileges and disciplinary actions up to and including dismissal.

EVIDENCE

- On-going staff and volunteer trainings in all areas that support academic performance and the well-being of students. The district volunteer policy (Policy # 5430) 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 affective relationship building training for VOICE mentors.
- Some examples of staff trainings that specifically address behaviors that could hinder academic performance or the well-being of students include sexual harassment training, SECURE training, CPR First-Aid documented areas of concern and FLASH curriculum trainings that address individual well being.
- Staff is evaluated using procedures and forms that hold employees accountable to academic performance and well-being of students. The District's most recent secretary and educational assistant negotiated agreements establish new Performance Improvement Plan (PIP) language.
- Supervisors have evaluated staff with *areas of concern* for certificated and classified employees in the specific domains related to behaviors that could hinder academic performance or well-being of students resulting in approximately 1 to 2% of employees not being offered employment for the next year.
- Supervisors have limited and/or revoked volunteer privileges as needed to ensure the well-being of students.
- Disciplinary actions have been taken and documented of employees who behaved in a manner that jeopardizes the well-being of students. These actions are appropriately recorded and filed at the building and/or 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 policy 3303 all of which prohibit the use of corporal punishment.
- In 2007 to current no reported cases of corporal punishment in the Issaquah School District.

... 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 which there is not 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 gradebooks, student portfolios, guidance team evaluation, free/reduced 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 this through the annual Executive Limitations Monitoring Survey and those signed and dated verification surveys from all buildings and departments are included for the boards monitoring report notebook.

... 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:

- maintained in secure locations;
- accessed only by authorized persons performing official duties;
- appropriately transmitted to or made available for review by the individuals to whom it pertains, including parents with the right of access to their student's records;
- lawfully archived and destroyed;
- 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

- Staff are reminded to periodically change their network password.
- Principals and district administrators have verified through the annual Executive Limitations Survey that confidential student records are maintained in secure locations. This includes, but is not limited to, student cumulative folders, emergency cards, teacher gradebooks, 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 are required to change their passwords periodically.
- District archives are managed by the Chief of Finance and Operations 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.
- A system has been developed 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 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 Assistant Superintendent for Teaching and Learning.
- All students, parents and staff are required to sign the Network Acceptable Use Policy (Policy # 2314)

... 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 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; it is given upon first referral for special education evaluation and at any other time it is requested.
- Appeals rights information is part of the suspension/expulsion template letters used by all schools.
- Principals have verified through the annual Executive Limitations Survey that building wide behavioral expectations and policies 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.
- The district has received no formal complaints related to retaliation against a student during the 2008-09 school year.
- The Issaquah School District policy 3214 *Prohibition Against Harassment Intimidation and Bullying. Section E Non-Retaliation.*
 - All staff and students are informed of this policy annually and the policy is referenced in all student handbooks.

Board Acceptance: _____