



OE-12 Learning Environment
Policy Type: Operational Expectation

Annual Monitoring Report for School Year 2023-2024 – December 12, 2024

The Board believes that every student should have access to all academic and social-emotional learning supports that are necessary for them to achieve their full potential. Grading practices should be equitable, and homework should meaningfully contribute to overall student learning

The Superintendent certifies that the district is in compliance with OE-12 with exceptions.

The Superintendent shall establish and maintain a learning environment that is characterized by support and encouragement for high student achievement.

General Interpretation:

I interpret this to mean that the district sustains a learning environment that supports robust and rigorous learning experiences for every student, every day, in partnership with students and their families. I further interpret this to mean that the learning environment is supported by homework and grading practices that seek to reduce inequities that exist across the district in student learning experiences.

The Superintendent will:

12.1 Ensure that grading practices are equitable and based on a comprehensive and objective review of best practices research.

- a. Determination of student grades should reflect the student’s understanding of course learning objectives.**
- b. Students should have multiple opportunities to demonstrate and achieve a grade that reflects a high-level of understanding of course learning objectives.**
- c. Grading practices should be consistent across grades and secondary departments.**
- d. Departmental grading practices should be consistent across schools.**

Interpretation:

I interpret this to mean that grading practices reflect the learning of academic content for all students, are based on research, and are accessible to diverse learning needs and styles. I interpret this to mean that grades communicate to students and their families about their progress in learning academic content and course expectations. I further interpret this to mean that the district ensures alignment across the system so that:

- a. Students have a clear understanding of the course learning objectives and how there are different methods for demonstrating high levels of understanding of course learning objectives.**

- b. Students know how to access the process and journey of learning through multiple opportunities to demonstrate their learning (e.g. opportunities to demonstrate learning after teacher feedback or after a personal setback).
- c. Students experience transparency and consistency in approach to grading across grades, courses, and across schools.
- d. Students will not be graded on non-academic factors.

Evidence:

Elementary:

Elementary teachers are provided with a grading guide to support consistent application of a standards-based report card. Staff and parent feedback from the 2022-23 school year initiated the development of a Report Card Committee that began in the fall of the 2023-24 school year. Implementation of the new [elementary report card](#) is expected for 2024-25.

Secondary:

During the 2023-2024 school year, the district created a Course Alignment Team as a component of the district's strategic plan to establish a baseline of secondary school course offerings and ensure consistency of core courses delivered across schools. Key work during the school year included:

- Identifying inconsistencies in course naming conventions and inactive courses across schools and updating these to ensure consistency and accuracy
- Identifying inconsistencies in courses that are offered across multiple schools in grade level access, available credits, and developing plans with schools to update these the following year
- Developing a process to create a common course guide and catalog to include aligned grade level opportunities, credit opportunities, consistent language and format, and updated course descriptions and learning recommendations

Progress toward alignment at the middle and high school levels in 2023-24 included course teams in each school aligned practices on course description, grading policies of grade percentages, grading categories or weight, assessment criteria and recovery opportunities, including late work policies.

- In August 2023 and August 2024, high school teachers reviewed agreements on alignment and how SEL lessons would be embedded across all classes, these plans were reported to building administrators.
- During the spring of 2024, district administrators developed a springboard proposal for alignment of grading categories, weights, and thresholds for a second opportunity to demonstrate learning on assignments that significantly impact a student's overall grade. This led to several engagement sessions with staff to collect feedback on the springboard proposal, which in turn, led to the bargaining of an MoU with IEA.
- On June 30, 2024, IEA and ISD entered a [MoU](#) that contained agreements about professional development on grading and set minimum standards for recovery opportunities.

Implementation of grading practices alignment continues but is not yet consistent across schools. This is noted as an exception.

District initiated surveys allow students to provide feedback on how these decisions are experienced by students. In the annual soft skills surveys for middle and high school students, students reported an

increase in opportunities to submit late work and multiple opportunities to show learning. Secondary participation in these surveys was low in 2023-24, these results should be interpreted with caution.

		2022-23	2023-24
9th - 11th Soft Skills Survey: <i>Most of my classes provide me an opportunity to turn in assignments late if I miss the first deadline/due date.</i>	Percent agree or strongly agree	72%	75%
	Number respondents	2566	93
		2022-23	2023-24
9th - 11th Soft Skills Survey: <i>Most of my classes provide me an opportunity to improve my grade if I get a grade lower than a C.</i>	Percent agree or strongly agree	58%	68%
	Number respondents	2566	93
		2022-23	2023-24
7th grade Soft Skills Survey: <i>Most of my classes provide me an opportunity to turn in assignments late if I miss the first deadline/due date.</i>	Percent agree or strongly agree	78%	82%
	Number respondents	1030	182
		2022-23	2023-24
7th grade Soft Skills Survey: <i>Most of my classes provide me an opportunity to improve my grade if I get a grade lower than a C.</i>	Percent agree or strongly agree	70%	75%
	Number respondents	1030	182

12.2 Ensure that homework practices are equitable and based on a comprehensive and objective review of best practices research.

- a. Homework practices should be consistent across grades and secondary departments.
- b. Homework practices should be consistent across schools, not necessarily including elementary special programs and accelerated offerings such as AP, IB, and high school courses at middle school.

Interpretation:

I interpret this to mean that teachers establish homework expectations aligned to best practices, are calibrated and consistent across grade levels and content areas, are developmentally appropriate, and are accessible to students with diverse learning needs and styles. Homework practices should prioritize learning over volume in accordance with the course expectations. I further interpret this to mean that homework assignments are intentionally focused to support the learning outcomes and objectives.

Evidence:

Elementary:

District [Regulation 2422](#) and the Guidelines for [Elementary Homework](#) help teachers and principals calibrate and maintain consistency across the elementary grade levels. Each elementary school website includes consistent homework guidelines. District schools do not have ‘No Homework’ policies, however, types of homework may range from independent reading and math work to defined assignments based on the factors above.

Secondary

[Principles for Secondary Grading Practices](#) synthesize the research on grading practices that are equitable and provide students with multiple opportunities to show progress toward the learning objectives. These grading practices also apply to the grading of homework.

12.3 Solicit regular feedback from stakeholders on grading and homework practices, with consideration for overall student workload.

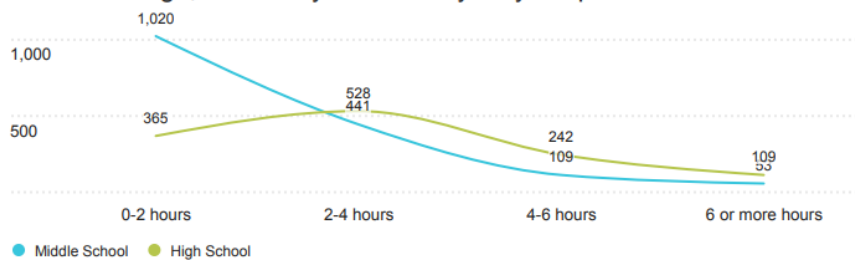
Interpretation:

I interpret this to mean that the district and school staff make every effort to incorporate feedback from constituent groups on grading and homework practices to reduce stress for students and calibrate for consistency across schools.

Evidence:

Student surveys offer an opportunity to hear from students about how they experience the learning environment, including workload questions. The student survey issued in February 2024 showed that most middle school students had between 0 and 2 hours of homework, and most high school students had between 0 and 4 hours of homework daily.

Q6 - On average, how many hours a day do you spend on homework?



Middle School			High School		
Field	Responses	Percentage	Field	Responses	Percentage
0-2 hours	1,020	62.85%	0-2 hours	365	29.34%
2-4 hours	441	27.17%	2-4 hours	528	42.44%
4-6 hours	109	6.72%	4-6 hours	242	19.45%
6 or more hours	53	3.27%	6 or more hours	109	8.76%

In the 2023-24 school year, student representatives surveyed their peers on homework practices. This information was provided to the Board on April 25, 2024.

District-developed soft skills and exit surveys provide evidence from students about our progress. In 2023-24, 60% of 9th – 11th graders and 57% of 7th graders reported satisfaction with the volume of homework. When asked this question connected to students’ desired outcomes, 60% of 8th grade students and 79% of 5th grade students reported alignment with the amount of homework in relation to their desired grades. Secondary student surveys showed low participation rates and results should be interpreted with caution. Of the students who responded, there was an increase in students who responded satisfied with the volume of homework assigned by teachers.

Beginning in 2023-24, all survey questions had a “neither agree nor disagree” option, which may be a confounding variable in analyzing the change in these responses.

All student surveys results can be viewed [\[on our website\]](#).

		2022-23	2023-24
9th – 11th grade Soft Skills Survey: <i>How do you feel about the volume of homework you have?</i>	Percent satisfied with amount of homework	46%	60%
	Number Respondents	2566	93

		2022-23	2023-24
7th grade Soft Skills Survey: <i>How do you feel about the volume of homework you have?</i>	Percent satisfied with amount of homework	56%	57%
	Number Respondents	1045	194

		2021-22	2022-23	2023-24
5th grade Exit Survey: <i>I believe the amount of school work I have outside of the school day is reasonable for the grades I want to earn.</i>	Percent agree or strongly agree	86%	86%	79%
	Number Respondents	1403	1315	1207

		2021-22	2022-23	2023-24
8th grade Exit Survey: <i>I believe the amount of school work I have outside of the school day is reasonable for the grades I want to earn.</i>	Percent agree or strongly agree	74%	74%	60%
	Number Respondents	1009	1034	167

12.4 Ensure access to student-driven opportunities to explore non-core options, especially in the areas of CTE, STEM and fine, visual and performing arts, providing career-connected learning.

Interpretation:

I interpret this to mean that each secondary school will provide a variety of electives and choices that support students’ passion and potential.

Evidence:

Secondary:

Students in all secondary schools engage in a course selection process each winter for the following school year. Principals solicit student feedback about desired electives, both for new or novel electives or to seek student feedback about the need to increase access to highly requested electives.

Middle school has a [common course guide](#) which shows the breadth of electives offered for selection.

High school course guides show all the courses available to students. Through the course selection process, students and caregivers are provided the opportunity to review the student’s transcript and use the course guide and selection process to plan for the following school year. Students select courses of interest that meet graduation requirements and select additional electives that align with their personal pathways.

- [Issaquah](#) High School course guide
- [Liberty](#) High School course guide
- [Skyline](#) High School course guide

In addition to in-building elective options, students can elect to participate in regional options.

- In 2023-24, 94 students participated in Washington Network for Innovative Careers (WANIC) programs, exploring careers in firefighting, health sciences, technology design (DigiPen), sports medicine and automotive.
- As reported in OE-14, Career and Technical Education (CTE) provides opportunities for students to explore courses that prepare them for the world of work and post-high school employment options in one of 14 career clusters.
- Middle school CTE courses include; Design and Modelling, Makerspace, Medical Detectives, Automation & Robotics, Web design, Game design, Digital photography, STEM foods, representing 1,192 middle school CTE courses accessed.
- A variety of high school courses, representing 9,470 semester or yearlong CTE courses were taken in 2023-24. The CTE graduation pathway, introduced in 2020, specifies two consecutive years of successful completion of an approved CTE series as an approved graduation pathway. In 2024, 1058 graduates had sufficient access to meet this requirement using the CTE pathway.

	Total high school courses of CTE enrollment in 2022-23	Total high school courses of CTE enrollment in 2023-24
Liberty High	2512	2434
Issaquah High	3819	3693
Skyline High	3113	3343

- Running Start offers an opportunity for students to access desired electives. In the 2023-24 school year, 825 students registered for Running Start classes. In the 2023-24 senior exit survey, students reported “college tuition savings” and “less time spent in class which leaves more time for other things (hobbies, work, etc.)” as their primary reason to take a Running Start class. This is a change from previous years where “access to an elective not offered in high school” was stated as a primary reason to take Running Start classes.
- ISD Online Learning also allows students to access desired electives not offered in high school. In 2023-24, 119 students reported “access to an elective not offered at the high school” as their reason to have taken an online course.

- Internships and work experience options are key components of the [Gibson Ek](#) and [ACT programs](#) approximately 2-3 times a week.
- Fine or performing arts is now a requirement at all middle schools. Middle school trimester enrollment by school and grade, and high school semester enrollment by school and grade below. This data indicates that students desiring fine or performing arts have opportunities to do so.

Total middle school trimesters of Fine Art enrollment in 2022-23				
	6 th grade	7 th grade	8 th grade	Total
Beaver Lake	434	618	380	1432
Cougar Mountain	394	334	273	1001
Issaquah Middle	501	496	358	1354
Maywood	421	439	309	1169
Pacific Cascade	427	343	302	1072
Pine Lake	470	530	420	1420

Total middle school trimesters of Fine Art enrollment in 2023-24				
	6 th grade	7 th grade	8 th grade	Total
Beaver Lake	601	484	439	1524
Cougar Mountain	477	342	193	1012
Issaquah Middle	468	463	319	1250
Maywood	414	391	371	1176
Pacific Cascade	466	461	345	1272
Pine Lake	597	485	414	1496

Total high school semesters of Fine Art enrollment in 2022-23					
	9 th grade	10 th grade	11 th grade	12 th grade	Total
Liberty High	390	382	305	244	1321
Issaquah High	757	522	432	415	2126
Skyline High	702	681	327	354	2064

Total high school semesters of Fine Art enrollment in 2023-24					
	9 th grade	10 th grade	11 th grade	12 th grade	Total
Liberty High	388	437	347	315	1487
Issaquah High	777	677	486	520	2460
Skyline High	795	719	437	462	2413

12.5 Consider student opinion in academic remediation and acceleration opportunities.

Interpretation:

I interpret this to mean that the district will support secondary students and their families through dialogue and analysis of pathways and options to support student selection of courses. I further interpret this to mean that students are aware of the types of courses and remediation that support

their learning needs, academic and career pathways, and the result of these choices in relation to future course opportunities and pathways.

Evidence:

School course guides that are also listed in 12.4 above which highlight the self-select course opportunities for students

- All secondary students engage in course requests through the course request process. Acceleration options for core content classes are known, and the building schedule is built around course requests. As an example, the number of sections of an accelerated class would be determined by the number of students requesting the course.
- All high school students participated in High School and Beyond Planning (HSBP) activities that align with their individual plan (example of assignments can be [High School and Beyond Plan website](#)).
- The district offered in-person summer school courses for credit retrieval. In the summer of 2024, 361 students completed one or more courses. Students earned 283.5 credits (567 courses x 0.5 credits each).
- ISD Online Learning offers courses for acceleration, grade improvement, and credit recovery. In 2023-2024, 669 students reported *acceleration, credit recovery and grade improvement* as the reasons they took an ISD Online Learning class. Specifically, there were 407 students who took a course acceleration, 217 students who took a course for grade improvement and 45 students who took a course for credit recovery. While not specifically designed for remediation, students can take an online class to for remediation purposes.
- High school students needing remediation mid-year can access a canvas course during guided studies to earn credit.

High School and 7th grade soft skills survey results show the percentage of students taking advanced classes.

		2022-23	2023-24
9th - 11th grade Soft Skills Survey: <i>If you decided to challenge yourself and take advanced classes, let us know how many advanced classes you are taking</i>	None	34%	24%
	1 - 2 advanced classes	37%	42%
	3 - 4 advanced classes	19%	24%
	5+ advanced classes	9%	10%
	Number Respondents	2566	93

		2022-23	2023-24
7th grade Soft Skills Survey: <i>If you decided to challenge yourself and take advanced classes, let us know how many advanced classes you are taking</i>	None	29%	24%
	1 - 2 advanced classes	52%	54%
	3 - 4 advanced classes	16%	18%
	5+ advanced classes	3%	4%
	Number Respondents	1045	194

12.6 Ensure that opportunities for social-emotional learning are embedded throughout the K-12 experience.

Interpretation:

I interpret this to mean that Social Emotional Learning (SEL) opportunities are aligned with Washington State and CASEL (Collaborative for Academic, Social, and Emotional Learning) standards across all grade levels and content areas and are delivered in developmentally appropriate ways.

Evidence:

The district follows the Washington State Standards for SEL, and utilizes materials that are aligned with CASEL standards

The adopted Social Emotional Learning (SEL) curriculum, Second Step, is aligned with [Washington State Standards](#) and Collaborative for Academic, Social, and Emotional Learning (CASEL) standards. The documents below show how the CASEL standards appear in the Second Step Curriculum for grades K-8.

- [Second Step K-5 CASEL Alignment](#)
- [Second Step Middle School CASEL Alignment](#)
- [ISD K-5 Second Step Pacing Guide 23-24](#)
- [ISD Middle School Second Step Scope & Sequence 23-24](#)
- 26 certificated staff volunteered to be part of a pilot to Wayfinder, a SEL curriculum
- Work currently underway in Secondary SEL:
 - Secondary Social Emotional Learning (SEL) committee met to review and revise SEL lessons, including mandatory digital citizenship and safety lessons primarily delivered through homeroom and/or flex time. Certificated teachers received professional development on social emotional learning (SEL) and brain science connected to adolescent development in August during district-delivered professional development. Certificated teachers used research-based resources to design key lessons to integrate into their individual classrooms, meeting WA state SEL standard 1, self-awareness and standard 2, self-management. Teachers integrated these lessons into their courses throughout the year. Members of the Secondary SEL Committee convened once during the school year to review year 1 of the integration of WA state SEL standards into classroom instruction, making recommendations to the SEL committee for teacher professional development for the 24-25 school year. District-wide mandatory lessons continue to be delivered through homeroom and/or flex time such as digital citizenship and safety lessons
 - Teachers continued professional development in August 2024 to prepare for the 2024-2025 school year. In addition to lessons designed for standards 1 and 2, teachers are now integrating lessons connected to standards Social Awareness and Social Management

12.7 Provide adequate access to counseling and mental health supports.

Interpretation:

I interpret this to mean that each school will have counseling services and mental health resources, with clear communication to students and families about how to access these services.

Evidence:

The Issaquah School District's comprehensive counseling program includes responsive and integrated counseling services and mental health support. Information about, and access to these services is available on district and school websites [Counseling and Mental Health](#). The district website shows the name and contact information for counselors by building.

- In 2023-24 school year, there were 47 school counselors, serving all schools in the district. School counselors have a caregiver resource sheet that can be shared with parents as needed. [ISD Caregiver Resource Sheet](#).
- The SAEBRS universal screener in its first year implementation allowed school teams to proactively reach out to parents of students who may be at high risk for internalizing behaviors.

The district maintains a contract with Swedish to provide School-Based Mental Health Counselors. In 2023-24, 744 students accessed this service, for a total of 6,491 student visits to a Swedish School-Based Mental Health counselor. The district website shows contact information for the [School-Based Mental Health](#) service providers. Over the last few years, the district has worked with Swedish leadership to provide greater visibility, discuss and review program data, and to offer more flexible staffing to allow for coverage for vacancies or need at individual buildings. These new elements were included in the 2023-24 contract.

In November of 2023, The Equity, Belonging and Family Partnership department formed a collaboration with a mental health and substance abuse care coordination hub called [Care Solace](#). This was in response to Enrollment Verification Process survey data that indicated that the number one basic need families identified wanting help with is accessing mental health care therapists and/or programs. Care Solace will find therapists, programs, navigate insurance (including no insurance), and set up appointments into care. This service is free of charge to students, families, staff, and families of staff. From November of 2023-June 2024 there were:

- 170 appointments were made into care
- 331 total anonymous searches
- 23,892 total communications between Care Solace, staff, community members, and providers
- 533.1 hours of time saved to coordinate care

Also available on the district website are updated [resource lists](#) for families in crisis including grief and suicide prevention resources, and community resource contacts for support in the areas of abuse, addition, advocacy, basic needs, interpreters, immigration services and youth and family services, as examples. Each secondary counselor provided an additional website presence through Canvas, accessible by students. All building-based counselors have a counseling department website, and these websites are consistent and aligned with district standards.

Adjacent to the availability of adequate mental health support is the discussion about the mental health impact from cell phone and social media use. The district continues to engage with school buildings and students about the development of guidelines and expectations on cell phone use.

12.8 Ensure that special education students have equitable opportunities and necessary supports to reach their full potential in an environment that is welcoming, safe, and as inclusive as possible.

Interpretation:

I interpret this to mean that the district is continuously reviewing options and programs and partnering with families and educational staff to implement special education services and fulfill a student's individualized education plan.

Evidence:

In alignment with the district's dedication to equity and the core tenets of the Individuals with Disabilities Act (IDEA), the Special Services department continued to focus on expanding inclusionary practices throughout the 2023-24 school year. This work aims to ensure that students with disabilities have equitable opportunities and necessary supports to reach their full potential through a comprehensive continuum of inclusive services, with personalized support for every learner to excel academically within the least restrictive educational environment as measured by Least Restrictive Environment (LRE) data. Further development in inclusive practice beyond co-teaching continued at all levels in 2023-24 and ongoing development of a comprehensive continuum of inclusive services is expected next year and in the following years.

During the 2023-24 school year, the Special Services department served an annual average of 2,019 students ranging in ages from three through twenty-one years of age across thirteen different eligibility categories (developmental delays, specific learning disabilities, visual impairments, emotional/behavioral disabilities, intellectual disabilities, autism, deaf blindness, deafness/hard of hearing, multiple disabilities, speech or language impairment, orthopedic impairment, other health impairment, and traumatic brain injury).

During the course of the 2023-2024 school year, the Issaquah School District Special Education program increased from 1,894 students served in September of 2023 to 2,118 students served in June of 2024. This represented an increase of 224 students served over the course of the school year.

The Issaquah School District's Special Education program has experienced growth across all special education services and programs during the 2023-2024 school year, however, the most notable and impactful areas of growth included:

- Significant increases complex behavioral and mental health needs across all levels (including preschool and elementary aged students) requiring comprehensive supports
- Increases in both the number of students receiving services and increases in the amount of programming provided to students ages 3-5 in Special Education Early Learning representing an increase of 49 students over the course of the academic year and a 42.24% programmatic increase
- Increases in eligibility determination under Specific Learning Disabilities (SLD) for secondary students

Preschool:

During the 2023-24 school year, the Special Services department offered Early Childhood Education (ECE) programming for students ages three through five who qualify for special education services at

three district sites: Briarwood, Holly Street Early Learning Center, and Discovery. Early Childhood Education programs support students in early access to high quality instruction that supports students in being prepared both academically and socially to enter kindergarten. The expansion of Transition to Kindergarten (TK) includes students with disabilities as members in all TK classrooms, including Clark and Newcastle elementary schools.

K-12 schools:

Across elementary, middle, and high schools, a continuum of special education services are offered. Learning Resource Center – Two (LRC-2) programming is designed to serve students with moderate to severe disabilities and complex needs. These programs are offered regionally at elementary and middle schools and at each comprehensive high school. Learning Resource Center – One (LRC-1) programming is designed to offer specially-designed instruction in academics, behavior, and social areas as indicated within a student’s Individualized Education Plan (IEP) and may take place in a resource classroom setting or within an inclusive co-taught/push-in setting across all district K-12 buildings.

Transition program:

The Special Services department also offered transition programming for students ages eighteen through twenty-one at the Academy for Community Transition (ACT) program or through individualized programming.

Least Restrictive Environment (LRE): LRE-1 indicates that a student has access to and participates in the general education classroom 80% to 100% of their educational day. LRE-2 indicates that a student has access to and participates in the general education classroom 40% to 79% of their educational day. LRE-3 is the most restrictive of programming and indicates that a student has access to and participates in the general education classroom 0 to 39% of their educational day. Data for all other placements (Home Hospital, Non-Profit Agency, etc.) are included.

During the 2023-24 school year, the Special Services department continued targeted and strategic efforts to increase LRE and access for all students who receive special education services to general education environments with appropriate accommodations and supports. This is a strategy to disrupt predictable disparities in student outcomes for students who receive special education services.

Departmental review and continuous improvement:

Special Services conducted a review of available data which continues to reveal a significant gap in achievement on the SBA ELA assessment (53.3% gap between students who receive special services compared to students who do not receive special services), and a significant gap in achievement on the SBA Math assessment (50.6% gap between students who receive special services compared to students who do not receive special services.) *source: OSPI Report Card, 2024*

The Special Services Department remains committed to supporting increased student outcomes and gap closure and is utilizing additional data sources to measure and assess student and programmatic progress, an example of this progress is the 6th grade IReady gap closure and progress:

23-24 i Ready – Issaquah School District Special Education Growth Results ELA

Level	Typical Growth	Stretch Growth	Typical Growth Differential For ISD Special Services 6 th Grade compared to	Stretch Growth Differential For ISD Special Services 6 th Grade compared to
ISD Special Services 6 th Grade	60%	35%	-----	-----
ISD Average	54%	28%	+6%	+7%
National Average	50%	25%	+10%	+10%

2023-24 IReady – Issaquah School District Special Education Growth Results Mathematics

Level	Typical Growth	Stretch Growth	Typical Growth Differential For ISD Special Services 6 th Grade compared to	Stretch Growth Differential For ISD Special Services 6 th Grade compared to
ISD Special Services 6 th Grade	65%	44%	_____	_____
ISD Average	50%	26%	+ 15%	+ 18%
National Average	50%	25%	+ 15%	+ 19%

To support improved outcomes targeted efforts to address opportunity and equity gaps and strengthen outcomes include:

Allocated resources to:

- Invested in professional development in literacy and the science of Reading
- Continued partnership with Seattle Children’s Autism Center and Dr. Orlich to conduct school-based evaluations using the Autism Diagnostic Observation Schedule
- Continued partnership with Brooks Powers Group in tiered interventions specific to reengagement, school refusal, student mental health, and program development in the inclusive behavioral support programs at Issaquah Middle, Issaquah and Liberty High schools.

Examined best practices and access to high quality materials by:

- CHAMPS training and material delivered to all Elementary Special Services Teachers during 23-24 school year
- Delivery of Wilson reading training in spring 2024 leading to trained staff across elementary, resulting in 100 staff trained; 46 paraprofessionals, 2 general education teachers and 48 special education teachers
- Full implementation of Really Great Reading in Elementary Special Services
- Increased use of continuum of services to more robustly support students receiving LRC 2 services to more inclusive settings
- Alignment and high-level collaboration with Elementary Teaching and Learning Team to align literacy work and support adoption of Benchmark Advance Literacy Curriculum. Alignment also

resulting in shift of Elementary Schedule to aligned blocks to support aligned UDL, Inclusion, and improved provision of services and support to all students during core instruction

- Creation of Iterations of Drafts of Tiered Literacy Menu of Elementary Special Services
- Create district-wide screening protocols for secondary students served on IEP's. Baseline data was collected with a common norm-referenced tools across all schools, allowing Special Services to monitor the progress of all students in their area(s) of service. It was anticipated that collaborative data analysis will result in changes in service delivery to ensure that all students are making progress.
- Implementation of new curricula for all Secondary ACT and students that receive LRC-2 services to include Healthy Relationships curriculum and Education Associates (evidence-based vocational curriculum): Grocery Clerk, Stock Assistant, Caregiver, Animal Care, Food Service, Table Service.
- Creation of a course catalog listing the variety of learning opportunities available to students in the ACT program to help families and high school teams plan post-secondary transition pathways.
- Continued comprehensive curriculum audit; developed a divestment and investment plan to assume high-quality materials are available and in use for all students and programs; including literacy, mathematics, executive functioning, and social, emotional and behavioral development.
- Continued the Literacy Continuum Committee to review the district's approach to Specially Designed Instruction delivery in literacy, resulting in an examination of available research and recommendations for next steps to align with evidence-based curriculum and practices.
- Continued professional development on different models of inclusionary practices beyond co-teaching to include consultation and teaming models. Yearlong focus to reinforce the connection between Universal Design for Learning and Inclusionary Practices.
- Delivered professional development to secondary special education staff focused on culturally responsive and sustaining pedagogy in meaningful post-secondary transition, connecting the IEP transition planning to High School and Beyond Planning and graduation pathways.
- Sustained ongoing PD and support for the implementation of ECE Creative Curriculum, TS Gold and the Pyramid Model for our youngest learners.
- Implementation of specific curriculum for Secondary LRC 2 and ACT in Healthy Relationships and evidence based vocational curriculum.

Engaged in family partnerships with:

ECE parents/caregivers:

- Nine ECE family engagement nights provided families support and resources to:
 - Promote Learning and development for the whole child
 - Social emotional learning
 - Increase family engagement and personal connections
 - Increase frequency and quality of communication between families and educators
 - Increased coordination of strategies and care

Family and Community Engagement Activities:

During the 2023-24 school year, the work of community engagement and feedback shifted from information gathering to action and implementation of efforts listed below. Though no listening sessions occurred, engagement was more diverse in our efforts and streamlined in our methods. Evidence of these steps:

- Deployed Special Service Team Meeting Feedback Survey
- Presented Draft Copy of ISD Parent/Caregiver IEP/504 Handbook
- Gave input and participated in multiple engagement projects through multiple community and family engagement opportunities: Literacy Continuum Committee, Family and Community Partnership Committee, Strategic Planning Committee, Parent Advisory, and Student Advisory.
- Ongoing parent/caregiver community resource connections
- Financial strategies and estate planning (3X per year) to inform parents of available resources in estate planning, including pre-guardianship, post-guardianship and independent living
- The ARC of King County (3X per year) to share information from the ARC, King County and Washington State to share what help and community resources are available, including; waivers, respite care, therapies, behavioral support, etc.
- DHH family engagement event: “Small Talk: Social Skills Development in Children Who are Deaf and Hard of Hearing”, shared ideas and activities that can be implemented at home to support students.

Persistent and strategic work continues to move toward the goal of equitable opportunities and necessary supports for students with disabilities to reach their full potential. Continued work in this area is needed to fully meet this expectation. This is listed as an exception.

Board Acceptance: