

**Issaquah School District  
Executive Limitations Monitoring Report**

**EL-12 LEARNING ENVIRONMENT/TREATMENT OF STUDENTS  
Annual Internal – March 11, 2015**

**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 Continuous Improvement Plan (CIP) which includes goals that address narrowing achievement gaps for any/all populations not meeting standard.
- Since the 2011-12 school year 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).

<b>Principal Evaluations 2013-14</b>				
<b>Total of 39 Principals Evaluated</b>				
<b>Criterion</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
1	20	18	1	0
3	6	32	1	0
4	3	35	1	0
5	14	25	0	0
8	8	31	0	0

- Thirty-nine principal evaluations were completed during 2013-14. Of these, 3 had an overall rating of Distinguished and 36 had an overall rating of Proficient.
- 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(s) of 100% or nearly 100% graduation rate with students prepared for post-secondary options and high student achievement.

## EVIDENCE

- In the 2013-14 school year, all schools implemented Board approved Continuous 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 new system.
- Continued refinement and implementation of state teacher evaluation system that aligns with the expectations of this Executive Limitation. 100% of our classroom teachers are being evaluated under the comprehensive and focused evaluations.
- 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 that supports high student achievement. Wednesday Mission Defined, Staff Directed (MDSD) hours this year were devoted to training on our newly adopted elementary Units of Study in Writing curriculum and the alignment and adjustment of Everyday Mathematics to Common Core State Standards.
- In 2013-14 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.
- In 2013-14 staff participated in professional development that provided continued training in the Common Core State Standards, standards-based assessment practices, thinking skills, GLAD strategies, technology integration, Powerful Teaching and Learning, elementary writing strategies, elementary math problem solving, active engagement strategies, and secondary literacy, math and science topics. Elementary teachers participated in writing residencies (classroom demonstration lessons) with Matt Glover, international writing consultant. Teacher leaders have worked closely with Teaching and Learning staff to develop, pilot and revise common assessments in core content areas.
- 2013-14 Special Services Department Professional Development centered on the themes of program review, behavior and instruction. The PD focused on the following topics:
  - School Success and School Refusal
  - Behavioral Program Review with Dr. Clayton Cook
  - ELA and Math - Secondary LRCI
  - WAAS Portfolio
  - IEP Online Training

- ECE/LRCII New Teacher Training
- “Long and Winding Road” Behavior Training - LRCI Teachers
- LRCII Literacy Training with Vicki Rothstein
- Right Response Training
- LRCII Program Review
- Common Assessments
- AEPS Curriculum and Assessment-ECE Staff
- Childfind – ECE Staff
- Elementary LRCI Curriculum Work
- EA Training on Behavior, Picture Exchange, Teaming and Curriculum

Our goal for the year was to continue to strengthen our Special Services staff in all areas of program design and instruction. We were fortunate to collaborate with TLS, consultants, and our specialists to bring a lot of interactive training to staff as we continued to move away from the “sit and get” model to a more collaborative approach. Our specialists also continued their individualized coaching work throughout the district with staff and teams.

- National Board Certification ( 16 ISD teachers earned their certification during the 2013-14 school year bringing the district total to 135 NBC teachers/principals currently in our schools)
- 2013-2014 Elementary principal trainings included a book study on *Embedded Formative Assessment* focusing on the five key strategies of formative assessment to assist teachers in embedding assessments in their daily lessons. Elementary principals also received staff development on Lucy Calkins’ Units of Study writing curriculum and its alignment with CCSS. In addition to the monthly staff development offerings, every Elementary Sectional meeting included an hour of reflection, review, and dialogue around one of the AWSP Leadership Framework criterion.
- The Issaquah Technology Project continues to be a valuable training resource for teachers in the Issaquah School District. The program began in 2000 and continues to draw teachers and administrators who wish to attend. The program is completely redone every three years or so, and adaptations are made every year to meet the needs of the teacher participants. The hardware paths offered also change to keep up with new classroom technology. For 2013-2014 teachers had the choice of a set of iPads or of student laptops and they planned their goals integrating the use of the hardware in their instruction and student learning activities. The 2013-2014 ITP year was concluded in May of 2014. The teachers had attended eleven days of class, from summer throughout the year, focusing on the goals they had established at the summer session for integrating the new equipment their classrooms received. The participating teachers’ feedback and experiences will be used to reconfigure ITP for the 2014-2015 year.
- District procedure and IEA negotiated 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, and mentoring programs to match teachers with skilled, master teachers. During the 2013-14 school year ISD staff earned 51,414 clock hours (this total does not reflect the ITP hours. Approximately 65 staff will earn 54 clock hours at the completion of the 11 day class in May 2014) and 19,784 PDP hours.

- In the 2012 Healthy Youth Survey, 92 percent of sixth-graders, 89 percent of eighth-graders, 89 percent of 10<sup>th</sup> 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. (No 2012 HYS data available for SHS) Among the age ranges, Issaquah students' answers are 4 to 6 percentage points more positive than the state average.

<b>Community Poll - 150 Randomly Selected Community Members Question with regard to "Keeping Schools Safe"</b>			
	<b>Grade A</b>	<b>Grade B</b>	<b>Total</b>
<b>Winter Quarter 2012</b>	57%	35%	92%
<b>Winter Quarter 2013</b>	58%	32%	90%

- The district employs an SRO for each high school attendance area (3) at a cost of about \$221,000. 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, student teacher, and volunteer trainings in all areas that support academic performance and the well-being of students. The district volunteer policy (Policy # 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: Prohibition of Harassment, Intimidation, and Bullying, Maintaining Professional Staff – Student Boundaries, Preventing Sexual Harassment, Civility, 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.  
[AWSP Leadership Framework](#)  
[Danielson Rubric](#)
- 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 2013-14](#)  
[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 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.
- During the 2012-13 school year there was one reported case of staff behavior inconsistent with the district policy on corporal punishment. The report was investigated and corrective measures were implemented. The corrective measures undertaken were subsequently upheld by a hearing officer during the 2013-14 school year.

*... 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 (2013-14) 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 (2013-14) 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 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 (2013-14) 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.
- During the 2013-14 school year the district has received no formal complaints related to retaliation against an adult to a student. There was one formal complaint related to retaliation against a student by another student, but this incident was found to unsubstantiated.
- The Issaquah School District policy 3207 *Prohibition Against Harassment Intimidation and Bullying*. Section E *Non-Retaliation*.
  - All staff and students are informed of and trained on this policy annually and the policy is referenced in all student handbooks.

*Board Acceptance:*