Issaquah School District
Executive Limitations Monitoring Report

EL-12 LEARNING ENVIRONMENT/TREATMENT OF STUDENTS
Annual Internal – March 8, 2017

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 are countless. 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. Compliance is the consistent valuing of a learning environment characterized by the development of policies 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.

- Each school has a School Improvement Plan (SIP) which includes goals that address narrowing achievement gaps for any/all populations not meeting standard.

- Since the 2011-12 school year we have maintained a Thinking Skills/Habits focus district wide.

- Maintain a data portfolio tracking academic achievement in core subject areas as part of the School 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), 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).

- Thirty-nine principal evaluations were competed during 2015-16, which was the second 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 fourth year.

- 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).

- 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(s) of 100% or nearly 100% graduation rate with students prepared for post-secondary options and high student achievement.

EVIDENCE

- In the 2015-16 school year, all schools implemented Board approved School Improvement Plans that monitored and promoted high student achievement and gap closing.

- Continued refinement and implementation of the state evaluation for all principals. All of our principals are evaluated using this system.

- Continued refinement and implementation of state classroom teacher evaluation system that aligns with the expectations of this Executive Limitation. 100% of our classroom teachers are being evaluated using the comprehensive and focused evaluation tools.

- 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.

-

Principal Evaluations 2015-16 Total of 39 Principals Evaluated				
Criterion	Distinguished	Proficient	Basic	Unsatisfactory
1	8	10	2	0
2	9	14	0	0
3	5	17	2	0
4	3	17	1	0
5	9	14	1	0
8	4	13	4	0

- In 2015-16, 9 principals had an overall rating of Distinguished, 9 of which were on the focused tool, 27 principals had an overall rating of Proficient, 5 of which were on the focused tool, and 3 principals had an overall rating of Basic, none of which were on the focused tool.

- In 2015-16 all principals received a rating of Basic or above on their annual administrative evaluation in all areas related to the establishment and implementation of an environment which promotes high student achievement.

- Teaching and Learning Services supported elementary schools with on-site professional development during many of the Wednesday early release days in 2015-16. 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 2015-16 focused on the implementation of Units of Study in Writing and state standards in English Language Arts and Math. Secondary professional development included middle school reading and writing workshop training, best practices in grading, and other subject area topics for middle and high school. Additional training for K-12 was provided on standards-based assessment practices, thinking skills, GLAD strategies, PBSES, technology integration, and active engagement strategies.

- 2015-16 Special Services Department Professional Development focused on the themes of IEP Facilitation Training, safety, behavioral/social-emotional instruction, academic instruction, assessment, EA training, and communication skills. The professional development included the following:

  - IEP Facilitation (Cert Specialists)
  - Crucial Conversations (All Cert Staff and EA)
  - Behavior Training with Program Support Team (LRCI and LRCII)
  - STAR Academic Assessment (Elem and MS LRCI)
  - Middle School Math Scope and Sequence completed (MS LRCI)
  - IEP and Evaluation (All New Staff)
  - Learning Strategies Training (MS and HS LRCI)
  - WA-AIM (LRCII)
  - EA Training – Instruction, Communication, Behavior, and IEPs
  - ECE Assessment and Curriculum
  - ECE Discrete Trial
  - Strategic Engagement (Leadership and Program Support)
  - Engaged Feedback (All Cert Staff Workshop Day)
  - LRCII Expectations Workgroup (LRCII)
  - Equals LRCII Math (All LRCII)
  - Right Response (Cert and Classified Staff)
  - Collaborative Teaming Process (Teacher and Specialist Teams)
  - Self-Care for Staff (Specialists and Teams)
  - Literacy Foundations (Elem LRCI)

  Each year the teacher and specialist groups write a goal for the year; and we support them through the provision of training and resources to assist their work toward the goal. Professional development happens in the large-group meetings 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 impacting programming for their students.

- National Board Certification: 6 ISD classroom teachers earned their certification during the 2015-16 school year bringing the district total to153 NBC active certificated staff in our schools.

- During the 2015-16 school year, Elementary Principals participated in monthly staff development sessions focused on improving instructional practices, regulations, and procedures that highly impact student achievement and the culture of a school. Participants attended training with Steve Gill on ELL Critical Data Process. Principals were provided time to learn the components of the Eureka Math Curriculum as part of an overview of the program. Professional Development opportunities engaged principals in Data-Driven Dialogue around elementary writing results. WaKIDS and TS GOLD training was provided by facilitators from the ESD and OSPI. Title I and Lap requirements/expectations were reviewed and

best practices shared. Sessions also focused on PBSES and SEL curriculum. Processing protocols were used to facilitate conversation and dialogue.

- To provide equitable access for all students to the Highly Capable Program, the district has taken measures to remove barriers and put in place the following opportunities as part of the program identification and eligibility process: screening all of all kindergarten students during the school day, the nomination and eligibility testing of all second grade students, testing of second grade students during the school day, elimination of for-pay outside testing, and the administration of the most current and culturally-fair edition of the CogAT (Form 7).

- 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. Certificated staff may apply as an individual or as a group with other certificated staff. Through an anonymous review process, 24 certificated staff from both elementary and secondary levels are selected to participate. 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. During the summer session certificated staff select their hardware path – the 2015/16 certificated staff selected either a Surface 3 path or an iPad path. 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. During the 2015/16 school year 48 certificated staff participated along with 4 building principals.

- 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, reimbursement for higher education costs related to enhancing teaching skills and knowledge, the refinement of instructional practices and behavior interventions through the TPEP evaluation system, and mentoring programs to match teachers with skilled, master teachers. During the 2015-16 school year ISD staff earned 77,740.15 clock hours (this total includes 1470 Summer ITP clock hours).

- In the 2014 Healthy Youth Survey, 92 percent of sixth-graders, 91 percent of eighth-graders, 90 percent of tenth-graders and 93 percent of twelfth-graders reported they felt safe at school. The margin of error on this question ranges from

2.8 to 3.0. Among the age ranges, Issaquah students' answers are 4 to 6 percentage points more positive than the state average.

- [Community Polling Study Results January - June 2016](#) (Link)

Community Poll - 150 Randomly Selected Community Members Question with regard to "Keeping Schools Safe"			
	Grade A	Grade B	Total Grade A or B
Summer/Fall 2014	59%	32%	91%
Summer/Fall 2015	60%	30%	90%
Winter/Spring 2016	53%	40%	93%

- The District employs an SRO for each high school attendance area (3) at a cost of about $325,000. 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 Regulations, procedures, 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, student teacher, and volunteer trainings in all areas that support academic performance and the well-being of students. The district volunteer

6

(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 began implementation of evaluations specific to types of certificated positions that were developed by a joint committee of IEA members and the ISD staff and based upon the work done by Charlotte Danielson and the Danielson's Framework for Teaching. 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

- 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 2015-16
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.

- Supervisors or the Human Resources Department have 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 3303 all of which prohibit the use of corporal punishment.

- During the 2015-16 school year there was one reported case of staff behavior inconsistent with the district Regulation on corporal punishment. The matter was investigated by the Executive Director of Compliance and Legal Affairs and the staff member was fully exonerated.

. . . 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 (2015-16) 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:

- 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 (2015-16) 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 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 provided a 20 minute video to watch (which is logged as having been reviewed) and a hard copy of the *Responsible Use Guidelines – District Regulation 2022* that they are expected to review.

. . . 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; 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 (2015-16) 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 2015-16 school year the District has received no formal complaint related to retaliation.

- The Issaquah School District Regulation 3207 Prohibition *Against Harassment Intimidation and Bullying*. Section E *Non-Retaliation*.

  - All staff and students are informed of and trained on this annually and the Regulation is referenced in all student handbooks.

Board Acceptance: