

**Issaquah School District
Executive Limitations Monitoring Report**

**EL-12 LEARNING ENVIRONMENT/TREATMENT OF STUDENTS
(Annual Internal – April 24, 2013)**

**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, leadership practices, procedures, and the implementation of these policies 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 number in the millions. I interpret compliance as the maintenance of clear expectations, policies, practices and procedures and for corrective action to be used, if needed, to sustain the learning environment. 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 narrowing achievement gaps for any/all populations not meeting standard.
- In the 2011-13 school years we have added a Thinking Skills/Habits focus district wide.
- 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: create a school culture that promotes the ongoing improvement of learning and teaching for students and staff (criterion 1), 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).
- Teacher evaluations require that instruction is centered on high expectations for student achievement (criterion 1), demonstrate effective teaching practices (criterion 2), recognizing individual student learning needs and developing strategies to address those needs (criterion 3) and using multiple data elements to modify instruction and improve student learning (criterion 6)
- School staffs participate in ongoing professional development opportunities that provide current best practices in instructional strategies and assessment that assist in the narrowing of achievement gaps, focused on high student achievement and facilitate the goal of a 100% graduation rate with students prepared for post secondary options and high student achievement.

EVIDENCE

- In the 2011-12 school year, all schools implemented Board approved Continuous Improvement Plans that monitored and promoted high student achievement and gap closing.
- Developing and implementing new state evaluation for all principals.
- Developing and implementing new state teacher evaluation system for about 30% of our teachers during this pilot year and all teachers beginning in the 2013-14 school year.
- 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.
- Teacher contract language was modified in 2007 to better utilize Wednesday mission defined time for work aligned with the Board/District mission which supports high student achievement. Wednesday Mission Defined, Staff Directed (MDS) hours this year were devoted to Balanced Literacy, Elementary Science and Thinking Habits/Skills.
- In 2011-2012, all principals approached, 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.

- 2012-2013 Staff participated in professional development that provided training in the Common Core State Standards, K-5 Balanced Reading including our new phonics materials, guided reading program and reading comprehension, K-8 reading assessment, thinking skills, GLAD strategies, technology integration, Powerful Teaching and Learning, elementary science topics, active engagement strategies, and secondary literacy, math and science topics. Our high school language arts teachers are continuing to collaborate on the implementation of their new English Literature curriculum and World Language teachers are implementing new curriculum as well. The reading comprehension strategies of point of view, cause and effect, main idea, inferring, finding evidence, summarizing and comparing/contrasting have been taught and practiced. Teacher leaders have worked closely with Teaching and Learning staff to develop common assessments in core content areas.
- 2012-2013 Special Needs Department Professional Development focus has continued on Math at the secondary level and worked with TLS to ensure our sp ed. teachers are able to integrate math instruction for special education students into secondary math. Elementary and middle school staff have had additional training with writing instruction. All levels of special education teachers have had a focus on literacy via staff training in the big five and with all levels having particular focus on using the new literacy materials. The model for all this work has been a coaching model rather than a “sit and get” model. All buildings have Building Autism Resource Teams (BART) with training continuing with an emphasis on Autism Spectrum Disorder students which also has an application for all challenging students around individual building needs. . In addition to these areas, we are targeting staff training on meeting the need to challenging students. We will be looking both at guidance team processes and at the building support systems in place. Our goal is to assist building to be better able to deal with the middle and third tier students that are in need of tighter programing but also to assist in supporting creation of strong building systems as a preventive measure.
- We continue to work with Teaching and Learning, regular science teachers and special education teachers to ensure we have supports in place to assist high school age student in being better prepared to be successful when taking end of course assessments in Biology.
- National Board Certification (23 ISD teachers currently working on their certification, with an additional 102 NBC teachers currently in our schools)
- 2012-2013 Elementary principal trainings included a book study on *Pathways to the Common Core*, training on the elementary phonics program, Making Meaning training, staff development on reading strategies, and HomeRoom training.
- Since its inception in 2000 the Issaquah Technology Project has provided focused technology integration professional development to Issaquah School District certificated staff. ITP is an eleven day graduate level class. Each teacher cohort starts by meeting five days in the summer and continues meeting three weekends during the school year. The program has continually evolved to include the newest classroom technology and provide training and experiences for teachers to integrate

that technology into instruction and student learning. So far 48 administrators and 578 certificated teachers have attended ITP. 182 of those certificated teachers have attended ITP a second time.

- District procedure and IEA negotiated agreement requiring individual I-728 hours (now called professional development hours in our collective bargaining agreement) request to be aligned with the district mission and state standards. Some of the original 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. During the 2011-12 school year ISD staff earned 47,542 clock hours (this total does not reflect the ITP hours approximately 65 staff will earn at the completion of the 4 classes in April and May, each worth 54 clock hours) and 16,827.5 PDP hours (formerly I-728) through the ISD (16,506.5 hours through group proposals, and 321 hours through individual applications).
- In the 2012 Healthy Youth Survey, 92 percent of sixth-graders, 89 percent of eighth-graders, 89 percent of 10th graders reported they felt safe at school. The margin of error on this question ranges from 2.8 to 3.0. Twelfth-grade students at Liberty High School reported 91 percent with a margin of error on this question of 8.1. Twelfth-grade students at Issaquah High School reported a 93 percent with a margin of error on this question of 5.6.
- Among the age ranges, Issaquah students' answers are 4 to 6 percentage points more positive than the state average.
- In winter quarter 2012, 92 percent of a selection of 150 randomly polled community members gave the district an A or B grade (57 percent A and 35 percent B) in regards to "keeping schools safe." This was up from 86 percent (38 percent A and 48 percent B) in the winter quarter of 2011.
- The district employs an SRO for each high school attendance (3) area at a cost of about \$190,000. 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.

- 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.
- Students and parents are informed of all transportation rules of conduct and safety procedures annually and school bus resources for students and families are provided on the district web site.

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 effective 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: Maintaining Professional Staff – Student Boundaries training for all staff sexual harassment training for all staff, Right Response training, CPR First-Aid, 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.
- Transportation staff is evaluated each year in the area of Student Management. Moreover, transportation staff participate in annual trainings about how to safely manage students and student issues which occur on school busses.
<http://www.issaquah.wednet.edu/documents/EL12/Bustraining2012.pdf>

- Transportation Department Student/Family resource page <http://www.issaquah.wednet.edu/family/transportation/>
- 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 2% to 3% 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.
- We have had no reported cases of corporal punishment in the Issaquah School District since we began monitoring Executive Limitation 12.

... 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 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 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 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/guardians 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 is 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 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 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 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.
- 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. (add links)
- 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 up to March 20, 2013 of the 2012-13 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: