

**Issaquah School District
Executive Limitations Monitoring Report
EL-1 (Internal) Global Executive Constraint
Annual Internal Report – March 14, 2024**

The Board believes that all employees, and especially the Superintendent, should conduct themselves at all times in a manner which is ethical and law-abiding. The management of the District should foster an environment that inspires trust by the community and general public.

The Superintendent certifies that the District is in compliance with EL-1 with an exception, as underlined below.

The Superintendent shall not cause, allow, or fail to take reasonable measures to prevent any practice, activity, decision or organizational condition which is unlawful, unethical, unsafe, in violation of Board policy or endangers the organization’s public image or credibility.

Interpretation:

I interpret this to mean that the District will make every effort to prevent employees from breaking the law, operating unethically, violating Board policy, and damaging the organization’s brand and credibility. The District shall do everything in accordance with maintaining public trust and confidence, and in accordance with Board Policy, District Regulations or Washington State Laws (RCWs and WACs).

This means that the District will have systems and structures to operate accordingly, educate and train staff and supervisors, promote a culture of “see something, say something”, ensure there are checks and balances in the system through internal controls and quality check points, consult with legal counsel, address any practice, activity or decision that jeopardizes the organization, and incorporate that learning into future training and communications.

Evidence:

- [Administrative Regulations and Procedures](#). The District has reviewed each regulation and revised where legally required and/or to reflect District practice.
- The District complies with legal guidelines for protecting private data. The District has processes in place to protect private data. Per [EL-2 Treatment of People](#), as of August 25, 2022, the District was in compliance with our District Regulations related to the federal Family Educational Rights and Privacy Act (FERPA).
- During the school year there are regular and frequent meetings and period retreats to ensure communication, coordination and effective reporting systems. Superintendent Cabinet meetings occur three times per month. Superintendent succession planning meetings occur weekly. All administrator team meetings occur monthly. Cabinet and All Administrator retreats were held. The Superintendent meets on a regular basis with the Assistant Superintendent of

Human Resources and outside legal counsel, as deemed necessary, to review personnel and legal matters pertaining to school personnel.

- The District adheres to legal requirements for financial management and accountability of its resources at the building and District levels. Business Office administration and staff conduct internal audits, review financial systems for adequate internal controls, and provide annual compliance trainings to District employees. Annual trainings include, but are not limited to instruction on legal compliance, District Regulations, and proper internal controls (e.g. segregation of duties, reconciliations, security of assets, levels of approval). A review of District capital expenditures identified that some capital project bond funds from 2012 and 2016 were used for older capital projects outside the scope of the governing ISD Board Resolutions.
- External audit reports reflected two findings for the District. These findings are not a reflection of a decline in confidence in the financial management and accountability of the district, but rather reflect a need for more detailed attention to compliance and documentation. Concurrent to this monitoring report, EL-5 (External) Actual Financial Condition and Activities provides more detail. The most recent independent financial and accountability audits of the District reviewed the period from September 1, 2021 through August 31, 2022.
 - [2021-22 State Accountability Audit Report](#)
 - [2021-22 Financial Statement and Federal Single Audit Report.](#)
- Annually administrators have been trained on the prevention, investigation and remediation of unacceptable staff conduct. As part of the periodic review the Human Resources Department communicates to staff District Regulations that promote a safe and positive workplace such as Civility, Sexual Harassment, Staff/Student Boundaries and Prohibition Against Harassment. Please refer to [EL-3 Personnel Administration.](#)
- Known concerns related to employee conduct have been addressed. Complaints and grievances are monitored annually. The most recent monitoring report of EL-3 Personnel was monitored October 26, 2023 and was found to be in compliance. Please refer to [EL-3 Personnel Administration.](#)
- Investigations Protocols are monitored and in place. Please see [EL-3 Personnel Administration.](#) The most recent monitoring report of EL-3 Personnel was monitored October 26, 2023 and found to be in compliance.
- Supervision of certified and classified staff oversight is managed by the Human Resources Department during the monitoring of EL-3 Personnel. Please refer to [EL-3 Personnel Administration.](#) The most recent monitoring report of EL-3 Personnel was monitored October 26, 2023 and found to be in compliance.

Board acceptance: March 14, 2024

**Issaquah School District
Executive Limitations Monitoring Report**

**EL-2 TREATMENT OF PEOPLE
Annual Internal Review - March 28, 2024**

The Board values the engagement of its students and families and believes that students, parents and the general community should be treated with respect and courtesy whenever they are interacting with the District and its employees. Both students and parents should be kept informed of district policies that relate to their rights within the educational system.

The Superintendent certifies that the District is in compliance with EL-2 with no exceptions

The Superintendent shall not fail to establish and maintain a learning environment that is safe, respectful and conducive to effective learning; nor shall the Superintendent permit an organizational culture that treats parents, students or community members with disrespect, indignity or discourtesy.

General Interpretation:

I interpret this policy to mean that the Superintendent ensures the District has a climate that encourages student success and promotes the academic achievement and the well-being of students. In addition, I interpret this policy to mean that the Superintendent ensures that the District maintains high expectations and accountability for the positive relationship building in interactions with parents, staff, students and community members. This is accomplished through appropriate policies, regulations, leadership practices, procedures, and the implementation of these policies, regulations, practices and procedures at all schools and on District provided transportation.

I interpret compliance as the communication of clear expectations, policies, regulations, practices and procedures and for corrective action to be used, if needed, to sustain the learning environment. Compliance includes consistent valuing and modeling of a learning environment characterized by the development of policies, regulations 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 fail to:

1. Fail to assure a climate that is characterized by support and encouragement.

Interpretation:

I interpret this to mean that our schools facilitate and foster a climate of student well-being.

Evidence:

First year teachers are provided mentor support, which would include the development of class culture, behavior expectations and how to access known supports such as counseling or nursing services for students. In addition to in-building mentor support, new-to-profession teachers are provided training on a variety of topics including Equity and Parent Engagement, Role of general

education teachers in special education meetings, de-escalation strategies, instructional strategies to support varied learners, and Integrated MTSS basics.

First year administrators are provided mentor support, which includes the development of culture. Criterion 1 and 2 of the state-approved Administrator [AWSP framework](#) call for administrators to “Create a Culture” that values and responds to the characteristics and needs of each learner and to “Ensure School Safety” including providing for social, emotional and intellectual safety. Specific framework rubrics for culture and safety linked [here](#). Zero administrators were evaluated to be unsatisfactory in “Creating a Culture” or in “Ensuring School Safety”, and three administrators were deemed by their supervisor to require additional coaching in the 2022-2023. This coaching was provided.

Through the Integrated MTSS work, Tier I teams create schoolwide positive behavior expectations and matrices that are explicitly taught by school staff and reviewed at regular intervals. SWIS referrals and the universal screener inform Tier I teams about which building expectations and supports need reinforcement throughout the year. Tier I building teams review data through SWIS behavior referrals that indicate which students report internalizing (stress and anxiety) and externalizing (frustrated/angry) and thus need support from teachers, administrators, or counselors. (Resource: [Tier I Team Training October 2022.pp-pdf](#)).

In the 2022-2023 school year, the Ed Planning and MTSS team examined alternate tools as universal screeners for behavior and SEL. In the spring, [SAEBRs](#) and mySAEBRs was selected as the new universal screener, and was fully implemented in the fall of 2023. Within mySAEBRs, students self-report beginning in second grade using the online tool. Research suggests that self-reporting reduces bias, which was a shared concern of the previous tools. Students in kindergarten and first grade continue to be rated by their teachers. SAEBr reports in Social, Emotional, and Academic domains, or risk indexes and provides specific information about academic risk, which was not reported in previous tools. All grades using the same tool allows for district analysis throughout all levels.

[Second Step](#) is the adopted Social Emotional Learning (SEL) curriculum, and staff delivered 15 consistent SEL lessons at [elementary](#) and at middle schools. Sample lessons linked to creating a positive school culture are below:

[Grade 1 – lesson 19](#)

[Grade 2 – lesson 14](#)

[Grade 3 - lesson 6](#)

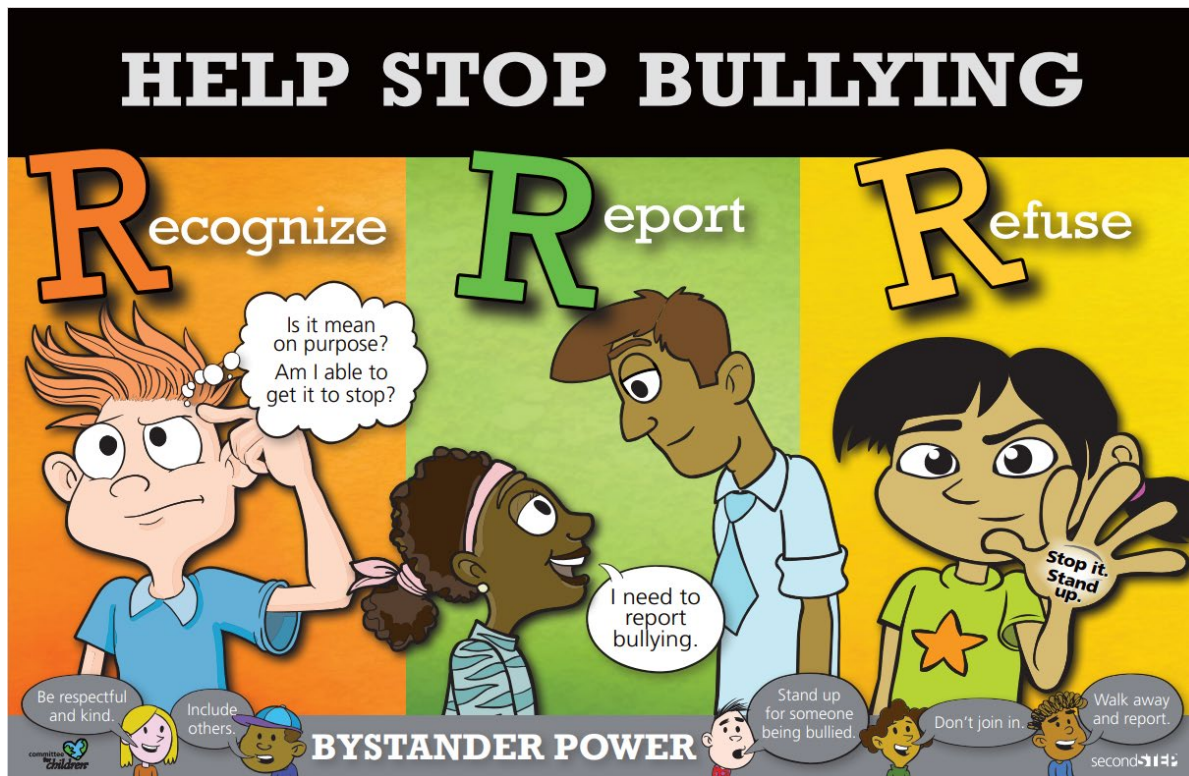
Second Step’s Bullying Prevention units have grade specific information and lessons on bullying prevention, bystander skills, and being assertive. A sample of a full bullying prevention unit is linked [here](#).

Sample lessons on bully prevention/bystander skills and being assertive:

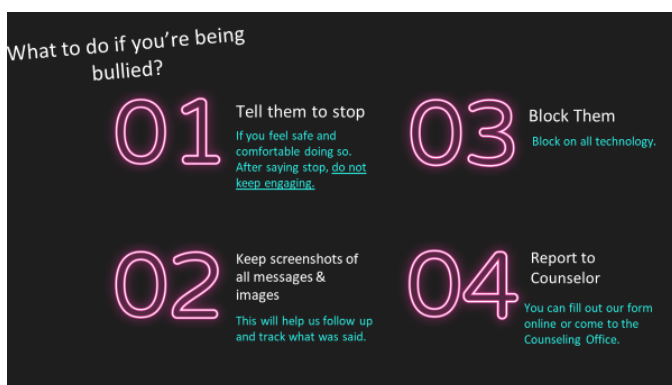
[Second grade](#)

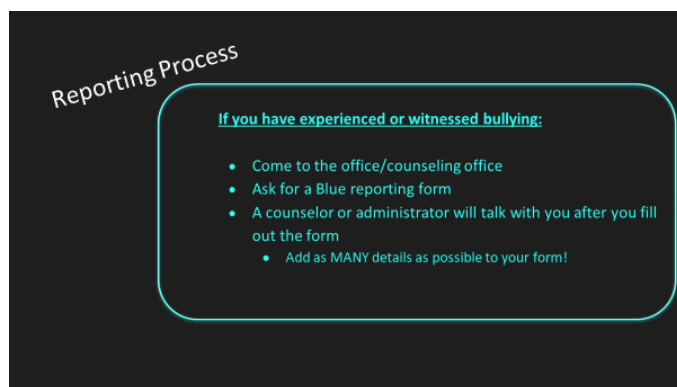
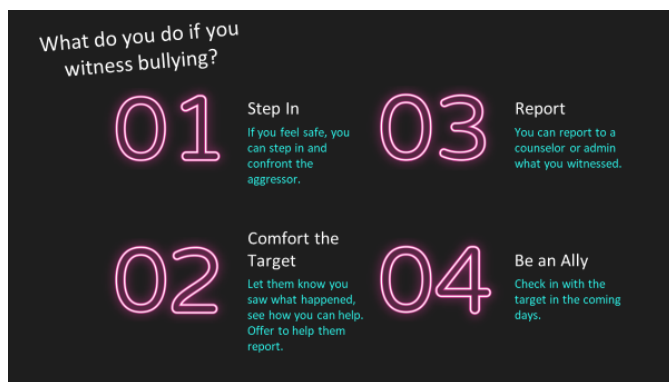
[Third grade](#)

“The ThreR’s” mini poster is provided as a sample from the bully prevention unit:



Second Step is the adopted middle school SEL curriculum. Scope and sequence for [middle school](#) provides a view of the topics addressed in middle school anti-bullying lessons. Middle school leaders provide direct instruction to students on steps that students can take if they experience or witness harassment, intimidation or bullying. Counselors also lead whole class lessons, here are sample slides from one middle school counseling team’s training:

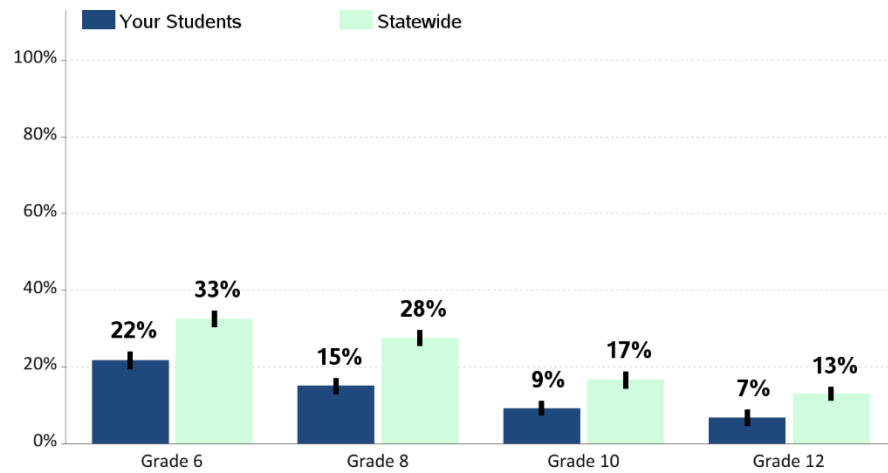




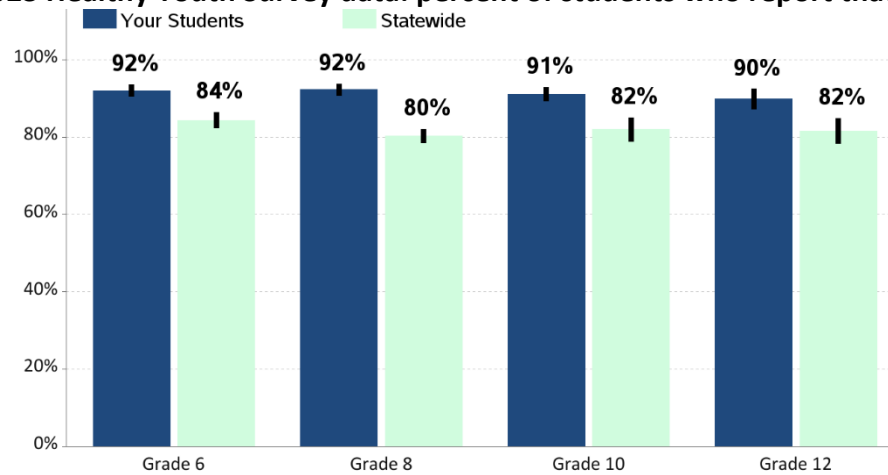
The Healthy Youth Survey (HYS), administered every other year, includes questions about being bullied while at school, feeling safe while at school, and on how hopeful students feel. 2023 ISD student results for related questions are below. At all grades surveyed, ISD students report less bullying than the state average, and that from sixth grade to twelfth grade, ISD students report being bullied less each year. Sixth grade data continues to show more reports of bullying than other grades. This is paired with sixth grade reporting the highest average of students responding they feel safe at school. The Hope Index scores show that at all grades, more than 80% of students surveyed in the ISD report feeling moderately or highly hopeful. The full results for the 2023 Healthy Youth Survey, by district average and individual school can be seen [here](#).

2023 is the second iteration for this cohort taking the Healthy Youth Survey (cohort changed due to COVID school closures) and is now delivered on an electronic platform and in several languages. These changes have made the survey more accessible and potentially the resulting data more useful to schools and districts.

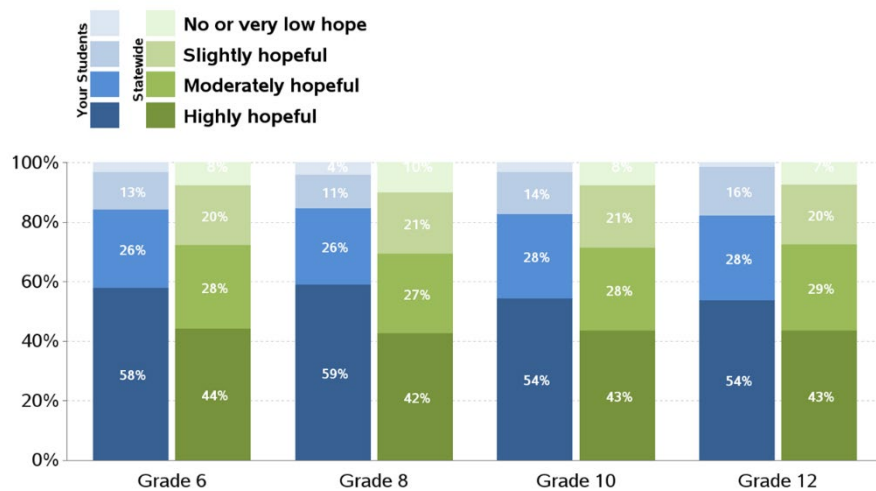
2023 Healthy Youth Survey data: percent of students who report being bullied in the past 30 days:
“Bullying is when one or more students threaten, spread rumors about, hit, shove, or otherwise hurt another student over and over again”.



2023 Healthy Youth Survey data: percent of students who report that they feel safe during school:



2023 Healthy Youth Survey: Children's Hope Scale



Developed in 2022-2023, Strategic Plan Priority 1b states “Students will feel safe and have a sense of belonging” and specifically calls out a district-wide focus on emotional safety, physical safety, school climate, and school support. District leaders will continue to monitor and craft student-centered questions in student surveys to highlight student lived experiences at the classroom and building level. New questions in the 2022-2023 student surveys are noted.

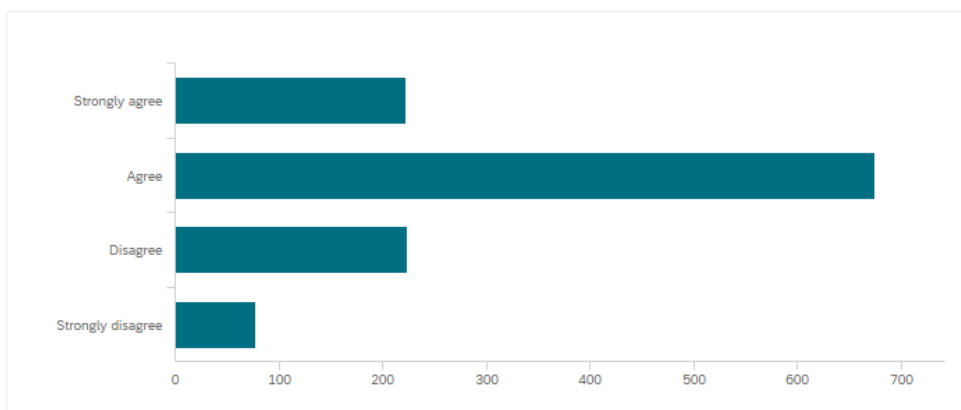
Elementary:

The elementary data, collected through the 4th grade Soft Skills Survey and the 5th grade Exit Survey show that elementary students generally feel and show respect to each other, feel free to share opinions in class and among peers, that the adult staff care about them and their learning, and that they have at least one adult who shows a genuine interest in their development.

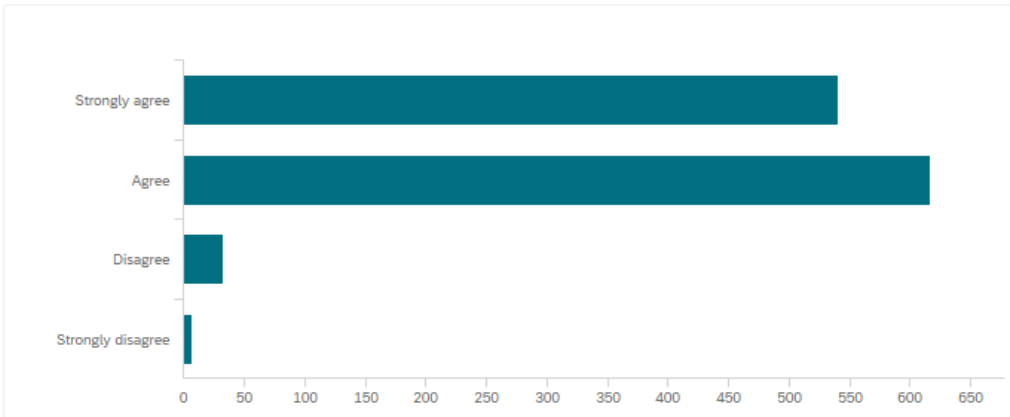
From the 2023 4th grade soft skills survey:

I feel respected by other students (1197 respondents)

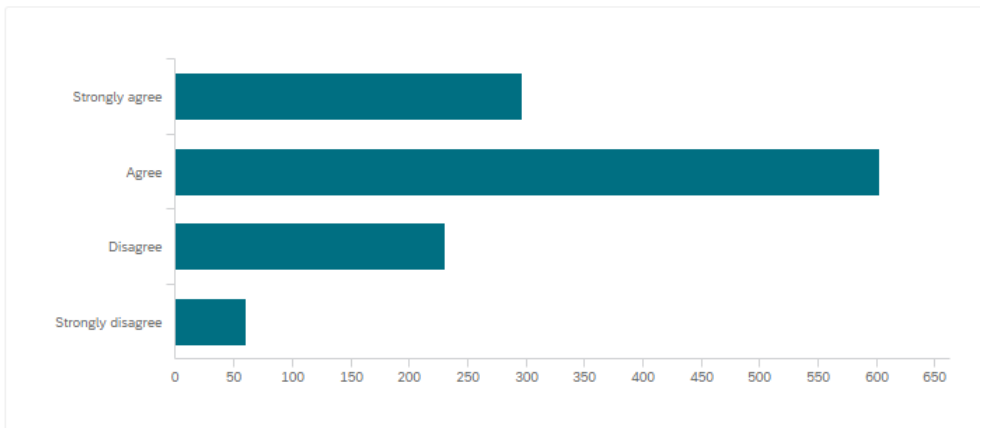
I feel respected by other students.



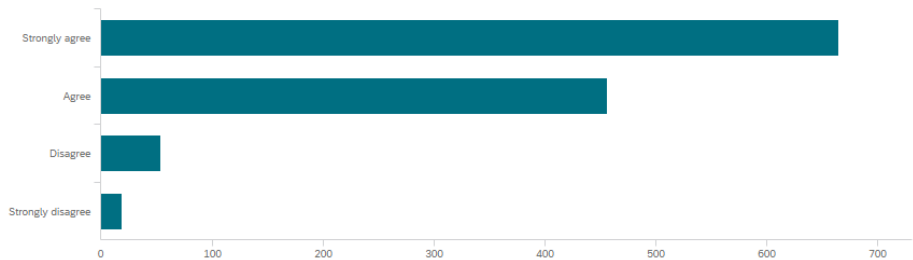
I respect ideas that are different than mine (1198 respondents)
I respect ideas that are different than mine.



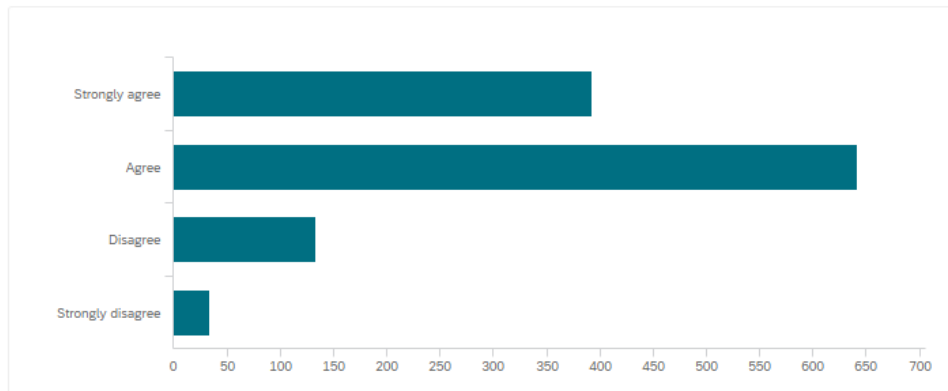
I feel safe sharing opinions in class (1191 respondents)
I feel safe sharing my opinions during class.



I feel safe sharing my opinions with friends (1194 respondents)
I feel safe sharing my opinions with my friends.

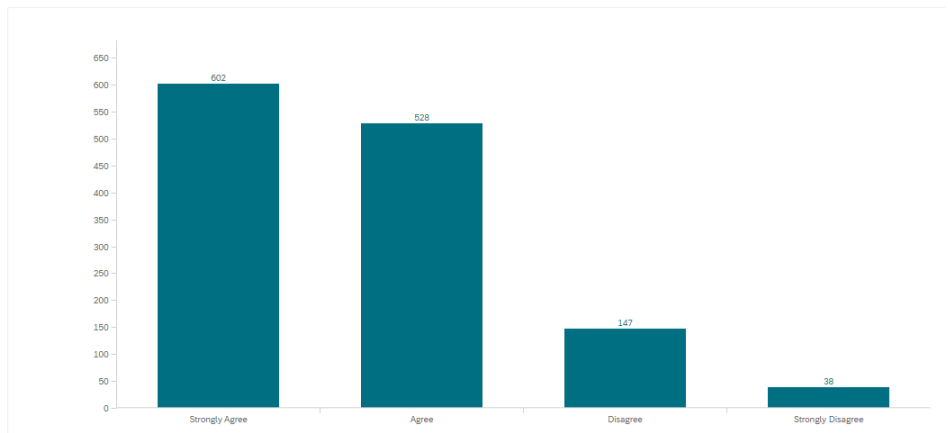


Students feel free to express their ideas and opinions (1203 respondents)
Students at my school feel free to express their ideas and opinions.

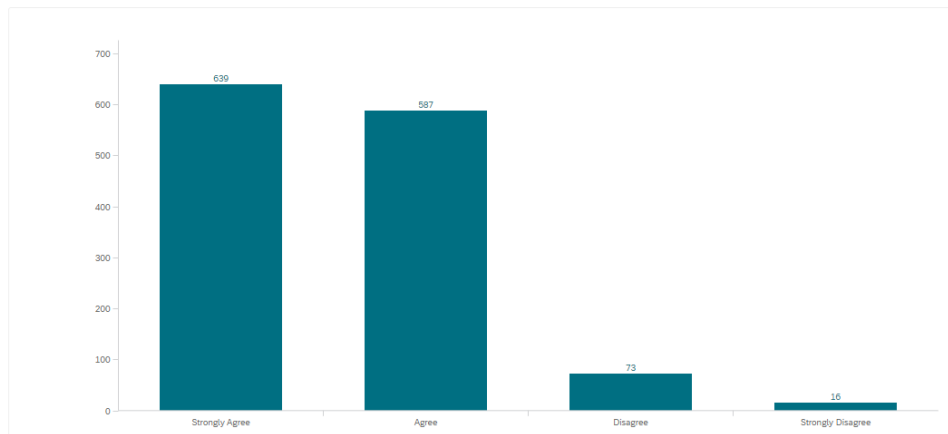


From the 5th grade exit survey:

I feel connected to my elementary school (1315 respondents)
Q6 - I feel connected to my elementary school.

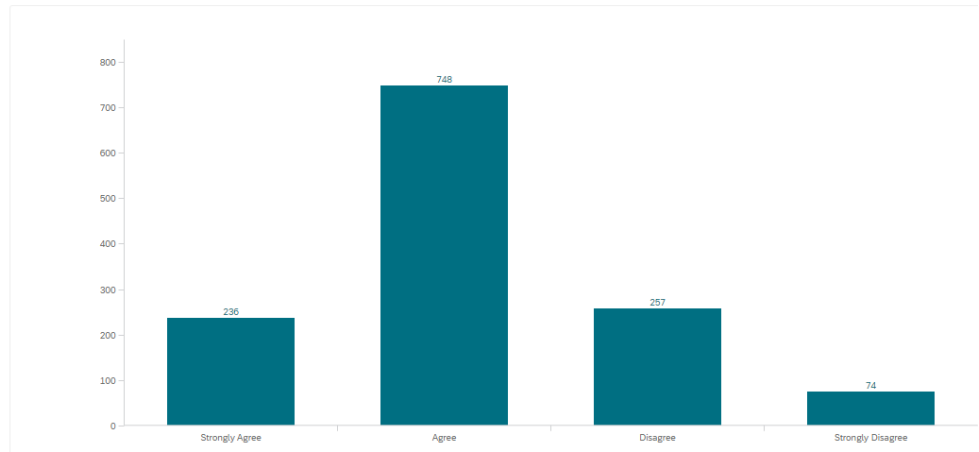


I believe the adult staff at my school care about me and my success in learning. (1315 respondents)
Q11 - I believe the staff at my school care about my learning.



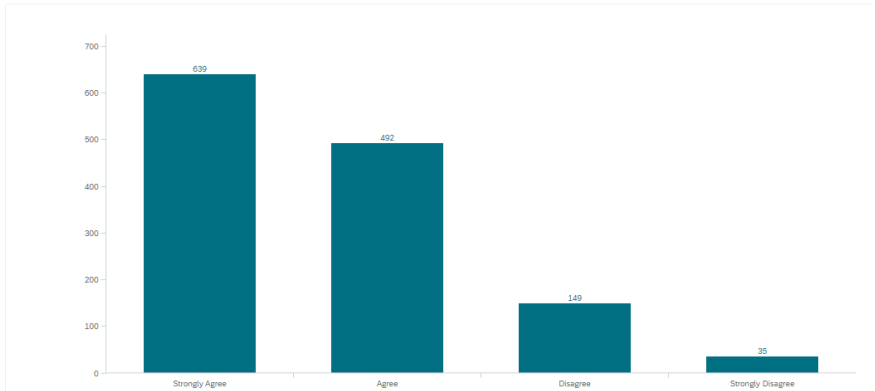
I feel free to express my thoughts and opinions in my school (1315 respondents)

Q17 - I feel free to express my thoughts and opinions in my school.



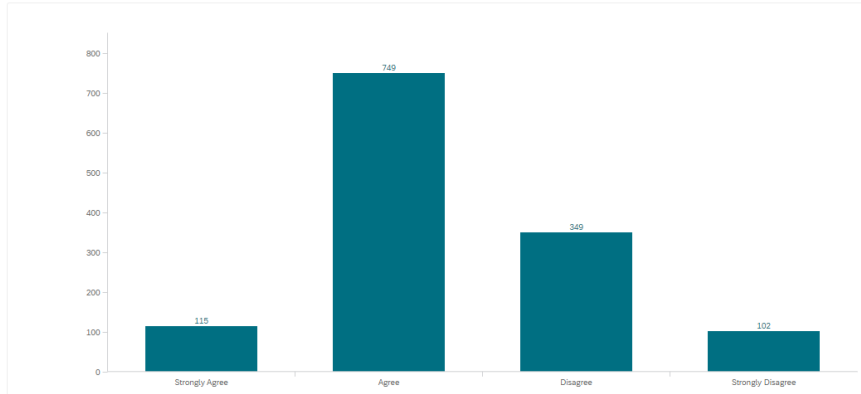
I feel that at least one staff member at my school has taken a genuine interest in me personally and has helped me be successful throughout my elementary school experience. (1315 respondents)

Q12 - I feel that at least one staff member at my school has taken a genuine interest in me personally and has helped me be ...



Students at my school show respect for each other (1315 respondents)

Q16 - Students at my school show respect for each other.



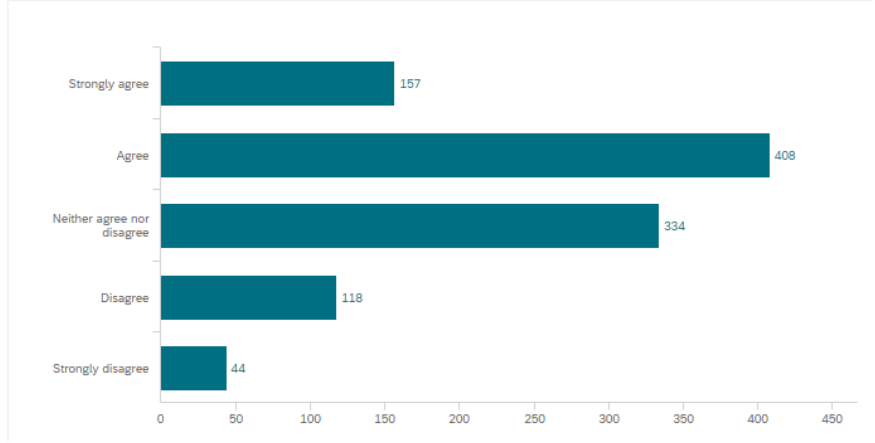
Middle School

Middle school students generally reported positively or neutrally about the culture they experience while at school, including having at least one strong connection with an adult, their experiences while expressing opinions, and that teachers express high expectations. Going forward, the student surveys will have a consistent Likert scale, including a neutral response to aid in interpretation of results and comparability across grade bands. New questions reveal student experiences connected to race, bias, and background.

From the 7th grade Soft Skills Survey:

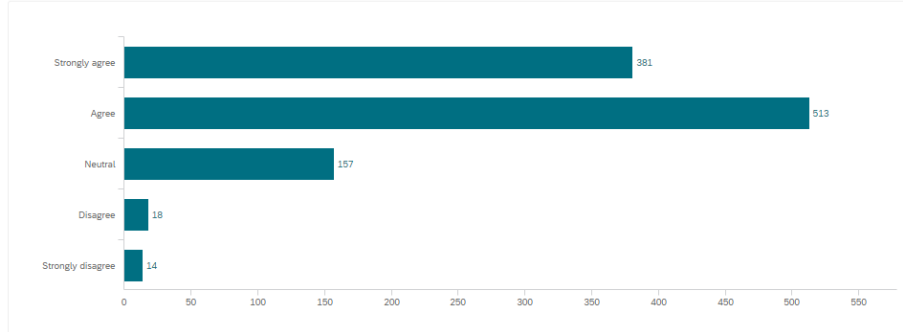
I feel safe expressing my opinions during class (1061 respondents)

I feel safe expressing my opinions during class.



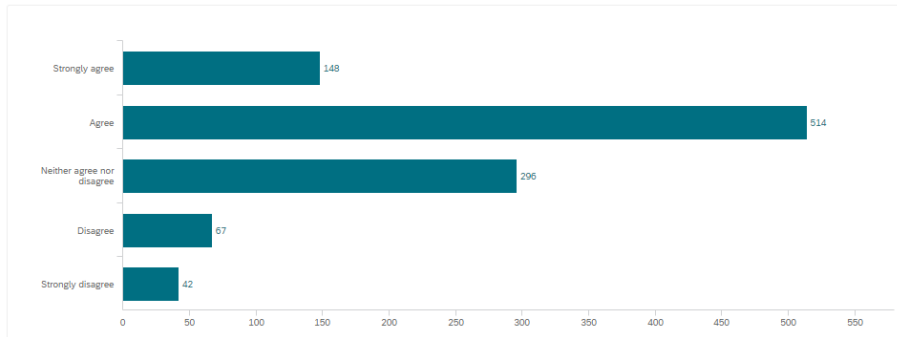
The teachers at this school expect me to do my best (1083 respondents)

The teachers in this school expect me to do my best.



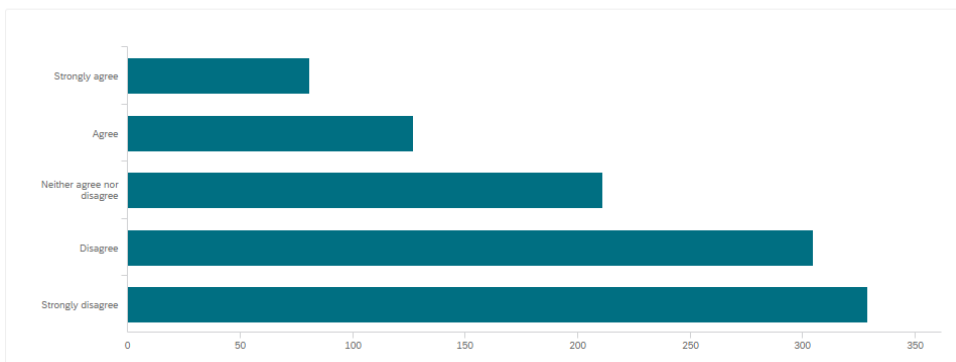
I feel respected by others (1067 respondents)

I feel respected by others.



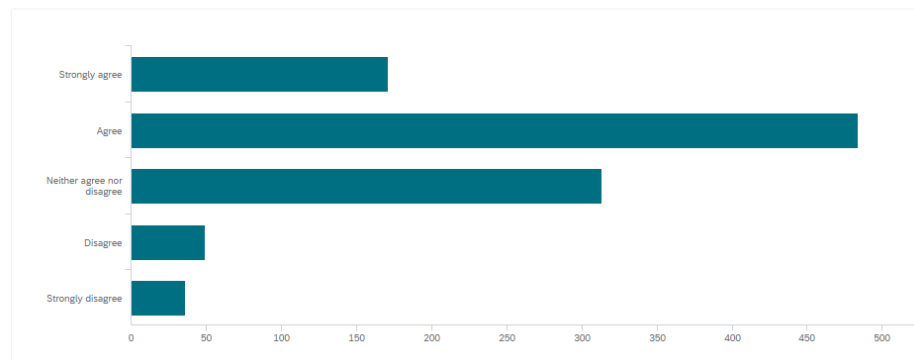
When at school, I have been looked down on or treated badly based on my race, ethnicity, religion, political views, gender or sexual orientation (1053 respondents) ***new in 2022-2023***

When at school, I have been looked down on or treated badly based on my race, ethnicity, religion, political views, ...



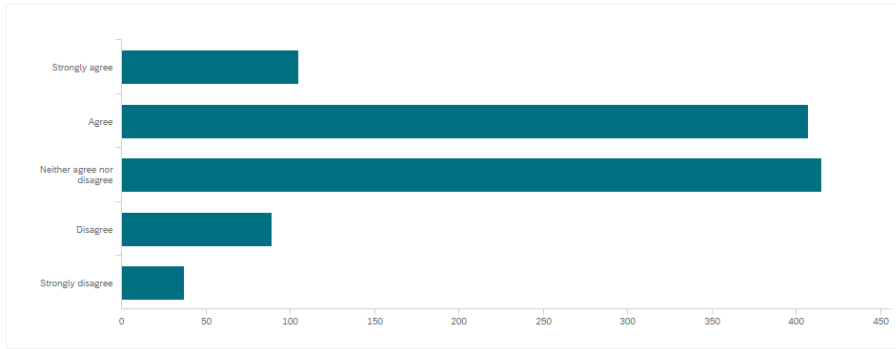
I feel acknowledged and respected for who I am and my background (1053 respondents) ***new in 2022-2023***

I feel acknowledged and respected for who I am and my background.



My school challenges me to consider my biases and how they influence the way I think about and interact with other people who are different than me (1053 respondents)

My school challenges me to consider my biases and how they influence the way I think about and interact with oth...

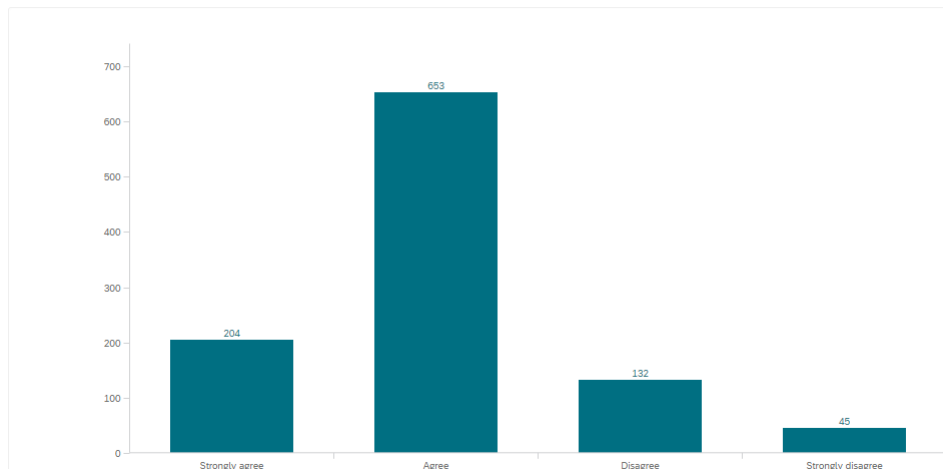


From the 2023 8th grade exit survey:

8th graders generally reported positively in the areas of belonging and connection to caring adults. Approximately half of the students reported feeling respected by their peers, and about two-thirds of the students reported feeling free to express opinions in class.

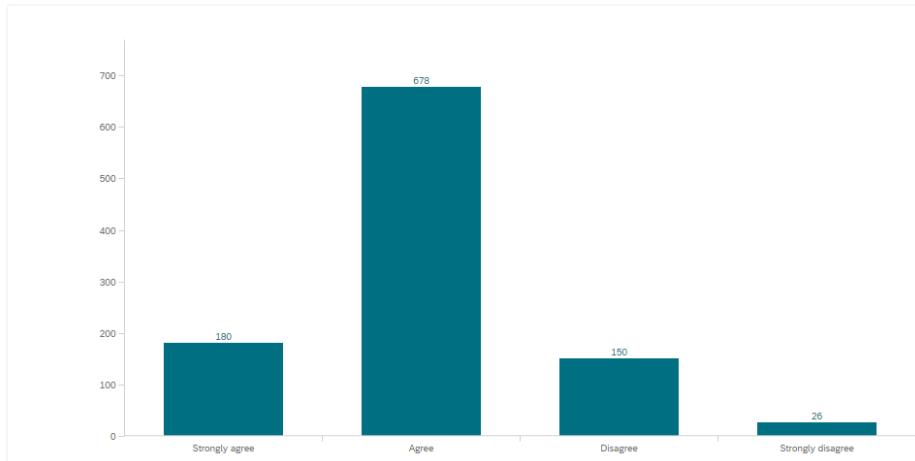
I feel a sense of belonging in my middle school (1034 respondents)

Q5 - I feel a sense of belonging in my middle school.



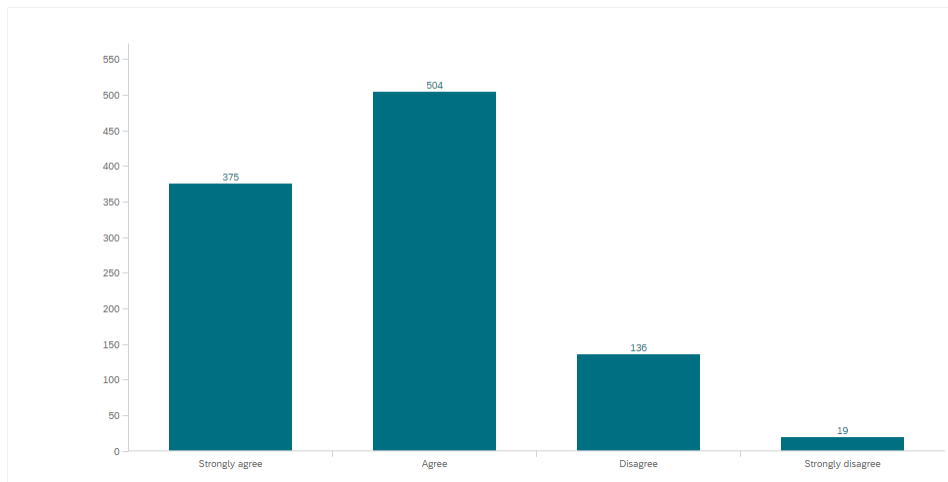
I believe the adults staff at my middle school care about me and my success in learning (1034 respondents)

Q10 - I believe the staff at my middle school care about my success in learning.



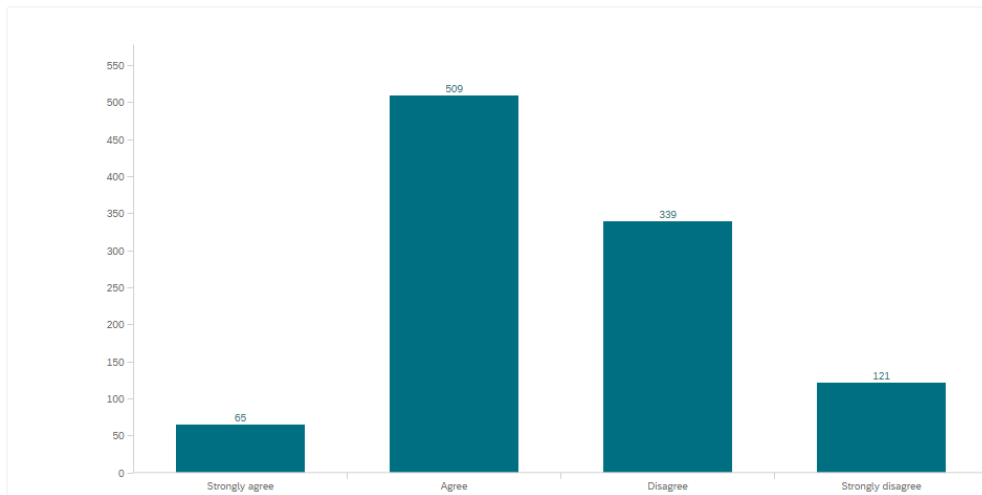
I feel that at least one staff member takes a genuine interest in me personally and has helped me be successful throughout my middle school experience (1034 respondents)

Q11 - I feel that at least one staff member takes a genuine interest in me personally and has helped me be success...



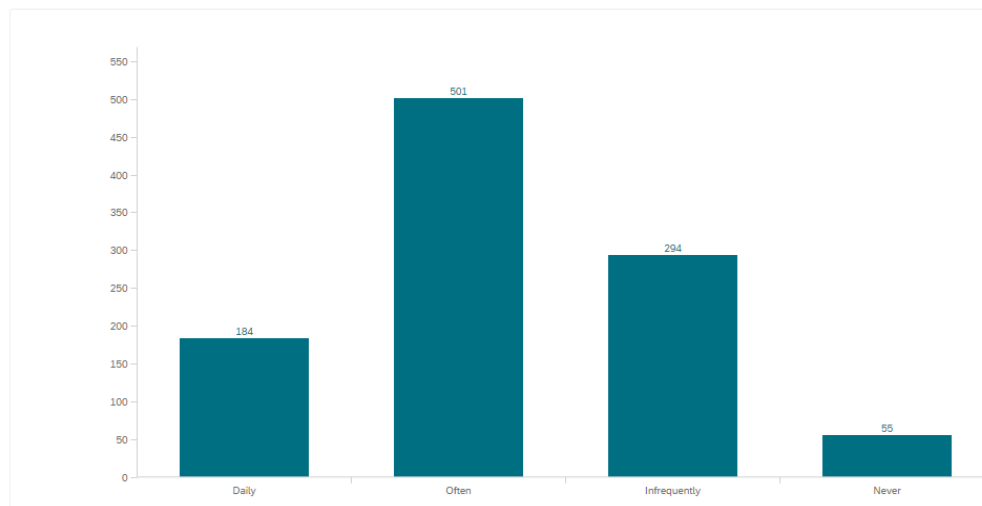
Students at my school show respect for each other (1034 respondents)

Q15 - Students at my school show respect for each other.



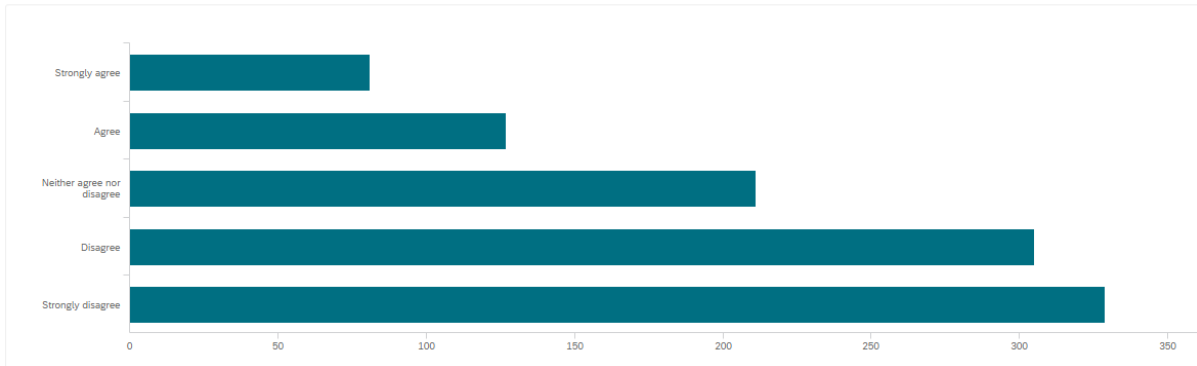
I feel free to express my thoughts and opinions in my classes (1034 respondents)

Q16 - I feel free to express my thoughts and opinions in my classes.



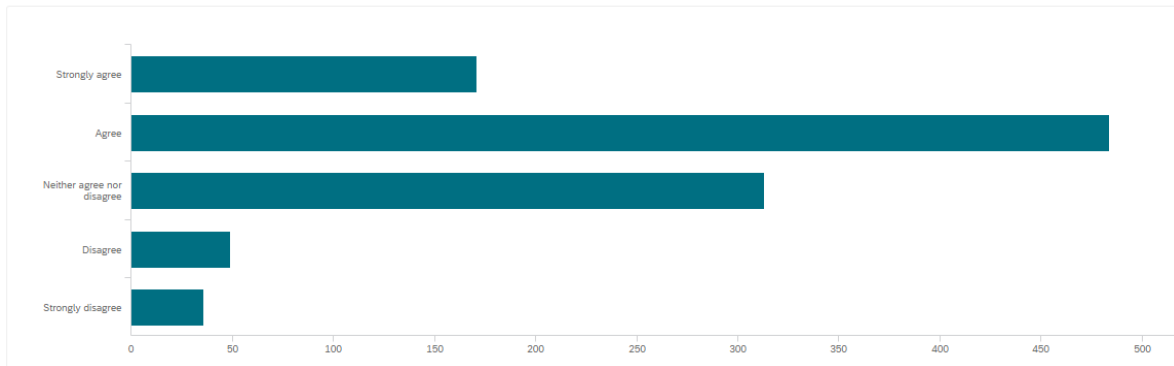
When at school, I have been looked down on or treated badly based on my race, ethnicity, religion, political views, gender or sexual orientation (1034 respondents) ***new in 2022-2023***

When at school, I have been looked down on or treated badly based on my race, ethnicity, religion, political views, gender or sexual orientation.



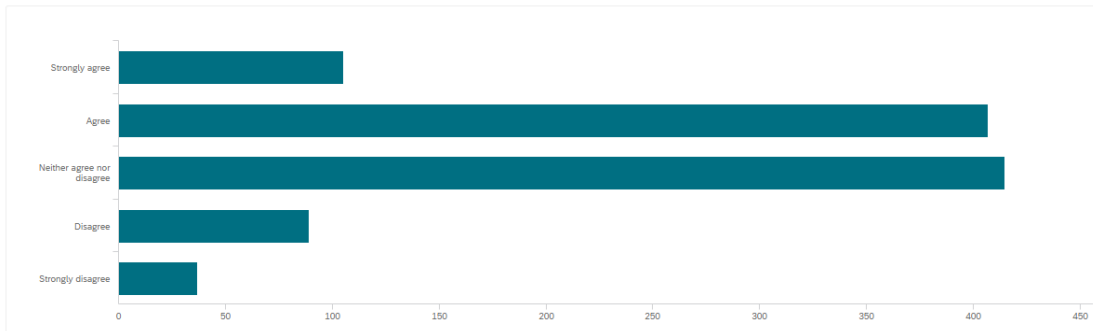
I feel acknowledged and respected for who I am and my background. (1034 respondents) ***new in 2022-2023***

I feel acknowledged and respected for who I am and my background.



My school challenges me to consider my biases and how they influence the way I think about and interact with other people who are different than me. (1034 respondents) ***new in 2022-2023***

My school challenges me to consider my biases and how they influence the way I think about and interact with other people who are different t...



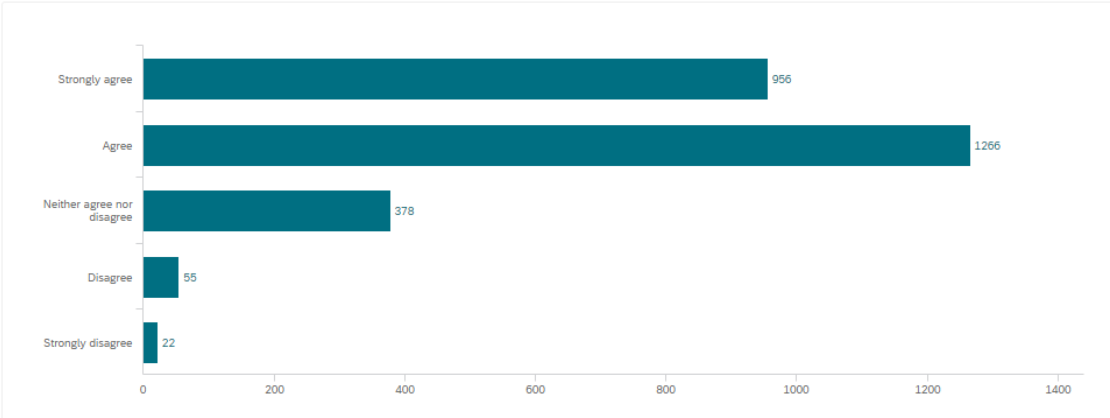
High School

In 2022-2023, high school students in 9th, 10th and 11th grade were invited to participate in the soft school survey, to broaden the responses of students and collect information that can be disaggregated by grade. In general, high school students reported positively or neutrally about teachers showing high expectations, feeling respected and able to express feelings and opinions in class and having at least one staff member who showed interest in their success.

High school grade soft skills survey:

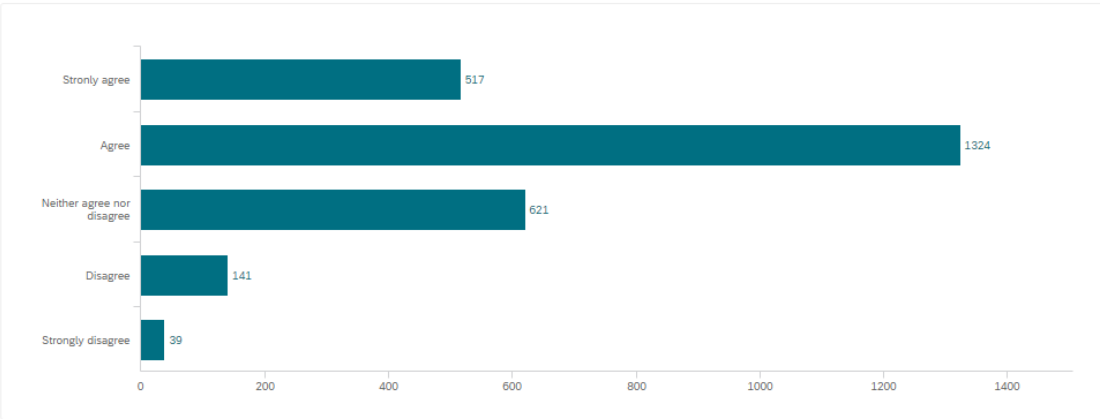
The teachers in this school expect me to do my best (2677 respondents)

The teachers in this school expect me to do my best.



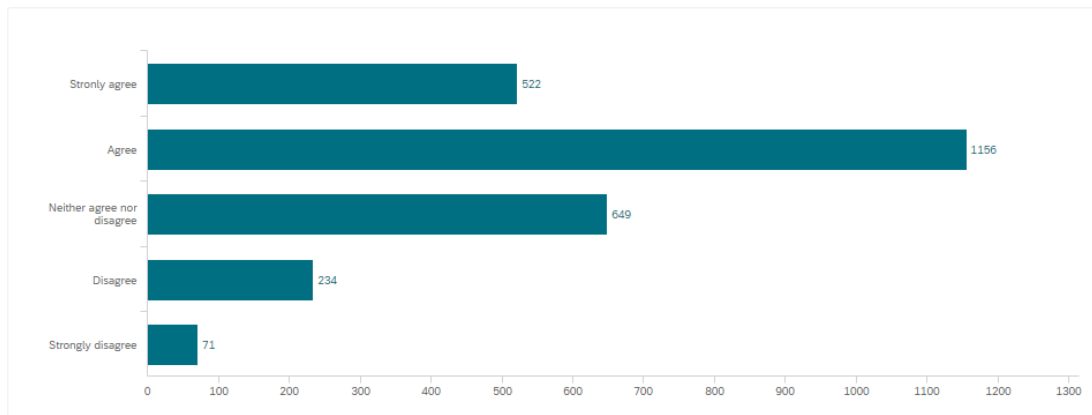
I feel respected by others (2642 respondents)

I feel respected by others.



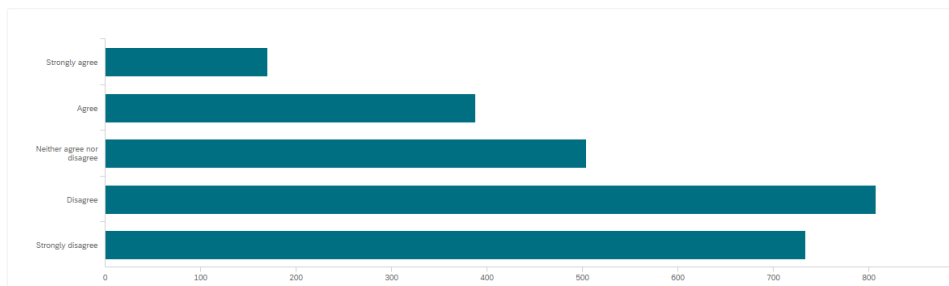
I feel safe expressing my opinions during class (2632 respondents)

I feel safe expressing my opinions during class.



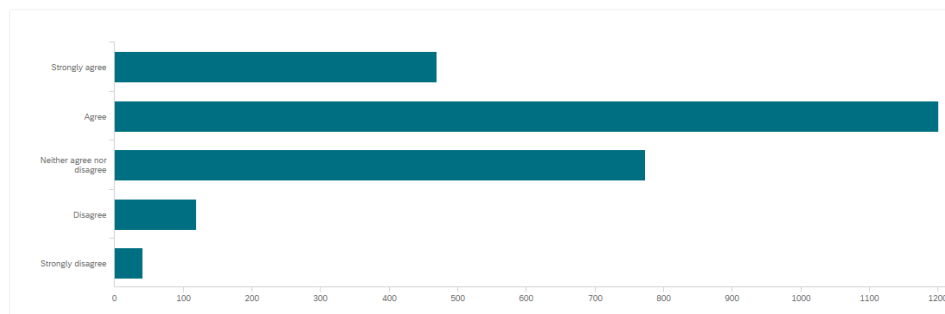
When at school I have been looked down on or treated badly based on my race, ethnicity, religion, political views, gender or sexual orientation. (2604 respondents) ***new in 2022-2023***

When at school, I have been looked down on or treated badly based on my race, ethnicity, religion, political views, gender or sexual orientation.



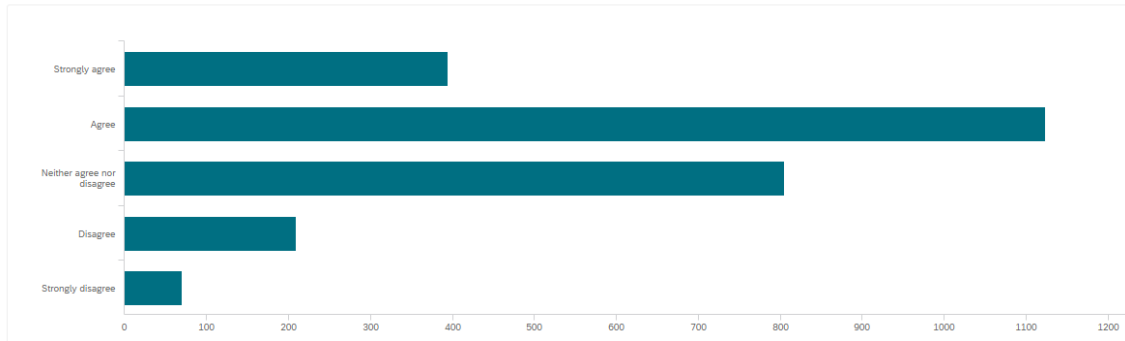
I feel acknowledged and respected for who I am and my background. (2604 respondents) ***new in 2022-2023***

I feel acknowledged and respected for who I am and my background.



My school challenges me to consider my biases and how they influence the way I think about and interact with other people who are different than me. (2604 respondents) ***new in 2022-2023***

My school challenges me to consider my biases and how they influence the way I think about and interact with other people who are different t...

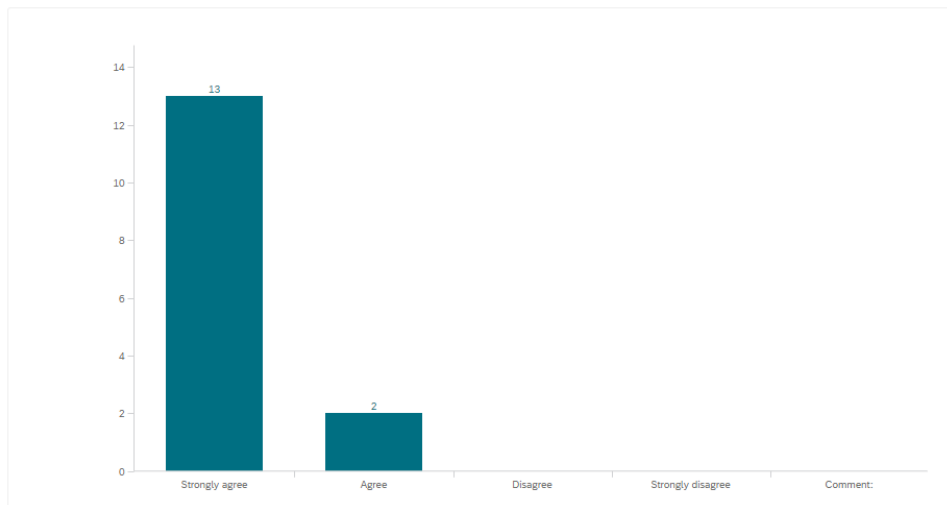


ISD Senior Exit Surveys include a similar question on having one staff member showing genuine interest and support. Student reports are presented below by high school.

Question 6 in entirety reads: “In general, I felt that at least one staff member who took a genuine interest in me and personally helped me to be successful throughout my high school years”

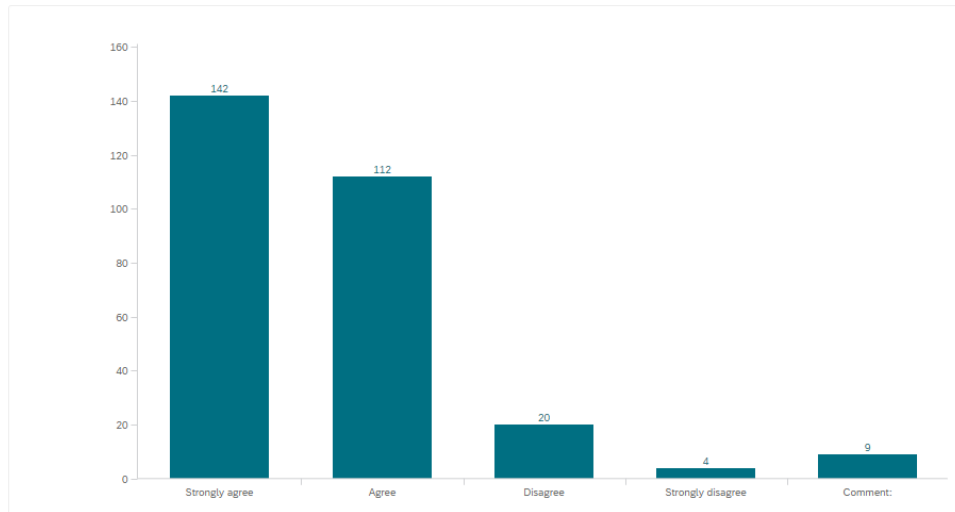
Gibson Ek

Q6 - In general, I felt that at least one staff member took a genuine interest in me and personally helped me ...



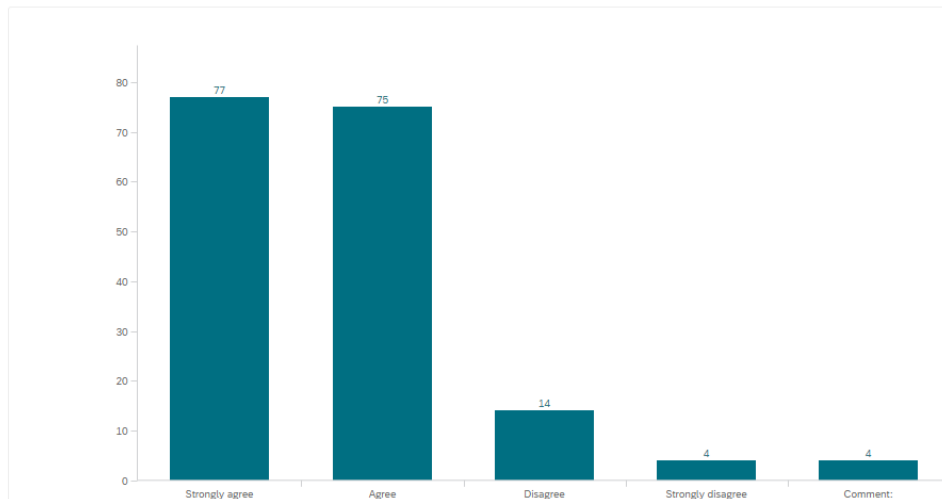
Issaquah High School

Q6 - In general, I felt that at least one staff member took a genuine interest in me and personally helped me ...



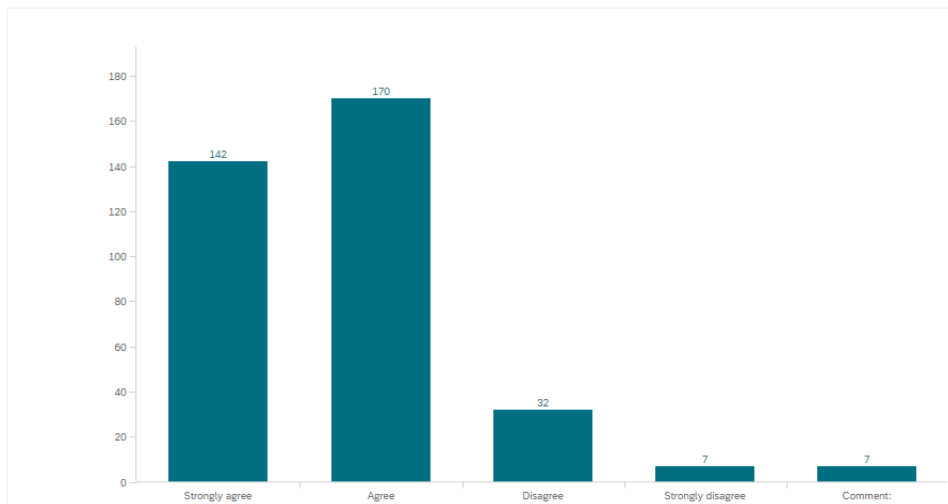
Liberty High School

Q6 - In general, I felt that at least one staff member took a genuine interest in me and personally helped me ...



Skyline High School

Q6 - In general, I felt that at least one staff member took a genuine interest in me and personally helped me ...



...the Superintendent may not:

2. Fail to provide an open and responsive environment that encourages parent involvement.

Interpretation:

I interpret this to mean the District establishes a culture of family partnership and consistently utilizes systems and structures to engage families in their child/children's educational journey.

Evidence:

- Developed in 2022-2023, the Strategic Plan, Priority 4 Authentic Engagement, Strategy 4b is to "Develop and foster relationships to forge purposeful partnerships" showing a commitment to authentic engagement through partnership advisory meetings and will seek new partnerships to collaborate around the district mission and services to students.
- Pre-K (ITK, ECE, ECEAP) and Kindergarten families participate in WA Kids Family Connections meetings held at schools before these programs start. This allows students and families to meet the teacher, ask questions, see where their desk is and allows school staff to welcome students and their family to school in a personalized way.
- Curriculum Night is held at all elementary schools and is open to all families.
- Elementary parent teacher conferences are held during the first semester.
- 5th and 8th grade transition night events occur and provide an opportunity for students and caregivers to learn about and prepare for the move between levels.
- Principals host periodic meetings which are open to all and advertised through the weekly bulletin. Topics may include academic data analysis, behavior expectations, upcoming events, questions and answers, etc.
- The Communications Department engages families and the community with regular social media posts. [District Social Media Channel Statistics \(scroll to bottom of webpage\).](#)
- Special Services Family and Community Partnerships: In the 2022-2023 school year, Special Services convened a group of staff, parent partners, and community representatives to

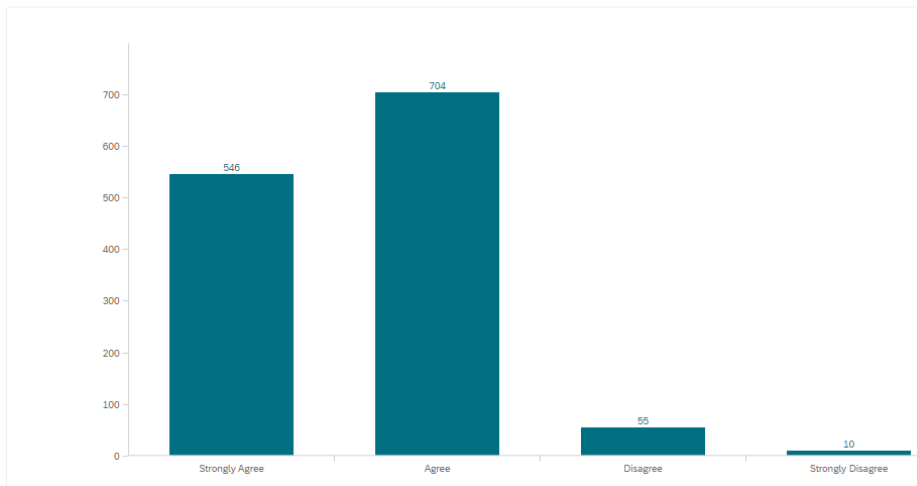
collaborate and work on authentic engagement opportunities, implementation of community recommendations, and provide feedback and input on initiatives to improve practices in special services.

- The Special Services department held ten listening sessions, five focused on team meetings and five focused on social emotional learning and the mental health of students. The following themes emerged in the caregiver feedback:
 - desire for better explanation of rights during meetings
 - desire to better understand how to help their own student
 - desire for more regular and effective communication
 - desire for more access to effective mental health/SEL resources
 - desire for more transparency around supports available for mental health needs of students with disabilities
 - general concern for how to help students with mental health needs.
- Family Information Events and Workshops: nine family information events were held to support our culturally and linguistically diverse families to access Issaquah School District school transitions, services, and programs. The information nights were held in seven languages. See comprehensive list here: [Family Partnership Events for 2022-2023](#)
- Family Partnership Liaisons support the engagement of families, especially those who may be new to the K-12 educational system in America.
- Family Connections Meetings were held to provide a space for all Issaquah School District parents to ask questions and get help. Liaisons invited families who are new to the school district to these meetings as families enroll in the district throughout the school year. The Family Partnership team answers questions on a variety of topics such:
 - school lunch (meal options and payment)
 - how to participate and join clubs and sports
 - how to use Family Access
 - how to translate documents that have been communicated by the district office
 - how to communicate and talk to teachers
 - The Highly Capable Program
 - how to get involved in supporting their student at school

Student surveys in 5th and 8th grade ask students about how feedback is shared with parents. Results from 2022-2023 surveys are below:

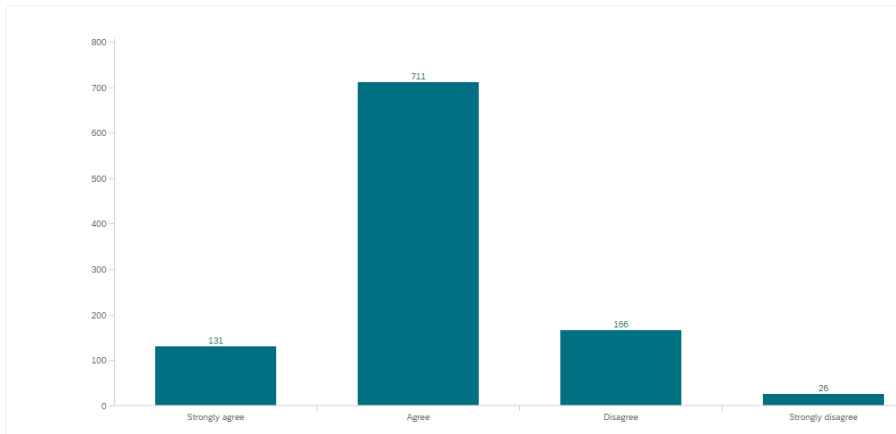
5th grade exit survey (1315 respondents)

Q14 - My teachers provide information to me and my family regarding my learning.



8th grade Exit Survey (1034 respondents)

Q13 - My teachers provide information to me and my family regarding my learning.



3. 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 address and correct this situation.

Evidence:

- Criterion 5 of the state-approved Danielson framework for teacher evaluations is “Fostering and managing a safe, positive learning environment.” All staff in their first three years of teaching and all staff on the comprehensive evaluation are evaluated in Criteria 5.
- All administrators new to the district and/or to the Danielson framework are trained in a 6-part series sponsored by OSPI approved providers which includes training in Criterion 5 of the teacher evaluation.

- Criterion 1 and 2 of the state approved AWSP framework for administrators call for our administrators to “Create a Culture” that values and responds to the characteristics and needs of each learner and to “Ensure School Safety” including providing for social, emotional and intellectual safety. All administrators in their first three years are evaluated on these criteria. Additionally, all administrators rotate onto a comprehensive evaluation every 5 years. See data above in 2.1.
- Staff are trained or re-trained in Mandatory Reporting every three years per the current state law. New staff must have proof of this training to get their initial teaching certificate. In addition, administrators annually remind staff of this professional obligation and required district process, regulation and procedure.

4. Fail to maintain an organizational culture that conforms with the following values:

- a. encourages exchange of opinion*
- b. reasonably includes people in decisions that affect them*
- c. open and honest communication in all written and interpersonal interaction*
- d. focus on common achievement of the Board’s Ends policies*

Interpretation:

I interpret this to mean that communications and engagement systems and structures affirm sharing of different opinions, facilitate dialogue about relevant decisions and topics of interest, and are supported by rationale and context which align to the Board’s Vision and Ends. I further interpret this to mean that the District engages constituents in decisions that directly affect them to the greatest extent possible.

Evidence:

- Several engagement opportunities on the development of the Strategic Plan were conducted, with students, staff, and the community. The mission statement “All students thrive as they engage in meaningful learning that unlocks their passion and potential to positively impact the world” was crafted with input from many vested partners, with the final clause, selected from a variety of strong examples, was authored by students.
- Developed in 2022-2023, Strategic plan Priority 4b states “District leaders and staff will lead effective engagement practices and provide opportunity, partnership and access for all, while reaching diverse members of the community”, highlighting district focus on specific engagement outcomes.
- Student representatives to the school board offer student insights and feedback on boards Ends policies and on student perspectives of the school program.
- The Financial Analysis Core Team (FACT) is a team of district leaders and community members whose purpose is to inform and collect input on the district's budget process.
- In alignment with the Issaquah Education Association Collective Bargaining Agreement, each building submits their decision-making process to Human Resources prior to September 30th annually, this assures staff in individual buildings have the opportunity to provide feedback on decisions that affect them.
- The Equity Department sponsors several groups that engage the public—the Family Partnership Group, Parent Panels, Educators of Color Affinity Group and BEL.

- The Instructional Materials Committee (IMC) includes parent/guardian representatives who provide valuable input. Additionally, an important step in the curriculum adoption process is the survey for input at the beginning of the adoption process and the public review of adopted materials. As a component of the strategic plan in Priority Area 2, the public review of materials window will be open for the entire field study. Adoption committee work in the 2022-2023 school year included: Elementary Literacy Adoption, Middle School Math Adoption, and MS/HS Social Studies Adoption.
- ISD Family Partnership Advisory Group provided two-way communication on how the District and Issaquah School District Family Partnership staff can support culturally and linguistically diverse families.

5. *Permit any form of illegal discrimination.*

Interpretation:

I interpret this to mean that the District works to prevent any form of illegal discrimination through education, training and discipline or corrective action.

Evidence:

- Non-discrimination statements are posted electronically on multiple platforms including the district website and our HRM hiring portal. [Non-Discrimination Statement - Issaquah School District 411 \(isd411.org\)](https://isd411.org)
- Human Resources staff attended a training on job descriptions including non-discrimination statements and updated the non-discrimination language on all job descriptions (July 2023).
- Staff are trained in lawful hiring practices prior to serving on or leading hiring teams.
- All hiring managers were trained on how to mitigate bias when leading our hiring teams (Spring 2023).
- All new staff are provided with the non-discrimination regulations and procedures and returning staff are trained in our training cycle. In 2022-2023 all staff accessed the required non-discrimination training in person.
- One claim of discrimination was investigated and dismissed by the EEOC.

6. *Fail to inform students and their parents or guardians of anticipated changes to the educational program that will significantly impact the educational pathways available to students.*

Interpretation:

I interpret this to mean that parents or guardians will receive clear communication of program offerings available to their students to ensure they have the opportunity to select pathways that support student passion and potential.

Evidence:

Pre-school parents and caregivers are provided information about the District's various pre-school programs through:

- District Bulletins and website. All district preschool programs are now on [one website](#) page, reducing the barrier of parents needing to know which program might fit their family best.

- Outreach through the Preschool Stakeholders Group, community preschool [partners, fliers](#), events, etc.
- Childfind activities including informational flier to
- Coordinated enrollment and recruitment

Elementary parents and caregivers are provided information about special programs such as Highly Capable, Dual Language and Science Tech through:

- District and school E-News [sample of e-news on testing window](#)
- ISD websites:
 - [Highly Capable Program](#)
 - [Dual Language Immersion Program](#)
 - [Science Technology Magnet Program](#)

Secondary students and caregivers are provided course enrollment information prior to registration through transition events for students and families, as well as documents presented on school and district websites. Course guides at both middle and high school show students and caregivers all the options for course selection. Principals survey students' interests to inform the course guide options, especially for electives.

- [Middle School Course Guide](#)
- [High School Course Guides](#)
- 5th and 8th grade transition nights, designed to inform students and caregivers about planning and course selection impacts both in the immediate and following school years.
- Sample of [9th grade registration](#) information
- Developed in 2022-2023, Priority 2 Academic Opportunities, strategy e specifically addresses the shared goal of “Create and communicate unique pathways to graduation that ensure students understand opportunities as aligned to their pathway and post-high school goals”. Work on this strategy has begun and includes the development of new lessons to be delivered in class on the information in the High School and Beyond Plan.

Annually, the School Board approves the graduation requirements embedded in regulation and procedure [2410](#) and [2410P](#), please see [Board Meeting Agenda 2-9-23](#).

7. Fail to adequately monitor and control student access to and utilization of electronically distributed information.

Interpretation:

I interpret this to mean that student access to information and digital media provided by the district will be used in a safe, ethical, secure manner, and monitored for inappropriate use.

Evidence:

- The ISD uses Gaggle net to monitor school issued software and devices.
- The ISD has robust filters to minimize student exposure to developmentally inappropriate content.
- The ISD has an anonymous tip line called Quick Tip where anyone can report unsafe behavior. In the 2022-2023 school year, the district received 125 reports via this system, although

not all were for safety or student concerns. When received, the tips are forwarded to our Director of Safety and Security, District Lead Security Officer, Executive Director of Communication, Assistant Director of Communications, Communication Specialist, Executive Director of Operations. Whomever on the recipient list first sees the tip first sends the information to the appropriate principal, executive direction and cc's the rest of the initial recipient list so the team knows the information has been given to the appropriate staff members for follow up.

- Our student and staff databases are password protected and we have moved toward 2-step authentication where appropriate.
- Students and parents sign a student-friendly version of the Responsible Use Guidelines annually.
 - [K-5 Responsible Use Agreement](#)
 - [6-12 Responsible Use Agreement](#)
- Staff also read, review and sign off on the Responsible Use Guidelines as a part of their regular training cycle. In 2022-2023, all staff completed this review during an in-person training. This training included not allowing inappropriate student access to information meant for staff.

8. Use methods of managing information, including student information, that fail to protect confidentiality or protect against improper access.

Interpretation:

I interpret this to mean that the District maintains confidential student and staff information according to the following guidelines:

- maintenance in secure locations;
- accessibility only by authorized persons performing official duties;
- appropriately transmitted to or made available for review by the individuals to whom it pertains, or have a legitimate educational interest, including parents with the right of access to their student's records;
- lawfully archived and destroyed;
- password-protected when stored in electronic formats.

Evidence:

- The ISD securely stores critical staff and student data off site, and it is backed up regularly through our contract with Washington School Information Processing Co-op (WSIPC)
- The ISD, including the Human Resources Department, adheres to all state-required records retention rules for staff files and timely supplies records responsive to public records requests.
- Staff files are securely stored both physically and digitally and are password protected when in electronic format. For example, some files are protected by a second set of access limits created by our IT department upon request
- Student information stored in cumulative files at the building level follow district guidelines. [Public Schools Retention Schedule, Student Records section 6.4 p.51-56.](#)
- Student Information Systems department maintains a spreadsheet of staff who have been hired/resigned/retired/transferred/ are contracted or agency Staff and inactivate their access to student information at the end of the appropriate period.

- Student Information Systems department annually adjusts student access permissions for staff such as Nurses, SLP's, OT's, etc., who may be moved each year to a new school building, so to protect from unnecessary access to student information from previous schools.
- Principals verify annually through the Annual Building Survey that student information is maintained in secure locations. In 2022-2023, all principals verified that records were properly maintained and protected.
- The district provides annual training on the accessibility by only authorized persons performing official duties; examples include registrar training on the submission of the P223.
- Student Records [Regulation 3231](#) and [Procedure 3231/P](#) (most recent revision 3/20/23)
- Students and families are annually notified of their rights under FERPA.
- Confidential records required to be kept as hard copy files, like transcripts, are maintained behind at least two locks.

9. 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.

Evidence:

The ISD adheres to the records retention directives issued by the Office of the Secretary of State, including the lawful destruction of records on the appropriate cycle.

[Public Schools Retention Schedule, Version 8.4, April 2021.](#)

[Public Schools Retention Schedule, Student Records section 6.4 p.51-56.](#)

[Public Schools Retention Schedule, Health Services section 7.2 p.72-74.](#)

10. Fail to provide a process for the effective handling of complaints.

Interpretation:

I interpret this to mean that the District develops, promotes and sustains systems for community members, parents/guardians, students, and employees to bring complaints and concerns forward. The District will have clear and timely expectations communicated about next steps or responses/resolutions.

As a practical matter, employee appeal rights are noted, but are not treated in depth in this monitoring report. They are treated in more detail in the monitoring of [EL-3: Personnel Administration](#).

Evidence:

- The District website includes directions on how community members, parents/guardians, students and employees can share thoughts about issues, questions and concerns. [Issues, Questions or Concerns](#). Additionally, the School Board email account is monitored regularly, and forwarded to the appropriate person for response. Looking forward, information about how to access the Office of the Education Ombuds (OEO) will be made clear on the District website.

- Administrators follow the IEA Collective Bargaining Agreement when processing complaints about teachers.
- Per the IEA CBA, certificated staff are expected to respond to parents' voice mails or emails within two working days of receipt.
- The district website includes directions on how community members, parents/guardians, students and employees can share thoughts about issues, questions and concerns. [Issues, Questions or Concerns](#). Additionally, the school board email account is monitored regularly, and forwarded to the appropriate person for response. Looking forward, information about how to access the Office of the Education Ombuds (OEO) will be made clear on the district website.
- Other complaint processes involving fellow students are typically governed by district regulation and procedure like our HIB regulation and procedure [3207/P](#) or student discipline regulation [3241/P](#).
- [Policy 4220P](#) outlines the complaint process for staff or programs. One complaint under 4220P was filed with the Executive Directors of Schools. No appeals to the superintendent or the school board were made in 2022-2023.
- When a complaint rises to the level of a complaint of staff misconduct, the Human Resources department issues a notice of investigation and follows the relevant Collective Bargaining Agreement section to assure the staff member's due process rights. While staff have privacy rights that must be honored, Human Resource administrators respond to the complainant to explain when the investigative and/or discipline process is complete.

11. 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:

- Students and families sign they have read and understood the student handbook which is updated and published annually and include appeal rights.
 - [Elementary School Student Handbook](#)
 - [Middle School Student Handbook](#)
 - [High School Student Handbook](#)
- The formal process for resolution for allegations of discrimination is found in [3210P](#)
- For students who receive the support of McKinney Vento services, the [formal process](#) for the school placement decisions include the steps for parents/guardians to appeal the Best School Determination decision.
- Exclusion letters when students experience exclusion related to discipline include appeal rights. [Sample of emergency removal letter with appeal rights information](#).
- Students and families can appeal HIB findings through district procedure. The process for handling HIB complaints and with the complainants' findings letter, are included in the right to appeal found in procedure [3207P](#). In the 2022-2023 school year, nine appeals were filed, and four appeals to the Board were made.

2022-2023 School Year:

Number of HIB Reports	Number of HIB formal investigations	How many were found to be HIB	How many were appealed	How many were appealed to the board
65	49	18	9	4

12. 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:

- Human Resources received no claims of retaliation from anyone involving staff in the 2022-2023 school year.
- No student-to-student reports submitted as a formal complaint indicated retaliation. Of the 18 HIB reports (see 2.11) none indicated retaliation as the reason for reporting harassment, intimidation or bullying.

13. Permit the administration of corporal punishment.**Interpretation:**

I interpret this to mean that there will be no corporal punishment administered to students.

Evidence:

- [District regulation 3244](#) expressly prohibits the use of corporal punishment. There were no reports of staff violating 3244.
- Any claims of unwarranted physical contact or physical contact with students that did not align with one's role, job description or training were thoroughly investigated and, if appropriate, staff were put on administrative leave.

Board acceptance: March 28, 2024

**Issaquah School District
Executive Limitations Monitoring Report**

**EL-3 Personnel Administration
Annual Internal Review - October 26, 2023**

The Board believes that student success is dependent on highly qualified staff who are able to work in a collaborative manner towards achieving the Board's Ends for Students. Staff should receive relevant professional development and be appropriately compensated for their work.

The Superintendent certifies that the District is in compliance with EL-3 without exceptions.

The Superintendent shall not fail to assure the employment, development, evaluation and compensation of district employees necessary to enable the organization to achieve its Ends policies.

General Interpretation:

I interpret this policy to mean that the District is ensuring effective recruitment, orientation, training, supervision and ongoing feedback and support for every employee. I also interpret this policy to mean that each employee understands their role and responsibility in fulfilling their stated duties to support the organization in alignment with its Ends. Finally, I interpret this policy to mean that the District is maintaining a competitive position in attracting a diverse and qualified pool of applicants and keeping pace with compensation based on updated market information.

Accordingly, the Superintendent shall not fail to:

1. Make mandatory background inquiries and checks prior to hiring any paid personnel.

Interpretation:

I interpret this to mean that District hiring processes and procedures ensure that no person with a history of disqualifying criminal activity will be recommended for District employment. In addition, I interpret this to mean that background checks and/or reference surveys and calls are completed for each applicant for any position.

Evidence of Compliance:

- All paid employees as of October 1, 2023 are free from criminal activity that would disqualify them from employment in the Issaquah School District.
- Background inquiries and checks have been performed for all paid employees, including substitutes, coaches, assistant coaches and student teachers. Background inquiries and checks include application materials, interviews, reference checks, and Washington State Patrol and Federal Bureau of Investigation (FBI) fingerprinting.
- The District has met its obligation for fingerprinting as specified in RCW 28A.400.303.
- The State of Washington Sexual Misconduct Form has been completed and filed for all new hires, including certificated substitutes, as required by law.

- CrossMatch provides electronic fingerprinting and electronic submission to the FBI, the District is routinely provided cleaner fingerprints, efficient and quick submission, and results from FBI within 72 hours.
- Every application for employment includes a reference survey and/or a follow-up phone call from a Human Resources (HR) technician prior to final hiring decisions are made.

2. Conduct reasonable background inquiries and checks prior to utilizing the services of any volunteers who have unsupervised contact with students.

Interpretation:

I interpret this to mean that the District will perform screening as set forth in District Regulations 5630—*Volunteers* and 5631—*Volunteers Assisting as Coaches*, and in accordance with Human Resources best practices for all volunteers who will have unsupervised contact with students.

Evidence of Compliance:

- HR uses an online system through the HRM Plus portal for employee hiring to screen adult volunteers. The link to the portal is disseminated as part of the Enrollment Verification Process (EVP), as well as in the New Admission paperwork when families register their student to the district. In the 2022-23 school year, HR staff approved more than 10,000 volunteers for service in the ISD.
- Volunteers with regular unsupervised contact with students are also fingerprinted.
- Each school maintains a binder or file of screened volunteers who are cleared for service to the school's programs. Their cadre of volunteers is drawn from this source in keeping with District regulations. In addition, each school provides training for volunteers about building and field trip procedures.
- All chaperones on overnight field trips have cleared background checks through the Washington State Patrol. At the secondary levels, chaperones are housed separately. At the elementary level, if students go to Camp as a school-sponsored activity, two or three parent chaperones are assigned to each cabin of students.

3. Select the most highly qualified and best suited candidates for all positions.

Interpretation:

I interpret this to mean that, within the framework of established State and District qualifications and contractual obligations, the District will create a pool of diverse and "most highly qualified" applicants for available positions. From that pool, interview teams representing supervisors, co-workers in related roles and, when appropriate, students, family and/or community members will assist the responsible hiring managers by exercising their collective judgment to recommend candidates who are best suited to meet local needs.

Evidence of Compliance:

- Regular proactive recruitment strategies include: hosting job fairs, participating in regional job fairs, recruiting from local and other regional universities and college, posting of positions on regional, state, and national professional association websites, and an on-line application process.

- In the 2022-23 school year, the District attended 6 total recruiting events: large in-person job fairs in Spokane and Tacoma, a new fair hosted by Gonzaga locally, as well as fairs at the University of Washington, Western Washington University and Central Washington University, and hosted one District job fair to recruit classified staff, with more than 70 potential employees attending.
- ISD issued 12 golden tickets to special education staff at these fairs. Golden tickets are an assurance of a contract as a result of the on-site screening and interviewing at the job fair(s). Pending the results of reference and background checks, these candidates are offered a contract. We had only one opening remaining.
- The HR department used new platforms and strategies for the recruiting of certificated and classified staff including Handshake, university career centers, other digital spaces, and more.
- HR staff streamlined the substitute and classified job applications to require fewer overall steps of applicants and make them more accessible.
- HR staff trained all hiring managers on prevention of bias in hiring processes and gathered survey feedback from hiring managers as the hiring season tapered off.
 - Hiring managers reported a high degree of success with facilitating conversations about bias with their teams to prevent bias from impacting our processes and reported having been able to successfully diversify their hiring teams.
- Quality checks are in place to support hiring managers and interview teams through a review of interview documents by personnel in the Human Resources Department prior to job offer.
- Interviews contain questions focused on equity and the pursuit of candidates who value and have a sensitivity to diversity. These questions are geared toward how candidates use classroom and pedagogical approaches that affirm student identity and foster a safe learning environment for all.

4. Administer clear personnel rules and procedures for employees, including rules protecting against wrongful conditions, such as nepotism and inequitably preferential treatment for personal reasons.

Interpretation:

I interpret this to mean the District keeps appropriate personnel Regulations and supporting procedures, contracts, and best practices updated and accessible to all staff for reference in the daily operation of the school district. These working documents will: (1) set forth expectations of employees, (2) describe timely, agreed-upon processes for addressing personnel concerns or complaints, and (3) prevent discriminatory or retaliatory employment practices.

Evidence of Compliance:

- Personnel Regulations specific to this Executive Limitation include:
 - 5000: Recruitment of Staff (last revised 8.2012)
 - 5010: Nondiscrimination and Affirmative Action (last revised 3.17.23)
 - 5013: Sexual Harassment - Personnel, Volunteers and Visitors (last revised 3.13.23)
 - 5207: Prohibition Against Harassment and Intimidation (last revised 3.13.23)
 - 5252: Staff Participation in Political Activities (last revised 8.7.15)
 - 5241: Whistle Blower Protection (last revised 10.1.15)

- 5251: Conflict of Interest (last revised 3.13.23)
- 5281: Disciplinary Action and Discharge (last revised 3.13.23)
- 5282: Civility (last revised 3.13.23)
- 5000-5642: Other personnel Regulations in the 5000 Series
- District Regulations 3207: Prohibition Against Harassment, Intimidation, and Bullying; 3210: Nondiscrimination; 2022: Electronic Resources; 5201: Drug Free Workplace; and 3421 Child Abuse, Neglect, and Exploitation Prevention were disseminated to all employees.
- In 2022-2023 90 minutes of in-person compliance training and re-training of all employees was completed as one part of the three (3)-year rotation training-delivery model.
- Makeup trainings were required of any absent staff.
- The Human Resources Specialists and the Directors of Human Resources facilitated training through *SafeSchools* for new to District employees upon hiring throughout the year regarding Personnel Regulations and state and federal law that promote a safe and positive workplace, such as Civility, Sexual Harassment, Staff/Student Boundaries and Prohibition Against Harassment and Gender Inclusive Schools.
- Negotiated contracts with employee unions include informal and formal grievance procedures and remedies.
- Specific appeal procedures are provided as protection in the areas of civility, discipline, nondiscrimination, employment and re-employment, harassment, intimidation and whistleblower.
- HR staff completed WSPA (Washington School Personnel Association) training on job descriptions and refreshed the non-discrimination and ADA statements on all ISD job descriptions.

5. Effectively handle complaints and concerns.

Interpretation:

I interpret this to mean that complaints and concerns presented by employees, students, parents and members of the community who identify themselves and provide credible details will be examined thoroughly and appropriately and brought to resolution by the administration whenever possible, using applicable District Regulation(s), procedure(s) and contractual processes. There are instances when staff raise issues in one school year informally and then file a report or take a formal action in a different year. The absence of reporting should not be conflated as Evidence of Compliance: of success, but rather the presence of reporting and how these complaints and concerns are handled are of consequence to our ability to support all employees. If complaints rise to the level of a Board hearing or court procedure, background information and materials will be thoroughly and accurately prepared.

Evidence of Compliance:

- All employee grievances have been handled through grievance procedures established in applicable labor contracts. The District addressed 2 classified grievances in the 2022-23 school year.
- All complaints of employee misconduct are investigated and resolved in keeping with applicable statutes, District Regulations and labor contracts. In the 2022-23 school year, the District addressed approximately 42 reports of misconduct involving 13 certificated and 25 classified employees.

- Of the 42 total reports of staff misconduct, some are still in process. Of those completed, three (3) resulted in discipline of certificated staff and nine (9) resulted in discipline of classified staff. Eight (8) complaints involving certificated staff resulted in non-disciplinary action and five (5) complaints involving classified staff resulted in the exoneration of those staff members. This is a sampling of possible outcomes after thorough investigation of each report. Specific outcomes for each report remain confidential.
- District Administrators regularly meet with Union Officers in Labor Management meetings to handle complaints and concerns proactively and collaboratively. For example, with one classified unit HR handled one (1) grievance at the “informal” level and resolved it before it became a formal grievance.
- Procedures are in place to address concerns in a progressive manner that directs the individual to the authority closest to the issue. For example, if a parent raises a concern about a coaching decision they are directed to speak with the coach initially with the understanding that if unresolved at that level, the building Athletic Director is the next step.

6. Maintain adequate job descriptions for all positions.

Interpretation:

I interpret this to mean that job descriptions will be created for all positions and updated as needed.

Evidence of Compliance:

District Regulation #5230—*Certificated and Classified Job Descriptions* sets forth this requirement. I certify that job descriptions are on file and updated or created as vacancies are posted.

7. Provide appropriate due process.

Interpretation:

I interpret this to mean that employees must be provided their rights to due process as required by law, District Regulation, and local labor collective bargaining agreements before being disciplined or terminated.

Evidence of Compliance:

I certify that (a) appropriate guidance for the protection of due process rights is in place for all supervisory personnel, including both written documents and training (b) currently the District has no complaints related to due process which remain unresolved. (Requirements are set forth in RCW 28A.400.300, District Policy #5280.1—*Termination of Employment*, and local labor contracts.)

8. Protect against retaliation against any staff member for lawful, non-disruptive expressions of dissent.

Interpretation:

I interpret this to mean that I will not permit, directly or indirectly, by act or omission, any adverse action against an employee for the lawful and prudent exercise of his/her rights as an employee.

Evidence of Compliance:

No claim of retaliation has been filed through any appeal, grievance process or legal channel by any employee or union acting on behalf of employees during the last twelve (12) months.

9. Prepare staff to deal with emergency situations.

Interpretation:

I interpret this to mean that staff will be trained in, know their role, and will have practiced emergency procedures. Additionally, I interpret this to mean that we have systems and structures, and ongoing communication with key personnel and government agencies to prepare for and respond to emergency situations.

Evidence of Compliance:

System preparedness:

- The District has developed and maintained an Executive Emergency Response Team Guide (EERT). The purpose of the guide is to provide Cabinet members and District level administrative staff with an outlined approach to assisting school buildings and ancillary facilities during emergency events. The guide was updated for 2022-23 and tabletop exercises were conducted by the Superintendent and Executive Cabinet members prior to the start of the school year.
- The District has developed its Continuity of Operations Plan (COOP) per OSPI. This plan is in place to ensure that the District is capable of conducting its mission critical functions under all threats and conditions. This plan is used in conjunction with the Building Emergency Operations Plans (EOP) and Executive Emergency Response Team Guide (EERT).
- The Executive Director of Operations has been assigned the responsibility for overseeing Safety and Security in all our schools and work sites. The District also employs a full-time Director of Safety and Security. This position serves the primary role of training staff, implementing safety and security protocols, and ensuring the overall safety of students, staff, and district facilities.
- The District has assisted each school in developing, updating, and maintaining plans that identify specific duties and responsibilities, such as incident command, fire, earthquake, intruder, active shooter, student care, logistics, student comfort, student-parent reunification, first aid/AED employment, and search and rescue. These plans, assigning tasks and responsibilities to specific staff members, are on file for each school and are periodically reviewed and improved.
- The District has standardized plans to provide greater consistency among locations. This minimizes confusion for first responders, central administrators, and others assisting in emergency situations. The District uses a standardized building emergency plan template created and distributed to school administrators. All principals have been trained and certified in incident command system from the Federal Emergency Management Agency.
- During the 2022-23 school year, schools conducted no less than one safety-related drill each month the school was in session, schools drill focused on three basic functional threat or hazard responses: shelter-in-place, lockdown and evacuation.
- Narcan is available at all schools.

Annual training:

- The District provides necessary training as a service to those staff members required to maintain specific levels of proficiency in First Aid, CPR/AED, Narcan, Stop the Bleed and Crisis Intervention.
- The District provides Run-Hide-Fight training to all school staff at the inception of the school year. The training is designed by the Department of Homeland Security.
- Staff in every building are trained in the administration of Narcan including all school nurses, Health Room Specialists and School Security Officers and all BASC site coordinators,
- Nurse CPR training was upgraded to Basic Life Support (BLS) during the 2022-23 school year.
- The District provides, as space permits, desired training for staff in First Aid, CPR/AED, Narcan, Stop the Bleed, Youth Mental Health First Aid, and Crisis Intervention.
- The District also works closely with our local first responders to provide staff trainings and current information related to crisis response. Following the evacuation of Pine Lake Middle School, district officials and first responders met to review process and outcomes of the event. Feedback on the decision steps prior to evacuation and on the reunification process were incorporated into the standard crisis plans.

10. Protect confidential information.**Interpretation:**

I interpret this to mean that the District must maintain and protect the confidential records and information of all employees.

Evidence of Compliance:

- All personnel records are maintained and protected to the extent of the law and in keeping with collective bargaining agreements. This includes, but is not limited to, privileged and legal documents, application materials, investigative records, and personnel files.
- Requests for Public Records are handled by the Public Records Officer with guidance from the Assistant Superintendent of Human Resources, the Chief Financial Officer/Chief Operating Officer, and outside counsel as appropriate. During this monitoring period, requested records have been appropriately released according to RCW 42.56.
- Regulation 5260 – *Certificated and Classified Staff Personnel Records* establishes standards for personnel records. Secure storage, both physical and digital, is provided for effective management of personnel records.

11. Develop compensation and benefit plans to attract and retain the highest quality employees by compensating employees consistent with the applicable marketplace, including but not limited to organizations of comparable size and type and within available resources.**Interpretation:**

I interpret this to mean that the District must maintain a competitive compensation package that will attract and retain highly qualified employees and based on the local market. I further interpret this to mean that in a dynamic financial and labor market we are continuously analyzing all appropriate data on compensation.

Evidence of Compliance:

- The District annually collects negotiated agreements from surrounding districts to study settlement patterns to attract and retain the highest quality employees.
- Comparability studies of employees' compensation are completed periodically and/or during appropriate bargaining cycles. In the 2022-23 school year, this work was completed during the IEA bargain (through 2025) and for all unrepresented employees.
- The District follows state laws RCW 28A.400.200 (Compensation) and RCW 28A.400.280 (Benefits).

12. Consistent with the Superintendent's own evaluation, evaluate all employee performance according to their contribution toward achieving the Board's Ends policies and their compliance with the Board's Executive Limitations policies.**Interpretation:**

I interpret this to mean that employee evaluation methods, tools, processes and procedures are developed and implemented in consideration of the Board's Ends and Executive Limitations policies and must be on file for all employees.

Evidence of Compliance:

- The evaluation standards for certificated classroom teachers are fully aligned with the OSPI approved-Danielson Framework.
- Classified employees and Administrators (both classified and certificated) are evaluated based on their performance as it corresponds to their job description.
- The evaluation standards for principals are fully aligned with the OSPI-approved AWSP Framework.
- The evaluation standards for certificated support staff, including certificated specialists and Teachers on Special Assignment, are fully aligned with a modified framework based upon Danielson's Framework.
- The District tracks and reviews the completion of all evaluations and the distribution of ratings by employee group.

13. Assure that the evaluation of all educational program personnel is designed to:

- 1. Improve and support instruction;**
- 2. Measure and document both excellent performance and unsatisfactory performance;**

Interpretation:

I interpret this to mean that the evaluation of all educational program personnel (e.g., classroom teachers, certificated support staff, paraprofessionals, principals, and central administrators) will be designed specifically to measure, document, and improve instruction.

Evidence of Compliance:**Evaluation of leadership:**

- For all principals, the District used the research-based AWSP Leadership Framework and State of Washington Eight Criteria as the basis for our evaluation process.
- Principals new to Assistant Principal evaluations are required to take 12 hours of training on this framework.

Specialized leadership training:

- The District offered 3 (three) supervisor trainings to building and classified administrators intended to strengthen their leadership skills:
 - Approximately 18 certificated administrators participated in the advanced supervisor training this year.
 - Twenty-four classified administrators participated in the Supervisor Boot Camp.
 - Thirty-six administrators participated in the “Managing Challenging Conversations” training.

Evaluation of certificated staff:

- All new principals and evaluators of certificated staff members receive 36 hours on the Danielson Framework and the State Eight Evaluation Criterion for certificated classroom teachers. Deans, Counselors, Specialists, TOSAs and Nurses all have Danielson based evaluation tools developed specific to their roles.
- Staff members who are underperforming are addressed through evaluation and are supported with training and resources, including a Plan of Improvement.

14. Ensure that all staff members are qualified and trained to perform the responsibilities assigned to them in pursuit of achieving the Ends.

Interpretation:

I interpret this to mean that prospective staff members must meet the formal qualifications for their positions or possess alternative qualifications deemed acceptable by the professional team recommending employment. Additionally, the District is responsible to provide training as needed by staff to build District capacity in selected skill areas in order to achieve the Board’s Ends.

Evidence of Compliance:

Leadership qualifications and training:

- All building administrators new to the District receive administrative mentors for their first year in the District. All building administrators who transition to new schools or to a different level within the District receive administrative mentors for one (1) year following the move to the new assignment.
- In 2022-23, the District supported 6 certificated staff through their administrative internships.
- Principals and supervisors were trained in supervision and evaluation, just cause, due process, interviewing, prevention of harassment, intimidation and bullying, and records retention.

Certificated staff qualification and training:

- Under the Washington State Endorsement and Certification Guidelines all of the certificated staff have met the Washington State standards set by the PESB to begin the school year.
- Certificated substitutes have met the Washington standards for endorsement and licensing as set by the PESB.
- During the 2022-23 school year, 9 teachers were in the initial National Boards Certification process (4 completed) with more than one dozen teachers pursuing their renewal.
 - The total number of National Board Certified teachers in the Issaquah School District is approximately 172 certificated staff.
 - The ISD National Boards program is approved by OSPI and we have had a state-recognized facilitator on staff beginning 2018. NBC is well aligned with the District initiative to implement the Danielson Framework and State Eight or State Five Criteria.
- IEA/ISD Collective Bargaining Agreement stipulates “To meet the educational mission of the Issaquah School District, certificated staff shall be provided time for professional development, collaboration, and work related to moving forward the District Educational mission. The District shall establish a schedule of early release at elementary schools and late arrival at secondary schools on Wednesdays.”
- New to Profession Academy (NTPA) provides an intensive year-long mentoring program for certificated classroom teachers and certificated support personnel in their first year of work in the District. In 2022-23, Teaching and Learning Services matched 34 mentors to 45 new K-5 teachers, and matched 53 mentors to 54 new 6-12 teachers.
 - The NTPA is delivered through eight seminars on topics key to instructional mastery and that are hosted at the administration building.
 - In-building mentors for classroom teachers support curricula implementation and instructional support on the grade-level teams and by department mentors who support implementation of program.
- The re-issue determination of certificated contracts of underperforming staff is made prior to the state-mandated May 15 deadline.

Classified qualifications and training:

- Human Resources also has two paraprofessional professional learning coaches. They are charged with training new staff in the multiple modules from the Professional Educator Standards Board (PSEB) to meet paraprofessional certification mandates. The Paraprofessional learning coaches mentor and train all new paraprofessionals across the district on appropriate supervision of students, data-taking, supporting students with challenging behaviors, and how to work with certificated and administrative staff.
- All Paraprofessionals hired in the 2022-23 school year are in compliance with the minimum employment requirements as outlined in HB1115.
 - The Paraprofessional Learning Coaches continued with the implementation of the Fundamental Course of Study (FCS) and the General Paraeducator Certificate, with two hundred eighty seven (287) completing the FCS twenty eight (28) hours, one hundred forty-four (144) completing the General Paraeducator Certificate, three hundred five (305) completing the twenty (20) hours of the Special Education Subject Matter Certificate and three hundred fourteen (314) completing the twenty (20) hours of the English Language Learner Subject Matter Certificate as of September 1, 2023.

15. Maintain an organizational culture that positively impacts the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support and courtesy.

Interpretation:

I interpret this to require the development and maintenance of a strong, positive District culture characterized by mutual respect, civility, collaboration, and open communication.

Evidence of Compliance:

- District Regulations express high commitment to and expectations for maintaining civil, respectful, collaborative behavior by all members of the school district community. These policies include but not limited to: *Regulation #5282 – Civility; Regulation #5013 - Sexual Harassment Prohibited; Regulation #5014 - Prohibition Against Harassment and Intimidation.*
- The work begun by District staff for the strategic plan in Priority Area 3 “Diverse Talent” should continue to further the work of welcoming, including and retaining high quality staff.
 - In 2022-23, the District supported the attendance of 11 staff at the Puget Sound Educational Service District’s Educators of Color Leadership Community. For example, in 2022-23 the District supported the attendance of 11 staff at the Puget Sound Educational Service District’s Educators of Color Leadership Community. These staff are continuing into year two of that commitment.
 - 7 of these staff have volunteered to serve as BIPOC mentors for new staff who identify as staff of color and want a BIPOC mentor.
- Negotiated contracts specifically protect staff rights and create collaborative structures to ensure their ongoing voice in District decisions.
 - HR actively encouraged the makeup of interview teams to represent many voices, backgrounds and lived experiences, and we encourage these opportunities be made available to staff broadly so that many staff are exposed to the experience of hiring.
 - Input structures exist throughout the District to ensure staff voice in decision-making and strong collaboration in all program areas.
- The District’s *Regulation #4220P- Complaints Concerning Staff and Programs* is an important procedural mechanism which fosters honest, open dialog and protects culture while managing complaints and concerns. Most 4220 complaints are handled by Executive Directors. Any complaints that indicate staff misconduct may be handled by Human Resources. In the 2022-23 school year, Exec Directors received one complaint via the process outlined in 4220/P and it did not warrant HR involvement.
(Data for monitoring report approved on September 28, 2023, Executive Limitation 8 (EL-8) Communications, was noted incorrectly, Section 11 evidence for complaints received in 2022-2023 should be one instead of four.)

Board Approval: October 26, 2023

**Issaquah School District
Executive Limitations Monitoring Report**

**EL-4 FINANCIAL PLANNING AND BUDGETING
(Internal Annual Report)
August 24, 2023**

***The Superintendent certifies that the District is in compliance with EL-4
with no exceptions.***

Financial planning for any fiscal year or the remaining part of any fiscal year shall not deviate materially from the Board's Ends priorities, risk fiscal jeopardy, or fail to be derived from a multi-year plan.

Interpretation

I interpret adequate financial planning to mean a Board-adopted budget that incorporates the following major elements:

- [Board's Budget Development Guidelines \(adopted on 2-9-23\)](#)
- Multi-year financial planning ([4 year levies](#)), multi-year [Capital Bonds](#), 3 to 4 year collective bargaining agreements, review of 2 year biennial legislative budgets as available
- Five-year enrollment projections, [Guide to Understanding the Budget 2023-24](#)
- Compensation and benefits built on [negotiated agreements](#) and enacted legislative budgets

Evidence of Compliance

I certify that the above-named documents were enacted by the Board, provided to the Board/community, and are fully incorporated into the current (2022-23) and the Draft 2023-24 Budget, which includes a Four-Year Outlook.

1. ...the Superintendent shall not allow budgeting that risks incurring those situations or conditions described as unacceptable in the Board policy entitled "Financial Conditions and Activities."

Interpretation

I interpret this to mean that the adopted budget must provide adequate resources to:

- Settle known District obligations (payroll and operating),
- Collect funds owed the District,
- Maintain reserves as set forth by the Board, and

- Ensure sufficient funding to complete building projects in progress.

Evidence of Compliance

I certify that inspection of all relevant documents from July 1, 2022—June 30, 2023 continue to show compliance with these requirements. Additionally, compliance is [demonstrated by monthly financial reports](#) provided to the Board, as provided in the Draft [2023-24 Budget](#) and the [most recent year-end financial statements](#). The board approved use of the board reserve for an emergency capital repair \$400,000 at Issaquah High School during the [May 23 2023 board meeting](#). The emergency reserve is replenished during the budget and year-end procedures.

2. ...the Superintendent shall not allow budgeting that omits credible projection of revenues and expenses, separation of capital and operational items, cash flow and disclosure of planning assumptions.

Interpretation

I interpret this to mean that the budget must be based on reliable planning assumptions that are made transparent to the Board and general public; cash flow must be appropriately managed for timely response to District needs, and the integrity of capital and operational budgets must be maintained.

Evidence of Compliance

The budget development process contains numerous systems to guarantee reliable revenue/expenditure projections and communicates these to the public. The following documents and processes fulfill this requirement in annual cycles. Projected/actual dates are noted:

- Five-Year enrollment projection ([Demographer presentation](#), [Guide to Understanding the Budget, 2023-24](#))
- Revenue projections based on enrollment ([Guide to Understanding the Budget, 2023-24](#))
- Compensation and benefit budgets built on [current negotiated agreements](#)
- Distribution of building budgets based on enrollment projections (will be adjusted to actual enrollment on October 1, 2023)
- [Survey](#) and public hearings conducted to confirm community values and priorities. A community listening session on March 2nd, 2023. ([ongoing](#))
- Adoption and implementation of Board Budget Guidelines (February 2023)
- Historical fund balance analysis with monthly reporting ([ongoing reports](#))
- Separation of operational funds from debt service, capital projects, and ASB funds (ongoing reports)
- Maintenance of reserves to cover start-up operating costs associated with opening new schools (as needed) ([certified in year-end financial report – August 31, 2022 and ongoing reports](#))
- Continuous monitoring of enrollment, revenue and expenditure budgets in order to manage any fluctuations from projections (ongoing reports)

- Work with legislators, administrators, staff, and community to create an understanding of the District processes outlined above (ongoing)
- Continued online presence regarding the [budget, finances, and opportunities for community involvement](#)

3. ...the Superintendent shall not allow budgeting that provides less for Board prerogatives during the year than is set forth in the Board-developed budget for Cost of Governance.

Interpretation

I interpret this to mean that the budget established by the Board must be incorporated into the adopted budget.

Evidence of Compliance

The Board via discussion and governance policy has provided guidance to the administration regarding a Board Operating Budget for 2023-24. I certify that these identified requirements have been incorporated into the District budget. There may also be physical inspection by the Board of its budget, upon request.

4. ... the Superintendent shall not allow budgeting that fails to show the amount spent in each budget category for the most recently completed fiscal year and the amount budgeted for each category for the current fiscal year.

Interpretation

I interpret this to mean that the budget (Proposed 2023-24 F-195 Budget) submitted to the Board must show this information in the following categories:

- Summary of Budget (All Funds)
- Summary of Revenues (All Funds)
- Summary of Expenditures by Program (General Fund)
- Summary of Expenditures by Activity (General Fund)
- Summary of Expenditures by Object (General Fund)

Evidence of Compliance

I certify that these comparisons are provided in the [2023-24 Budget](#) submitted for adoption.

5. ...the Superintendent shall not allow budgeting that plans for the expenditure in any fiscal year of more funds than are conservatively projected to be available during the year.

Interpretation

I interpret this to mean that the budget submitted to the Board must balance revenues and expenditures in a way that meets the Board's targeted goals for reserves.

Evidence of Compliance

The proposed 2023-24 General Fund Operating Budget targets an unassigned (unreserved) ending fund balance of 5.66% of budgeted expenditures. The budget sets aside, \$6,000,000 for future school facilities, \$1,500,000 reserved for unexpended and obligated building funds, \$500,000 restricted for food service carryover, committed amount of \$108,170 for petty cash accounts, \$4,000,000 designated for uninsured risk/inventory pre-paid items (required in accounting standards), \$1,000,000 reserved for curriculum, and \$500,000 for other contingencies. The Board emergency reserve is replenished to \$1,000,000 for an emergency facility repair. Total equity reserves will remain relatively flat with an estimated beginning fund balance of \$36,500,000 (9.82% of 2022-23 expenses) to an estimated \$36,500,000 (9.43% of 2023-24 operating expenses).

6. ...the Superintendent shall not allow budgeting that fails to reflect anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increases and benefits.

Interpretation

I interpret this to mean that the budget submitted to the Board must include all anticipated employee compensation costs including any changes resulting from:

- Legislative Action for FY 2023-24
- Local bargaining
- Step increases for education and/or experience
- Performance/Market increases, if applicable
- Health insurance contributions
- Pension contribution costs

Evidence of Compliance

I certify that the budget submitted to the Board for adoption on August 24, 2023 includes all anticipated costs associated with employee compensation. The administration followed the Board's budget development parameters and incorporated the guidelines into the 2023-24 budget. The administration held board retreats, board meeting budget presentations, a community listening session, Financial Advisory Core Team meetings, and a [public hearing](#).

7. ...the Superintendent shall not allow budgeting that is not in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the Ends priorities for the year.

Interpretation

I interpret this to mean that the budget document for any fiscal year will be summarized for ease of understanding and will specifically support the Board's Ends priorities.

Evidence of Compliance

Along with the [2023-24 annual budget](#) (to be submitted for approval on August 24, 2023), the Administration provided A [Guide to Understanding the 2023-24 Budget](#). This summary of the budget is a straightforward narrative in nature and includes pie charts and simple tables. These documents directly tie the budget to the [Board's Ends priorities for the District](#). The District held a work study with the Board on Oct. 13, 2022 to review the newly revised monthly financial report and incorporated the feedback into the report. Starting with the release of the July 2022 financial report, the District adopted the expanded report. The District also held a Capital Projects work study with the Board on March 9th, 2023 to present more information and receive feedback on reports, enrollment projections, new High school, and the website.

Board Approval:

**Issaquah School District
Executive Limitations Monitoring Report**

**EL-5 Actual Financial Condition and Activities
External Annual Audit Report – March 14, 2024**

The Superintendent certifies that the District is in compliance with EL-5 with exceptions, as underlined below.

With respect to the actual, ongoing financial condition and activities of the District, the Superintendent shall not cause or allow the development of fiscal jeopardy or material deviation of actual expenditures from Board priorities established in Ends policies.

Interpretation:

I interpret this to mean that we will manage the District’s program and budget to avoid any risk of fiscal jeopardy or material deviation of budgeted expenditures.

Evidence of Compliance:

I certify that the District is not at risk of financial jeopardy as demonstrated by periodic financial reports.

The Board has been previously provided electronic copies of the 2021-22 Financial Statement and Single Audit Report. This report states that the District is accountable for public resources and has complied with applicable state laws, regulations and its own policies, and provided adequate controls over the safeguarding of public assets with exception.

The District received a Federal audit finding related to the Emergency Connectivity Fund grant. We do not concur with the audit finding and provide further explanation in the formal audit response [HERE](#).

The [2021-22 Accountability Audit Report](#) was released on February 20, 2024 and contained an audit finding. Based on self-reported information from the district, the Auditor’s Office found that some projects from 2012 and 2016 bond issues were out of compliance with the project scope descriptions of the related board of directors’ bond resolutions. All funds are accounted for, were spent on district capital projects, and no funds were misappropriated or used for non-capital purposes. The district has put measures in place to ensure compliance with board resolutions, including: staffing changes, enhanced reporting, improved checks and balances, ongoing training, and establishment of a bond oversight committee for future bond issues. Answers to frequently asked questions regarding the audit can be found [HERE](#).

Audit standards (SAS 114) require that audit results be directly communicated by the State Auditor’s Office to all members of the governing body of the entity. This audit standard adds another line of communication to all members of the governing body, ensuring timely receipt of the annual audit reports.

Board acceptance:

**Issaquah School District
Executive Limitations Monitoring Report**

**EL-5 Actual Financial Condition and Activities
Annual Internal Report - March 14, 2024**

The Superintendent certifies that the District is in compliance with EL-5 with exception, as underlined below.

With respect to the actual, ongoing financial condition and activities of the District, the Superintendent shall not cause or allow the development of fiscal jeopardy or material deviation of actual expenditures from Board priorities established in Ends policies.

Accordingly, the Superintendent shall not fail to:

Interpretation:

I interpret this to mean that we will manage the District's program and budget to avoid any risk of fiscal jeopardy or material deviation of actual expenditures from the Board-adopted budget.

Evidence:

The Board has been previously provided electronic copies of the [2021-22 Financial Statement and Federal Single Audit Report](#). This report states that the District is accountable for public resources and has complied with applicable state laws, regulations and its own policies, and provided adequate controls over the safeguarding of public assets with an exception.

The District received a Federal audit finding related to the Emergency Connectivity Fund grant. We do not concur with the audit finding and provide further explanation in the formal audit response [HERE](#).

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1. The Superintendent shall not fail to settle payroll and debts in a timely manner.

Interpretation:

I interpret this to mean that all staff salaries, payroll taxes and benefits shall be processed and paid according to timelines established by law, District regulation and negotiated agreements.

Evidence:

I certify that all payroll obligations, including payroll taxes and benefits were processed and paid in a timely manner during the period of July 1, 2022 to June 30, 2023.

Additional Information:

Payroll is processed on a monthly basis and employees are paid on the last “banking day” of the month. Contracts and timesheets submitted by the Human Resources Department and by employees are audited by the Payroll Department to ensure accuracy and appropriate authorization. The payroll process is completed at least three working days in advance of payday to ensure that all employees are paid in a timely manner. Ninety-nine percent of employees are paid by electronic deposit directly to their bank accounts. For staff participating in this process, it has eliminated late payroll checks due to delayed delivery by the postal service. Payment of income tax deductions, social security taxes and retirement taxes are also submitted electronically in order to ensure timeliness.

Payments to vendors are processed weekly in order to ensure timely payment and eligibility for discounts. All invoices are reviewed and audited to verify receipt of goods or services. All payments are separated by General Fund, Capital Projects Fund, Transportation Fund or ASB Fund in order to maintain separation of capital and operational items.

Procedures have been established to ensure compliance with generally accepted accounting principles, District regulation and governmental laws. Internal controls have been implemented to maintain separation of duties, timely depositing/processing, adequate supporting documentation, and adequate review/supervision.

Payments on principal for long-term debt along with accrued interest are processed directly by King County through the Bank of New York in the months of December and June.

2. The Superintendent shall not allow tax payments or other government ordered payments or filings to be overdue or inaccurately filed.**Interpretation:**

I interpret this to mean that all government payments and reports shall be processed within the timelines prescribed.

Evidence:

I certify that all government payments and reports were processed and/or paid in a timely manner during the period of July 1, 2022 to June 30, 2023.

Additional Information:

The District has numerous city, county, state and federal reports, grant applications or payments to process. The Finance Department monitors reports and filings that are essential to District operations and/or have funding attached to them. During the last year the District has not lost or jeopardized any funding due to the timeliness or accuracy of these reports. Following is a list of the major required reports or grant applications:

- [Budget \(F195\)](#)
- [Annual Financial Statement \(F196\)](#)
- [Enrollment reporting for funding \(P223 and P223H\)](#)
- [State, federal and private grant applications/claims](#)
- Elementary and Secondary Relief Fund (ESSER) claims

- Payroll reports for taxes and benefits
- Accident and claim reports for insurance purposes

3. The Superintendent shall not fail to follow aggressive bidding procedures which maximize value to the District.

Interpretation:

I interpret this to mean that the District will strictly follow state law and District regulation in regard to purchasing bidding

Evidence:

I certify that the District maintained strict compliance with state law and District regulation regarding purchasing and bidding during the period of July 1, 2022 to June 30, 2023.

Additional Information:

The District maintains a very aggressive bidding and purchasing program. The vast majority of District purchases fall under the scope of items purchased under bid. State law and District regulation require that, when the cost of supplies or equipment exceeds \$40,000 or a public works contract exceeds \$100,000, quotes or formal bids will be called for. Supplies and equipment purchases between \$40,000 and \$75,000 require quotations from three different sources. Supplies and equipment purchases exceeding \$75,000 require public notice in a newspaper and formal bids. Public Works projects may also utilize the District's Small Works Roster. The District also utilizes KCDA, the Washington State Department of Enterprise Services (DES), the OMNIA purchasing co-op, and other inter-governmental agreements (piggybacking) to ensure we are complying with applicable state bid law and procuring the best product at the best price point.

Both quotation and bid processes allow vendors to bid items of different brands, but of equal quality. The Purchasing Department and Capital Projects Department (for construction-related projects) evaluates the writing of bid specifications to ensure that long-term quality is a criteria included when appropriate. The District works with architects and consultants for assistance in maintaining specifications for high quality and long-life buildings and equipment when there is a cost benefit to doing so.

One function of the Purchasing Department is to safeguard the District against conflict of interest. Staff making purchasing recommendations may not have a personal interest in recommending the award of a contract for materials or services.

Between 95% and 100% of items in the following list are purchased by bid process:

- Office supplies and equipment
- Classroom supplies and equipment
- Computers and peripheral equipment
- Vehicles
- School buses
- Fuel
- Milk
- Bread

- Pizza
- Beverages
- Audio visual equipment
- Yearbooks
- Construction projects
- Major replacement or repairs of roofs, carpets, wall coverings, parking lots, sidewalks, HVAC, etc.

4. The Superintendent shall not fail to aggressively pursue receivables after a reasonable grace period.

Interpretation:

I interpret this to mean that the District will promptly discontinue services being provided for tuition or fees when there is failure to pay. The District makes a reasonable amount of attempts to set-up payment arrangements with a parent or business before turning over to a collection agency.

Evidence:

I certify that the District maintained a very prudent collection practice during the time period of July 1, 2022 to June 30, 2023. Customers were contacted immediately when an account became past due. All accounts were turned over to a collection agency if an individual did not make arrangements for payment of the debt. The administration also brings forward uncollected receivables to the Board on an annual basis. In December of 2022, the District via [resolution 1201 wrote off \\$10,837 of uncollectible receivables](#). This is 0.12% of all invoiced revenue for fiscal year 2021-22.

Additional Information:

The District also has several online payment platforms in the areas of [School Age Care](#), [Food Service](#), and building related fees.

The major area generating accounts receivable issues is School Age Care. The uncollectible accounts receivable trend for School Age Care is as follows:

	18-19	19-20	20-21	21-22
Uncollectible Amount	\$ 11,407	\$ 18,632	\$ 8,652	\$ 10,837
Revenue	\$ 10,348,225	\$ 7,251,997	\$ 3,115,767	\$ 7,489,102
% of Revenue	0.11%	0.26%	0.28%	0.14%

The School Age Care program operated in the negative in the 2019-20 and 2020-21 fiscal years due to the pandemic. The District expects a flat revenue position going forward.

5. The Superintendent shall not fail to maintain an unrestricted reserve fund within the range of 3-7% of the general fund budget.

Interpretation:

I interpret this to mean that the District will maintain an unrestricted reserve fund within the range of 3-7% of the general fund budget.

Evidence:

I certify that the District's total reserve [\\$38,478,868 was 10.35% of the 2022-23 General Fund Budget \(\\$371,610,355\) on September 1, 2022.](#) The *unrestricted undesignated (unassigned)* reserve (\$23,598,479) was 6.35% of the 2022-23 General Fund Budget. Total ending fund balance for fiscal year 2021-22 as a percentage of actual expenditures was 11.65%.

Additional Information:

The 2023-24 General Fund Operating Budget targeted an unassigned (unreserved) ending fund balance of 5.66% of budgeted expenditures. The budget sets aside, \$6,000,000 for future school facilities, \$1,500,000 reserved for unexpended and obligated building funds, \$500,000 restricted for food service carryover, committed amount of \$108,170 for petty cash accounts, \$4,000,000 designated for uninsured risk/inventory pre-paid items (required in accounting standards), \$1,000,000 reserved for curriculum, and \$500,000 for other contingencies. The Board emergency reserve is replenished to \$1,000,000 for an emergency facility repair. Total equity reserves were projected to remain relatively flat with an estimated beginning fund balance of \$36,500,000 (9.82% of 2022-23 expenses) to an estimated \$36,500,000 (9.43% of 2023-24 operating expenses).

6. The Superintendent shall not fail to maintain sufficient reserves for start-up operating costs associated with new schools.

Interpretation:

I interpret this to mean that the District will maintain sufficient reserves to cover the initial start-up costs of opening a new school. This cost continues on a prorated basis until the District gains a growth in enrollment equal to the housing capacity of the new school.

Evidence:

The District opened Cougar Mountain Middle School and Cedar Trails Elementary in 2021-22. The District maintained the reservation of fund balance \$5,000,000 in 2022-23 for the opening of the 4th comprehensive high school and \$6,000,000 in the 2023-24 budget. This fund balance reservation will increase/decrease depending upon enrollment growth and the timing of the opening of the new facilities.

7. The Superintendent shall not use the Board-designated \$1,000,000 emergency reserve fund for any purpose other than emergency capital equipment or facility repair/replacement needs, nor fail to maintain the fund at an adequate level.

Interpretation:

I interpret this to mean that the District will maintain an emergency reserve fund of \$1,000,000 for the purposes of this monitoring period; unless otherwise authorized by the Board.

Evidence:

I certify that the District emergency reserve fund is \$1,000,000, as demonstrated by the most recent financial report. The board approved use of \$400,000 of the board reserve for an emergency capital repair at Issaquah High School during the [May 23 2023 board meeting](#). The emergency reserve is replenished during the budget and year-end procedures.

8. The Superintendent shall not undertake capital building projects without assurance of available funding.

Interpretation:

I interpret this to mean that the administration will not recommend that the Board award a bid for a building project without assurance of available funding.

Evidence:

I certify that all current building projects have sufficient available funding to complete the projects. Current projects and resources are reflected in the most recent financial report.

Additional Information:

Funding for all projects is determined prior to a bid award. The Board receives monthly Budget Status Reports detailing current projects and resources. In instances where the District anticipates available funding is inadequate, additional funding is acquired or a plan is put in place prior to a bid award. The District increased transparency and clear reporting during the board meetings below. The District also held a work study with the Board on March 9, 2023 to present more information and receive feedback on reports, enrollment projections, new High school, and the website.

- March 9, 2023 [IHS Stadium Improvements](#)
- May 11, 2023 [IHS Stadium Improvement Update](#)
- May 23, 2023 [IHS Stadium Lighting Replacement](#)
- June 8, 2023 ([EL-13 Monitoring](#))
 - [2016 Bond Projects Summary](#)
 - [2018, 2022 Critical Repairs Levy Project Status Update](#)
- August 8, 2023 [IHS Stadium Update](#)

9. The Superintendent shall not expend more funds than have been received in the fiscal year unless revenues are made available through other legal means, including the use of fund balances and the authorized transfer of funds from reserve funds.

Interpretation:

I interpret this to mean that the administration will not manage the budget of the District in a manner that causes the depletion of fund balances and reserve funds to a greater degree than the parameters established in #5 of this delineation.

Evidence:

I certify that unreserved fund balances at fiscal year-end was within the 3% to 7% target set by the Board. The district finished the year with fund balance as a percentage of 2022-23 operating budget as follows:

Unreserved/Unassigned Fund Balance	20,526,691	5.52%
Restricted for Carryover of Food Service Revenue, Other	928,378	0.25%
Emergency Board Reserve	1,000,000	0.27%
Restricted for Inventory/Prepays	7,876,325	2.12%
Building Carryover	1,500,000	0.40%
Reserve for Uninsured Risks	500,000	0.13%
Reserve for Facility Assessments, Future Schools, Other	12,000,000	3.23%
Imprest Cash Reserve	108,720	0.03%
Total Fund Balance	\$44,440,114	11.95%

Note: All reservations of fund balance are evaluated on an ongoing basis, depending on financial volatility and District needs assessment. Equity reserves are adjusted at fiscal year-end pursuant to the approved 2023-24 budget and final financial statement amounts.

10. The Superintendent shall not indebt the organization or create obligations over a longer term than revenues can be safely projected or fail to establish provisions for modifying obligations in the event of revenue loss.

Interpretation:

I interpret this to mean that the administration will not recommend approval of contracts or other obligations that would draw the District's unrestricted undesignated fund balance below 3%.

Evidence:

I certify that all current obligations can be met within parameters of projected revenues.

11. The Superintendent shall not permanently transfer unencumbered monies from one fund to another.

Interpretation:

The District budget is made up of five funds: General, Capital Projects, Debt Service, ASB, and Transportation. I interpret this to mean that, without Board action, the administration will not transfer money from one fund to another in an amount that exceeds the amount authorized in the annual budget.

Evidence:

I certify that the administration has not transferred unencumbered money from one fund to another that exceeds the amount authorized by the Board in the annual budget.

Board Approval: March 2024

**Issaquah School District
Executive Limitations Monitoring Report**

**EL-6 ASSET PROTECTION
Internal Annual Report - March 14, 2024**

The Superintendent certifies that the District is in compliance with EL-6 with exception, as underlined below.

The Superintendent shall not cause or allow corporate assets to be unprotected, inadequately maintained or unnecessarily risked.

Interpretation:

I interpret corporate assets to include financial assets, real property, facilities, equipment, staff, elected directors, and the District's local and statewide reputation as a quality school district. Evidence is included for each section of this monitoring report.

Further, without limiting the scope of the foregoing by this enumeration:

- 1. The Superintendent shall not fail to insure to an adequate level against theft and casualty losses and liability losses to Board members, staff and the organization itself. These protections shall be at least the average for comparable school districts.***

Interpretation:

I interpret this to mean that insurance coverage must be equal to the average coverage for comparable school districts in the region.

Evidence:

- The Issaquah School District's level of protection is comparable to other districts in the Puget Sound Region and is reviewed annually to ensure adequacy. Issaquah School District is one of 80+ school districts that have formed an inter-local cooperative to provide self-insurance coverage through the [Washington Schools Risk Management Pool](#). Property losses, including theft, are covered on a replacement cost basis, up to \$500 million per occurrence, subject to a \$1,000 deductible.
- The Washington Schools Risk Management Pool provides the District, Board members, employees and volunteers with liability coverage, in course and scope of duty, up to \$15 million per occurrence with no deductible. This includes coverage for Errors & Omissions for Board members in the course and scope of their duties up to a \$15 million per occurrence limit. This coverage is on an *occurrence basis*, meaning that coverage would apply based on when the incident happened, as opposed to when it is reported. This occurrence-based coverage serves the District more effectively than the claims-made coverage offered by the insurance industry.

2. *The Superintendent shall not allow unbonded personnel access to material amounts of funds.*

Interpretation:

I interpret this to mean that no employees shall have access to funds beyond the limits of coverage.

Evidence:

- The District's systems of financial control tightly limit direct access to cash and securities by anyone in the District. All property tax and state funding transactions and more than 100% of federal money transactions are handled directly by the King County Treasurer's Office. Together these sources represent 90+% of all receipts.
- The Washington Schools Risk Management Pool provides a Blanket Liability Endorsement for all District employees in the amount of \$25,000 per occurrence for money and securities crimes. Further, all employees are covered with a \$250,000 Blanket Employee Dishonesty and Faithful Performance Coverage Endorsement.
- Beyond blanket protection, the District specifically bonds the Superintendent, Chief of Finance and Operations, Executive Director of Finance & Budget, Director of Purchasing, and Director of Payroll & Benefits for \$50,000 through The Hartford Company.

3. *The Superintendent shall not subject plant and equipment to improper wear and tear or insufficient maintenance.*

Interpretation:

I interpret this to mean that the District will; (a) carry out a responsible, long-range plan of major critical repairs and preventive maintenance; (b) efficiently complete repair/replacement work orders during the school year submitted, using customer feedback loops to help set priorities and measure satisfaction; and (c) maintain equipment, including school buses, to the extent of safe, useful life as determined by the administration.

Evidence:

- Long-range planning for critical repairs and preventative maintenance involves consideration of projects that can be completed through capital bonds, critical repairs levies, and the annual general fund operating budget.
- A capital bond in the [amount of \\$533.5 million was approved by voters in April of 2016](#). The package provided for new schools, the property for the new buildings, and complete rebuild of one middle school. This also included modernization of six elementary schools and will reduce needed critical repairs and maintenance/replacement of District facilities over time.
- In June 2023, the district provided an [emergency monitoring report for EL-13](#). Preparation for this report included the Capital Projects and Maintenance departments visiting all building and reviewing completed projects to the original 2018 critical repairs levy list of projects. Staff reconstructed a complete 2018 [critical repairs levy project status list](#) based on historical levy documents, expenditures reports, and monthly budget status reports. The Capital

Projects Department has been working diligently on completing all remaining 2018 critical repairs levy items during the 2023-2024 fiscal year. Status reports for the 2022 critical repairs levy projects have also been created with updates provided during regular board meetings and on the [construction website](#).

- For any future capital bonds, the Capital Projects Department will commission a complete assessment of all district buildings using contracted experts. These assessments will be used to create a more robust six to twelve year plan for bond project recommendations, critical repairs, and annual preventative maintenance.
- In 2022, the District passed a Critical Repairs levy. The levy provides ongoing funding for technology and critical repairs projects running from 2023-26. Progress on all capital projects is provided via monthly reports to the Board as part of the Budget Status report, presentations to the Board in open public meeting, and project status updates on the [Capital Projects website](#).
- In April of 2022, the District passed an Educational Programs and Operations Replacement.
- In 2022-23, nine vehicle maintenance technicians completed 2300 work orders on school buses driven 1,419,935 miles and 71 other District vehicles driven more than 320,000 miles. The Transportation Department's vehicle safety inspections by the State showed results of 100% compliance with State safety standards for the winter inspection and 99.6% for the summer inspection.
- Preventative maintenance is also addressed through the annual general fund maintenance and custodial budgets. A computerized work order system allows building staff to submit work orders online. The Department plans and schedules preventive maintenance and work order status is tracked electronically. 93+% of the over 4700+ work orders submitted during the monitoring period were completed by a staff of 22 technical tradespeople.
- The Transportation Department uses an electronic database system to manage maintenance of the school bus fleet and District motor pool. The system receives vehicle usage information from drivers when they refuel. The fuel pump operating system updates the data base electronically and alerts the motor pool manager when service is due. School buses are inspected and serviced every 1,500 miles and other vehicles are inspected and serviced every 3,000 miles.
- We employ a grounds crew of 18 people to maintain nearly 500+ acres.

4. The Superintendent shall not unnecessarily expose the organization, its Board or staff to claims of liability.

Interpretation:

I interpret this to mean that the District shall: (a) conduct background checks when hiring; (b) investigate reports of staff or volunteer conduct that represent inappropriate risk, and respond appropriately; (b) maintain facilities to limit liability exposure; (b) provide risk management training to staff in order to limit liability exposure; (c) identify safe walkways for students and plan District services accordingly; and (d) identify and limit or eliminate risk exposures related to student activities.

Evidence:

- The District conducts background checks on all new employees, including fingerprinting and review by the Washington State Patrol for criminal history.
- Administrators who have been trained to investigate alleged misconduct systematically follow-up on all such reports; follow-up action is determined in consultation with the Superintendent and/or Cabinet supervisor and legal counsel.
- The District provides a coordinated risk management program through the [Washington Schools Risk Management Pool](#), including risk assessment and appropriate staff training. Risk assessment and reduction is a major responsibility for each Department or Program Director/Supervisor. This includes special emphasis on walking surfaces and the operation of playgrounds and parking lots, which represent broad risk exposure. Specific examples of staff training provided to limit liability exposure includes but is not limited to:
 - Athletic Liability for Coaches
 - Blood-Borne Pathogens
 - Bus Accident Investigation Training
 - CPR
 - Chemical Materials Handling and Disposal
 - Crossing Guard Training
 - Cultural Diversity Training
 - Cyber Bullying
 - Defibrillator Use
 - Driver Training for School Bus Drivers
 - Employment Liability Training
 - Fall Restraint Training
 - First Aid Training
 - Financial Internal Controls/Legal Requirements
 - Fork Lift Use Certification
 - Fall Hazard Protection
 - Gender Inclusive Schools
 - Lift Training
 - Harassment, Intimidation & Bullying

- Hazardous Material Handling
 - Hearing Loss Prevention
 - Pesticide Application/Certification
 - School Safety Patrol Training
 - School Security Officer Training
 - Sexual Harassment Training
 - Student Supervision Expectations
 - Use of Personal Protection Equipment
 - Run, Hide and Fight
- The Transportation Department identifies safe walking routes for students and recommends crossing guard services for high traffic areas that present major safety concerns.
 - The District routinely works with legal counsel, Washington Schools Risk Management Pool, and the State Auditor's Office to identify problem areas that require improved systems of internal control and/or supervision.

5. Receive, process, or disburse funds under controls that are insufficient to meet the state auditor's standards.

Interpretation:

I interpret this to mean that District operation shall be consistent with Washington State Audit standards for accountability of public resources, legal and financial management requirements.

Evidence:

- The District is audited annually by the Washington State Auditor's Office. The areas examined are those representing the highest risk of noncompliance, misappropriation or misuse. Other areas are audited on a rotating basis over the course of several years. The following areas were examined for the September 1, 2021 through August 31, 2022 school year financial statement audit:

Financial Management Compliance

- Internal controls
- Cash and investments
- Other assets
- Revenues
- Expenditures
- Long-term debt
- Fund equity
- Overall presentation of the financial statements
- Financial Condition

Major Federal Programs

- 84.010 Title I Grants to Local Educational Agencies
- 84.027 Special Education Cluster (IDEA) – Special Education Grants to States
- 84.173 Special Education Cluster (IDEA) – Special Education Preschool Grants
- The State Auditor issued an unmodified opinion on the District’s financial statements.
- This report states that the District is accountable for public resources and has complied with applicable state laws, regulations and its own policies, and provided adequate controls over the safeguarding of public assets with exception, for underlined below.
 - The District received a Federal audit finding related to the Emergency Connectivity Fund grant. We do not concur with the audit finding and provide further explanation in the formal audit response [HERE](#).
 - A review of District capital expenditures identified that some capital project bond funds from 2012 and 2016 were used for older capital projects outside the scope of the governing ISD Board Resolutions. Answers to frequently asked questions regarding the audit can be found [HERE](#).

6. *The Superintendent shall not compromise the independence of the Board’s audit or other external monitoring or advice. Except as authorized by the Board, engaging parties already chosen by the Board as consultants or advisers is unacceptable.*

Interpretation:

I interpret this executive limitation to mean that the administration may not contract with the State Auditor for purposes other than those defined by the Board of Directors or State legislature.

Evidence:

The District has not engaged the Washington State Auditor for any services other than those defined by the Board of Directors and State Legislature. The audit standard of [SAS 114](#) also ensures direct communication to the Board of Directors. This standard requires direct communication of audit results and process to the governance body of the district.

7. *The Superintendent shall not endanger the organization’s public image, credibility, or its ability to accomplish Ends.*

Interpretation:

I interpret this to mean that District management demonstrates to the public (a) a high quality educational program, (b) sound resource management, and (c) overall staff conduct that is legal, ethical, and prudent as related to job performance.

Evidence:

- Student achievement reporting continues to show high overall performance and student growth, reflecting quality programs at all levels throughout the District.
- Sound resource management is reflected in all of the following:
 - The 2023-24 budget successfully responds to Board parameters, reflects community values, and provides for all multi-year labor contracts.
 - Revenue enhancement goals and action plans continually move forward, including collaborative work with education partners, the Issaquah Schools Foundation, the School Alliance and the Puget Sound Schools' Coalition.
 - In April of 2016 the District passed a \$533.5 million bond issue.
 - In April of 2022 the District passed three levy measures.
- Appropriate staff conduct is ensured through supervision, mentorship, daily support, consultation with legal, financial, and other expert advisors, and corrective action as necessary.
- In January 2023, the district disclosed potential non-compliance with bond expenditures to the Washington State Auditor's Office. A public notification was also released by the district at that time.
- All of the following are current avenues of communication that help to foster broad-based knowledge, credibility, confidence, and ability to accomplish the Ends:
 - School Site Councils
 - Website communications, including intranet communications for staff
 - FOCUS publication
 - District Emergency Information publications
 - District calendar
 - School newsletters
 - ISD Facebook Account
 - ISD X (formerly Twitter) Account
 - You Tube Account
 - Vimeo Video Account
 - Enews System
 - School Messenger System
 - Flash Alert Bussing/Transportation Messaging System
 - ISD Mobile Device Application
 - Superintendent or designee participation:
 - Issaquah Schools Foundation Board
 - Chamber of Commerce
 - Rotary

- Kiwanis Club of Issaquah
- National/Statewide education leadership and presentations
- Monthly meetings of the Superintendent with:
 - PTSA Council Co-Presidents
 - PTSA Council
 - IEA leadership
 - Center for Collaborative Support (Tahoma, Snoqualmie Valley, Riverview and Issaquah)

8. The Superintendent shall not fail to plan for continuity of leadership.

Interpretation:

I interpret this to mean that administrative planning should generally provide for continuity of leadership in administrative assignments. Administrative planning must, therefore, include: (a) general encouragement and support of qualified employees seeking career progression; (b) selection of administrators, in part, for long-term growth potential; (c) effective mentorship at all levels of administration; (d) assignment of extra and temporary duties to help develop individuals for career progression; (e) invitational opportunities for administrators and interns that foster professional growth, and (f) transitional support for administrators new to their positions.

Evidence:

- All administrators with new responsibilities have been provided transitional support.
- All new building administrators are assigned a mentor with successful experience in a similar position.
- The District routinely seeks interested staff members for state-funded internship positions.
- Each year, Cabinet members individually provide orientations and support interns in understanding various administrative skills and functions.

9. The Superintendent shall not name or rename schools or mascots.

Interpretation:

Because it is not within the purview of staff to name or rename schools or mascots, I interpret this to mean that recommendations by staff, incorporating input from students and community, will be presented to the Board for approval.

Evidence:

During the period of this report no schools or mascots were named by the Superintendent.

10. The Superintendent shall not fail to protect intellectual property, information, files and fixed assets from loss or significant damage.

Interpretation:

I interpret this to mean that copyrighted intellectual property must be protected against infringement. Information assets and files must be protected from damage or loss, and fixed assets must be adequately secured and insured.

Evidence:

At this time, the Issaquah School District does not have copyrighted intellectual property. We have firewall and virus protection for our computers and software systems. All of our financial and student records systems reside on computers at WSIPC and are backed up daily. Administrative files in the Central Office are backed up daily. Data backup at both WSIPC and the Central Office is stored off-site or in fireproof locations in separate buildings.

11. The Superintendent shall not acquire, encumber or dispose of real property.**Interpretation:**

Because it is not within the purview of staff to acquire or dispose of real property, I interpret this to mean that the acquiring, long-term leasing or disposal of real property will be presented to the Board for approval.

Evidence:

I certify that for the 2022-23 school year, all purchases/sale of long-term leases or disposal of real property have been presented to and authorized by the Board.

12. The Superintendent shall not fail to properly preserve and dispose of all records related to affairs or business of the district.**Interpretation:**

I interpret this to mean that all District documents will be retained according to the schedule established by the Division of Archives and Records Management of the State of Washington. Disposition of all confidential and/or sensitive materials will be accomplished by shredding.

Evidence:

I certify that District records are being maintained according to the schedule established by the Secretary of State with no exception. I do certify that all confidential or sensitive materials are shredded at time of disposal as the District provides secure shredding bins at all locations and contracts with a secure mobile shredding company for annual disposition of materials housed at central archives.

Board Approval:

**Issaquah School District
Executive Limitations Monitoring Report**

**EL-7 EMERGENCY SUPERINTENDENT SUCCESSION
Annual Internal Report - September 14, 2023**

The Board believes that continuity of district leadership is vital to ongoing operations.

The Superintendent certifies that the District is in compliance with EL-7 without exceptions.

In order to protect the Board from sudden loss of Superintendent services, the Superintendent shall have no fewer than two other executives sufficiently familiar with Board and Superintendent issues and processes to enable either to take over with reasonable proficiency as an interim successor.

Interpretation

I interpret this policy to require the identification and preparation of at least two current executives to manage essential school district functions and urgent matters on a temporary basis in the loss of or gap in Superintendent services. Two or more executive-level administrators will be prepared to temporarily fulfill the duties and responsibilities of the Superintendent including the support of the Cabinet and the Board.

This interpretation excludes long-term planning, decision-making about the organizational structure, expectations of the Superintendent's office currently in effect, and the Superintendent's professional roles outside the District, including relationships with government agencies and elected officials, community partners, Puget Sound Educational Service District (PSESD), Office of Superintendent of Public Instruction (OSPI) and Washington Association of School Administrators (WASA).

I further interpret this to mean there are systems and structures in place, and appropriate documentation and clear roles, support functions and responsibilities for Board processes and Cabinet protocols to transition duties on a temporary basis.

Evidence of Compliance

The organizational structure divided the work of the District across the following groups for the 2022 – 2023 school year:

- Academic and Student Success (inclusive of Special Services, Student Interventions, and Teaching and Learning Services)
- Business, Finance and Operations (inclusive of Capital Projects, Facilities, Nutrition Services, Safety and Security, and Technology)
- Communications and Digital Media
- Equity and Family Partnership
- Human Resources
- Schools (inclusive of Elementary, Middle and High School Education)

The Chief Financial Officer/Chief Operating Officer, Chief Academic and Student Success Officer

and the Assistant Superintendent of Human Resources are sufficiently familiar and experienced with Board and Superintendent relations and processes, including managing Board meetings in accordance with the Open Public Meetings Act (OPMA) of the State of Washington.

I met weekly with this group to stay informed about Board and Superintendent issues. In addition to this group, the Senior Advisor and Strategy Lead joins this meeting. During any nonwork or sick days, I communicated the assignment and rotation of who is responsible on-site and in-person during my absence.

Cabinet team members served as the District's first team and engaged in weekly meetings, school visits and retreats for the purpose of providing leadership and supervision to all administrators and staff. In addition, Cabinet ensured collaboration, communication and overall cohesion around District priorities. Cabinet team members have knowledge of essential matters across the District and are supported by the Superintendent's Executive Assistant and Administrative Assistant team for calendar coordination, preparation for agenda items for upcoming Board meetings, archival of information and document retrieval related to past Board meetings. This team receives the semi-weekly Friday updates from the Superintendent to the Board. Cabinet team members work directly with and contribute to the following essential functions of the Superintendent:

- Support to the Board of Directors, including the preparation of materials for Board meetings, retreats and work studies. Attendance at every Board meeting is expected, unless excused by the Superintendent.
- Follow-up from Board meetings.
- Monitoring and implementation planning for Ends and Executive Limitations and related requirements of Policy Governance.

Accepted by Board: September 14, 2023

**Issaquah School District
Executive Limitations Monitoring Report**

**EL-8 COMMUNICATION AND SUPPORT TO THE BOARD
Annual Internal Report – September 14, 2023**

The Board believes that District Administration should be fully transparent with the School Board and keep the Board informed of all significant issues relating to the District. We value an open and effective relationship between the Superintendent and the Board as a whole.

The Superintendent certifies that the District is in compliance with EL-8 without exceptions.

The Superintendent shall not fail to appropriately inform and support the Board in its work.

GENERAL INTREPRETATION

I interpret this to mean that I will provide information for Board discussion, action and monitoring of the Executive Limitations and Ends conducted at public Board meetings.

Evidence of Compliance

- I ensure all information and support of Board meetings, the fulfillment of Board legal requirements, Board decision-making information and documentation, Board committee work and materials, Board official documentation and records, Board webpage on the ISD website and communications, calendars, workflow, and meeting logistics have been prepared and submitted in accordance with Open Public Meetings Act (OPMA) and all Washington state codes and laws.
- The District ensures the Board and Superintendent attend (OPMA) and Public Records Act (PRA) training. This was provided and attended by all current Directors and the Superintendent on August 23, 2022. With new Board members and support staff to the Board, this training will need to occur again this year. The next year the full Board needs to complete OPMA and PRA training is in the fall of 2026.
- The Superintendent and Superintendent's Cabinet work together to make sure the Board is informed and updated regularly through email, phone calls and meetings.
- The Board is provided with frequent budget updates in preparation for Board meetings.
- Executive sessions were utilized to update the Board on pending litigation, personnel matters or union negotiations.

Further, without limiting the scope of the above evidence the Superintendent:

- 1. Shall not neglect to submit required monitoring data (BSL-4 Delegation to the Superintendent) in a timely, accurate, understandable, non-defensive and unbiased fashion, directly addressing provisions of Board policies being monitored and justifying his/her interpretation.**

Interpretation

I interpret this to mean that I will submit all monitoring reports and data as agreed upon with reasonable allowance for emergencies, available data and capacity, and unforeseen circumstances. Further, all data, information, and Board materials will be presented clearly and concisely in support of the interpretation, and include relevant context or reference to the feedback provided in the prior year.

Evidence of Compliance

- Interpretations for the Ends and Executive Limitations were updated, discussed and further modified to reflect Board discussion and input on interpretations and monitoring evidence.
- All monitoring reports were submitted for the 2022-23 school year with the exception of reports that relied on the audit, which included EL-1 (External) and EL-5 (External). The Ends and Executive Limitations calendar was voted on by the Board, and it listed all monitoring dates scheduled for the entire year for both Board and Cabinet use. These were adjusted as needed in conjunction with agenda planning and any changes were communicated to the full Board.
- EL-13 was emergency monitored in June 2023.
- EL-12 work studies were held in May of 2023.
- Monitoring reports are available and archived on the District's website.

2. Shall not fail to report in a timely manner an actual or anticipated noncompliance with any policy of the Board.

Interpretation

I interpret this to mean that any actual or anticipated noncompliance with a Board policy will be disclosed to the Board when it happens or in anticipation of when it may happen. Any noncompliance will be noted in the relevant monitoring report with a proposed plan to address such noncompliance.

Evidence of Compliance

- I notified the Board of updates through written emails, meetings and phone calls.
- EL-1 (Internal) Global Executive Constraint was accepted with exception due to a review of District capital expenditures identified some capital project bond funds from 2016 were used for older capital projects outside the scope of the governing ISD Board Resolutions.
- EL-13 Facilities emergency monitoring was accepted with exception due to the preliminary reconstruction of 2018 critical repairs levy projects indicating there was unfinished work.
- All 2022-2023 monitoring reports that were put forward to the Board were approved by the Board.

3. Shall not neglect to submit decision information required periodically by the Board or fail to inform the Board of relevant trends.

Interpretation

I interpret this to mean that I will provide information and data required for Board decision and action. In addition, I interpret this to mean that I will provide updates to the Board about trends in public

education on a local and national level, innovative ideas for district operations, trends within and across District schools, and on evidence-based practices in support of student learning and well-being.

Evidence of Compliance

- Strategic planning:
 - The Superintendent and team provided an opportunity for the board to provide feedback on the process and design of the district's strategic plan during two work studies (2/10/2023 and 3/23/2023) and at the board retreat (3/1/2023).
 - The Superintendent and team presented strategic plan and vision statement progress publicly to the board on 3/23/2023, 4/27/2023, and 5/11/2023.
 - The Superintendent and team presented resolution language on 4/27/2023 for board input and again on 5/11/2023 for approval.
- The Superintendent provided an opportunity for the Board in April 2023 to attend ASU+GSV to engage in learning about education technology and Artificial Intelligence (AI) in education. This conference was fully sponsored by the organizers and covered the cost of registration, lodging and meals.
- Enrollment data was provided monthly via emailed P223 data by location, grade level, and elementary class size.
- A demographer preliminary presentation of enrollment trends, observations, and forecast was provided during the 1/26/2023 board meeting.
- Regular budget updates were provided per the critical steps and target date timeline outlined at the 2/9/2023 board meeting.
- The Cabinet team designed and facilitated a Community Listening session for budget and strategy on 3/2/2023.
- District and school level data was provided to the school board, including SBA results, School Improvement Plan data dashboard, and during Ends and EL monitoring, specifically Ends 2.

4. Shall not fail to advise the Board of any incidental information it requires, including anticipated media coverage, threatened or pending claims or lawsuits and material internal changes.

Interpretation

Whenever possible, I interpret this to mean that I will keep the Board informed of essential and relevant information related to media coverage, pending and/or current litigation and organizational responsibilities. The Superintendent may provide incidental information as agreed upon by the Board and Superintendent in written form. The Board will clarify in advance what information the entire Board requires.

Evidence of Compliance

- Superintendent's routine communications (Superintendent updates, emails, texts, phone calls, etc.) to the Board were designed to meet the "no surprises" standard as it relates to litigation, personnel matters of a sensitive nature, significant personnel changes, matters likely to result in significant media coverage, student safety and welfare, and calendar of events and commitments, to name a few. I intend to continue and adjust this process with feedback from the Board.

- Personnel who support this effort to keep the Board informed include Executive Assistant, Executive Director of Communications, members of the Cabinet, and occasionally other members of the administration. Regular updates and emails document this information flow.
- The Superintendent's Cabinet was added to the website with pictures and responsibilities to increase transparency. Changes to Cabinet and administrative positions were shared with the Board.
- Examples from the 2022-23 school year related to media coverage:
 - June 2023 coverage about fentanyl
 - May 2023 Seattle Times Student Voices article written by an Issaquah High School student
 - May 2023 coverage about gender identity.
 - April 2023 coverage about national school walkout day.
 - March 2023 coverage about teacher turnover.
 - March 2023 and May 2023 coverage about Echo Glen.
 - January 2023 coverage resulting from District media statement.
 - January 2023 announcement of Seattle Times 2023 Student Voice writers
 - January 2023 response on Echo Glen libraries.
 - November 2022 coverage of car crash and student death in Issaquah Highlands.
 - October 2022 and Pine Lake Middle School in Sammamish evacuation and closure due to bomb threat.
- Examples from the 2022-23 school year related to threatened or pending claims or lawsuits were conducted in executive session.

5. Shall not fail to advise the Board if, in the Superintendent's opinion, the Board or any of its members are not in compliance with its own policies on governance process and Board-Superintendent Linkage, particularly in the case of Board or Board member behavior that is detrimental to the working relationship between the Board and the Superintendent.

Interpretation

I interpret this to mean that I will communicate directly about any noncompliance by the Board or individual Board members directly to the full Board or to individual Board members, as needed.

Evidence of Compliance

- 2022-2023 was the first year forming as a new team. At the August 2022 retreat, the Board and Superintendent reviewed and discussed possible revisions to the Board/Superintendent Linkage, Ends for Students, Executive Limitations, Governance Process and Operational Governance Policies.
- In addition, there were regular conversations that included feedback and two evaluation conversations to further build a positive working relationship between the Board and the Superintendent.
- One-to-one conversations occurred between the Superintendent with each Board member about individual communication preferences.

- 6. Shall not present information in unnecessarily complex or lengthy form or in a form that fails to differentiate among information of three types: monitoring, decision preparation, and incidental.**

Interpretation

I interpret this to mean that all presentations will be relevant, concise, clear and coherent, and differentiated for three types of information.

Evidence of Compliance

- The Superintendent supported Administrators in providing presentations at Board meetings and focused on keeping works in progress updates concise and under fifteen minutes.
- Ends and Executive Limitations monitoring reports were significantly modified to be more concise and framed with big picture evidence, supported by fewer but more meaningful data points and details, and with hyperlinks to data sources.
- Each year the Board receives a copy of the school year's Guide to Understanding the Budget.

- 7. Shall not fail to provide a workable mechanism for official Board, Board officer, or Board committee communications.**

Interpretation

I interpret this to mean that there are effective systems and structures established to support the Board, the Board President and any committee communications.

Evidence of Compliance

- The Superintendent and Board President held regular communication by phone, email and in-person. The Board President and Immediate Past President held agenda planning meetings to ensure board meetings, retreats and work studies were well planned and productive.
- The Board has procedures to receive all emails sent to the Board as a whole and to their individual District accounts. They publicly report-out during Announcements and Correspondence at board meetings and correspondence is recorded in the minutes.
- The Superintendent and team provided numerous opportunities for the board to engage via work studies, board meetings, and retreats for the strategic plan.
- Zoom options were provided for work study sessions, executive sessions and regular Board meetings when individuals could not be present at meetings in person or needed to attend portions of the meeting.

- 8. Shall not fail to deal with the Board as a whole, even when fulfilling individual requests for information.**

Interpretation

Five individual elected board members comprise "the Board." I interpret this to mean that if one Board member requests information, it shall be provided to all Board members as appropriate. I further interpret this to mean requests or inquiry from one Board member shall not be treated as a directive

from the Board, but rather redirected to the Board as a whole for consideration. However, when “the Board” has decided to direct the Superintendent, it shall become the work of the Superintendent to comply and accomplish the directive.

Evidence

- Upon direction from the Board as a whole, information and materials are provided and distributed electronically in the same way, at the same time, to all members. A few examples include:
 - On February 24, 2023, a board director requested information about grading variances and “grade bump” usage and information were shared with all board members on March 1, 2023 and March 20, 2023.
 - On May 9, 2023, a request was received from a board director for information about teachers teaching out of endorsement and data was shared to all board members on the same day.
 - During the June 22, 2023 Board Meeting, a request from the Board was made for more information about Middle School PE/Health and the information was shared with all board members on July 21, 2023.

9. Shall not fail to supply for the Board’s consent agenda, along with applicable monitoring information, all decisions delegated to the Superintendent yet required by law, regulation, or contract to be Board-approved.

Interpretation

I interpret this to mean that the District will include consent agenda items that fulfill the Board’s legal, contractual and regulatory responsibilities. I also interpret this to mean that if the Superintendent complies with all Board policies, they are free to lead the District as stated in [Board/Superintendent Linkage - B/SL 4](#).

Evidence of Compliance

- When Board approval is required on items including, but not limited to; administrative policies, personnel actions, and contracts, those items are put on the consent agenda for board approval. Background information on those items was provided to the Board in advance of board meetings.

10. Shall not fail to advise the Board of significant transfers of money within funds or other changes substantially affecting the district’s financial condition.

Interpretation

I interpret this to mean that the District will notify or advise the Board of significant transfers of money. The District will also provide the Board with a monthly financial status report and other financial documents as appropriate. The monthly budget status reports will be regularly included on the Consent Agenda.

- **Evidence of Compliance** Budget status reports were provided monthly in an expanded format from the previous year. This provided additional financial information by fund and specifically by project in the Capital Projects Fund.
- At the 3/9/2023 work study, the District presented a redesigned capital projects report and website format, extended enrollment projections to aid in discussion of the new high school, and financial conditions as they pertain to funding the new high school project.
- Financial status updates related to the 2016 bond, 2018 critical repairs levy, and 2022 critical repairs levy were provided via the EL-13 monitoring report on 6/8/2023. Additional updates regarding the 2018 critical repairs levy projects were provided 8/24/2023.

11. Fail to establish a procedure for informing the Board in a timely manner of the administrative disposition of complaints presented to the Superintendent by the Board.

Interpretation

I interpret this to mean that the District informs the Board of the handling of community concerns and complaints.

Evidence of Compliance

Concerns and complaints come in several forms and through a variety of forms. Formally, anyone may submit a complaint utilizing District Regulation 4220 and 4220P and submission template. Four complaints were submitted based on data collected by the Assistant Director of Compliance during the 2022-2023 school year. Below is an approximate distribution of these complaints over the past five years:

District Regulation 4220 Complaints Received (July 1-June 30)				
2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
4	0	0	0	0

For overall questions and concerns at a school level, families can see a flow chart for how to resolve issues, questions and concerns through the following website pathway “About Us --> Contact Us --> Issues, Questions or Concerns” and this [hyperlink](#). This is also easily available by each school website pathway “XX School Website --> Families & Community --> Issues, Questions or Concerns”. Please see the [Apollo website](#) as an example.

Informally, complaints or concerns are also raised by email and phone calls. The School Board receives these emails and these receive an auto-response. The School Board also receives the email response or resolution, if applicable, and the collection of correspondence for board meetings.

Additional evidence is represented in the annual monitoring of Executive Limitations “EL-3 Personnel Administration” and “EL-11 Discipline”.

12. Fail to inform the Board in advance of any deletions of, additions to or significant modifications to any instructional programs.

Interpretation

I interpret this to mean that the District informs the Board of significant instructional and curriculum changes in the District.

Evidence of Compliance

- Used board communications such as work studies, works in progress and Friday Updates to keep the board apprised of decisions regarding educational programming such resumption of curriculum adoptions and additions of intervention programs.
- All district course adoptions followed the adoption procedure including submission for board approval. In 2022-23 this included FLASH updates for 5th grade, new novels for MS ELA courses, and the new digital citizenship curriculum for middle schools.
- Work studies were held to discuss with the Board changes to secondary math pathways. In 2022-2023, the new middle school math pathway launched the new 6th grade math course, with more new courses to follow for this cohort.

13. Inform the Board of any significant changes in District Regulations, either deletions, additions or amendments.

Interpretation

I interpret this to mean that the District informs the Board of significant changes to District Regulations. I further interpret this to mean that the Board wants to be in the communication loop and that we honor the “no surprise” rule.

Evidence of Compliance

- There have not been any new policies or regulations created since 2021.
- Changes across all regulations were made to update language to reflect gender neutrality and removal of outdated terms.

Board approval: September 14, 2023

**Issaquah School District
Executive Limitations External Monitoring Report**

**EL-9 REPORT TO THE PUBLIC
Annual Internal Report - December 6, 2023**

The Board believes that the school district community should be well-informed of student performance and the financial condition of the district. Information should be communicated in a clear and easy-to-understand format.

The Superintendent certifies that the District is in compliance with EL-9 without exception.

The Superintendent shall not fail to prepare and publish, on behalf of the Board, an annual report to the public that includes the following items:

- 1. Student performance data indicating student progress toward accomplishing the Board's Ends policies.*
- 2. Information about school district strategies, programs and operations intended to accomplish the Board's Ends policies.*
- 3. Revenues, expenditures and costs of major programs and an overview of the district's financial condition.*

Interpretation:

The Issaquah School District will publish and advertise an online annual report for the community, which will be available in print format when requested. The report will include information about the School Board's Executive Limitations and Ends with links to monitoring reports, which provide evidence of annual reasonable progress toward accomplishing the Ends. In addition, the annual report will make explicit any linkages to the strategic plan.

The report will include student achievement information that gives readers a high-level overview of the progress being made at each grade level in federal Elementary and Secondary Education Act (ESEA) content areas, as well as stories included in the programs and services section that highlight select examples about how our students are developing toward additional Ends in areas of civic engagement, and life management and personal awareness.

We will also share a summary of the District's financial condition with information about revenues, expenditures, and major cost centers.

The District will ensure that the annual report to the community aligns with other state and District publications to ensure compliance with all public reporting laws and regulations.

Evidence:

- **Publication:** The online Annual Report is available on the district's website on Dec. 1, 2023. The Communications Department advertised the annual report in the district and school weekly bulletins during the week of Dec. 4, 2023, along with a link to the report located on the district's homepage. They shared the report on district social media channels after its official approval by the School Board.
- **Student Achievement:** The Annual Report includes an overview of student achievement, a grade-by-grade look at student progress in federal ESEA content areas on the Smarter Balanced tests in English Language Arts (ELA) and Math for grades 3-8 and 10, Science in grades 5, 8, and 11, as well as a summary of some of the accomplishments of students not reflected in test data, a link to post-graduate data, and other links for more in- depth information, including the District's Ends for Students Learning Goals.
- **Programs and Services:** The Annual Report contains an overview of district programs, services, and educational programs employed for students who are struggling, performing, and excelling. These programs and services highlight our students' civic engagement, life management, and personal awareness.
- **Financial:** The Annual Report contains an overview of the state of district finances, including a summary of how public schools receive funding and build budgets; charts showing major cost and revenue sources; and links to the Finance webpage, which includes the annual "Guide to Understanding the Budget." Additionally, the District prepares and makes available monthly budget status reports and a statement of revenues, expenditures, and changes in fund balance to the Board of Directors for approval.
- **Annual Report:** Updated for the 2022-23 school year: www.isd411.org/about-us/reports-and-surveys/annual-community-report

Accepted by the Board: December 6, 2023

Issaquah School District
Executive Limitations Monitoring Report

EL-10 STRUCTURE OF SCHOOLS
Annual Internal Report - February 8, 2024

The Board believes that all students should have the benefit of an effective and efficient learning environment that offers a balance between academic and co-curricular activities while safeguarding student health.

The Superintendent certifies that the District is in compliance with EL-10 without exceptions.

The Superintendent shall maintain a K-12 structure of schools that ensures an effective environment that supports challenging and relevant opportunities for all students to achieve at levels defined in the Board's Ends policies.

Accordingly, the Superintendent may not fail to:

- 1. Prevent the instructional time provided for students during the academic day from being interrupted by unnecessary intrusions, unnecessary teacher time out of the classroom, or the scheduling of activities that can be scheduled during other times.**

Interpretation:

I interpret this to mean that District administrative leadership in partnership and collaboration with principals set the tone for maximizing instructional time, develop guidelines and protocols that minimize interruptions to classroom instruction and teacher absence while ensuring activities and teacher professional learning are intentional and align with learning standards and lesson objectives.

Evidence of Compliance:

To provide professional development opportunities for staff, while setting a tone of maximizing instructional time, district leadership coordinates District-wide professional development, fully using non-student days in August, October, and January. For example, during the October non-student day, all secondary teachers participated in High Leverage Instructional Practices training, focused on the four instructional stages.

Mandatory professional development for specific groups must be delivered within the workday to ensure the content; is aligned to District priorities, is research informed and utilizes best practices, and can be delivered with fidelity across the District. District release days for mandatory professional development is generally limited to 35 substitutes per school day, in attempt to avoid a student experiencing many substitute teachers on a particular day. For example, if the district is holding a 7th-grade language arts mandatory training, there would not be a 7th-grade math training on the same day.

Optional professional development in the form of after-school meetings, book studies, and virtual training opportunities remain a component of the overall District professional development plan and are offered outside of the school day.

No more than 25 certificated classroom staff may use personal leave on a Friday, on a day before or after a major break, or on a workday before or after a district-recognized holiday. Staff members not requiring a sub are not counted in the limit of 25. Certificated staff may be refused a request for leave on the first five and last five student days of the school year.

2. Adopt a District calendar for the school year that best serves the learning needs of students and achieves the Board's Ends policies.

Interpretation:

The District has an existing contract requiring the annual calendar to be negotiated with Issaquah Education Association (IEA) and this practice is supported by Washington State Public Education Relations Commission (PERC). I interpret this policy to require the administration to identify calendar elements that impact student learning in partnership with the Board, and in consideration of staff and family input, and work through the negotiations process toward a series of calendars.

Evidence of Compliance:

The Board discussed the calendar on 10/27/22. Issaquah School District (ISD) and Issaquah Education Association (IEA) agreed on school calendars for three school years through 2026 school year (2023-2024, 2024-2025, and 2025-2026) and was ratified in the board meeting on 11/10/2022.

3. Select bell times that meet District and state requirements while considering students' instructional (academic) needs, co-curricular and extra-curricular activities, and health and well-being at a reasonable cost.

Interpretation:

I interpret this to mean that the District has bell times for the start and end of the day that meet state requirements for instructional minutes as required under the Basic Education Act (BEA). The bell times allow for dedicated time for announcements and additional student support in the form of morning circle, homeroom, and flex time. This assures that building schedules can minimize interruptions to the academic program while balancing the student health needs, well-being, co-curricular and extra-curricular activities at a reasonable cost to the system. It is within the District's purview to make the case for changes to our bell times pending Board approval for any significant secondary school schedules and provided the changes meet the parameters outlined in EL-10.

Evidence of Compliance:

[ISD BEA Compliance Report 2022-23](#)

[ISD BEA Compliance Report Detail 2022-23](#)

The attached BEA Compliance Report shows that the bell times for ISD schools meet state requirements.

The district engaged in a feedback survey from staff and families on school calendars between September 26 and October 6th of 2022. The results of the survey were presented to the board on October 27th, 2022.

Social Emotional Learning (SEL) opportunities vary across each level of school and address overall student health and well-being. To support the well-being of students, 15 consistent Second Step lessons are delivered in grades K-8 and specific SEL lessons were delivered at the high school.

- At the Elementary level, classroom teachers deliver a minimum of 15 lessons from the Second Step K-5 curriculum each school year, and morning circles are a support tool used to set each student up for a successful day.
- At every middle school, the homeroom period allows for at least 15 Second Step lessons, seven lessons from the digital citizenship curriculum, and a chance for students to connect with teachers. Weekly minutes dedicated to homeroom ranges between 110-140 minutes per week.
- Middle school co-curricular activities such as clubs, activities and athletics occur after school, not interrupting the learning program. An exception to this would be the annual music contests; students typically miss part of a school day to participate in regional music contests.
- High school flex time is used to deliver non-content specific information, which protects the class minutes assigned to academic program delivery. The comprehensive high schools have flex time on Tuesdays and Wednesdays, with weekly minutes dedicated to this work between 75 and 95 minutes per week. Gibson Ek offers these activities, along with academic advising through their advisory period, which reflects 190 minutes per week of the student day. In the 2022-23 school year, SEL lessons were prepared by district staff and delivered at the classroom level during flex time. Student feedback included interest in building these topics throughout the learning day, and that some lessons fell short of the desired outcomes. Going forward, a plan for SEL lessons to be embedded throughout the content areas is planned.
- High school students involved in competitive activities such as DECA, Robotics, etc., may miss school time for annual contests. Student athletes who play in playoff games and matches may miss school for these events. Generally, the schedule for daily co-curricular activities such as practice or club meetings occurs after school.
- Elementary morning circle, middle school homeroom and high school flex time can also be used for students to check in with teachers, retake tests, make up work from an absence, check in on long term assignments or small group lessons on topics such as executive function or skill development.

Accordingly, the Superintendent may not:

- 1. Change the basic grade level configuration of schools (K-5 elementary schools, 6-8 middle schools, and 9-12 high schools) used in the District without Board approval.**
- 2. Make significant changes to any secondary school building schedule configuration (e.g. block schedule, 6-period day, semester or trimester schedule) without Board approval.**

Interpretation:

I interpret this to be a Board decision supported by input, research and recommendations provided by the District.

Evidence of Compliance:

In the 2022-2023 school year, Liberty High School transitioned to a 7-period day, in alignment with Issaquah and Skyline High schools' schedule as a result of the Board action taken on 12.12.2018 adopting a 7-period modified block schedule for LHS no earlier than the fall of 2022. *Note: Issaquah and Skyline High expanded from a 6-period day to a 7-period day in 2019-20 due to the same Board action.*

No changes occurred to the basic grade level configuration of schools.

Board Acceptance: February 8, 2024

**Issaquah School District
Executive Limitations Monitoring Report**

**EL-11 DISCIPLINE
Annual Internal Report – November 9, 2023**

The Board believes in providing all students with a school environment that is safe and conducive to learning. District policies around student discipline should be clearly communicated to all students and equitably enforced.

The Superintendent certifies that the District is in compliance with EL-11 without exceptions.

The Superintendent shall not fail to establish and consistently enforce policies to maintain dignified, safe and effective environments for all students.

General Interpretation:

I interpret this policy to be primarily focused on maintaining a safe environment that is conducive to learning for all students while protecting student rights as individuals, and tailoring discipline policies to the state code grade bands of kindergarten to grade 4, and grades 5 to 12. This requires the District to have clear student discipline rules and procedures that are clearly communicated in multiple ways and formats, and consistently enforced, and a system that allows District leaders and school building leaders to provide clear expectations and supports to ensure our teachers, staff and students each understand their respective roles and responsibilities. The District will adjust discipline rules and procedures on a regular basis in compliance with state regulation and law. Notably, the law for discipline changed significantly in the 2019-2020 school year in which the first response for discipline was to provide interventions and supports rather than exclusions and suspensions (unless the first offense is a crime). Please refer to [Chapter 392-400 WAC](#).

Based on feedback from the Board in the past few years, the value statement and interpretation of equitable enforcement is meant to ensure consistent enforcement but with a system of monitoring that identifies and responds to inequitable or disproportionate treatment of students through the discipline process. In addition, any adult or student behavior that requires the involvement of law enforcement for on-campus incidences are noted in monitoring evidence, on a case-by-case basis. The Board will be notified of any incidents as soon as possible by the Superintendent as it relates to their role and governance oversight.

I further interpret this policy to mean that regulations and procedures are effective in maintaining a physically and psychologically safe learning environment. Staff awareness and understanding of an inclusive culture based on affirmation and belonging, student discipline rules and procedures, must be effectively implemented to achieve the desired result of addressing root causes. There must also be a process for appeals that is objective and supportive of students and families. Further, implementation by staff must be fair and consistent in order to be supported by District officials and, if necessary, upheld by the courts.

Evidence of Compliance:

In the 2022-2023 school year, 285 students received in-school or out-of-school exclusionary discipline, representing 1.48% of the district student body (using the June 1, 2023 enrollment count). Exclusionary discipline is provided below for the past three years, disaggregated by race and program. Exclusionary discipline is provided disaggregated by level for 2021- 2022 and 2022-2023. Exclusionary discipline data was impacted by the school closures in response to COVID, and trend data must be interpreted with this condition in mind.

ISD leadership believes that non-exclusionary responses to student behavior is an investment in supporting students' learning about the impact of their behavior on their own learning and the learning of others. This further supports students' well-being and sense of belonging at school through teaching specific skills in regulating and re-regulating their individual emotional state. While not historically an element of this monitoring report, supporting students in the teachable moment prior to an exclusionary discipline is visible in the variety of Tier 1 and Tier 2 strategies used by school administrators throughout this process.

Tier 1 Strategies

- The District's Code of Equitable Conduct is taught to every student in every school. For example, "The Pledge of Equitable Conduct" is carried out at elementary schools through principal and teacher lessons. This code teaches students to treat people who are different than themselves with respect and kindness.
- Schools support culture that promotes affirmation and belonging, focusing on Tier 1 elements available to all students and families. Examples include the following:
 - Elementary: Meet the Teacher, Curriculum Night, STEM, Math &/or Literacy family events.
 - Secondary: Events led by Student Leadership focus on promoting belonging. Specific examples include WEB (Where Everyone Belongs), ASB leadership, SEL (Social Emotional Learning) lessons and through the administrator led 'planner talks'.
 - All schools establish and publish positively stated school-wide expectations including behavioral expectations.
- The District's attorney annually reviews student handbook language, District regulations related to student discipline, and our training materials for administrators. This was completed for the 2022-23 school year.

Overall, we continue to monitor and address the disproportionate exclusionary discipline in our system, specifically with students who identify as Latino or Hispanic, Black or African American, Two or More Races as well as Students with Disabilities, Multilingual learners and students who self-report as low income.

Discipline Reports for 2022-2023:

Exclusionary discipline data is reported below in district totals by student, (number of students who received an exclusionary discipline) instance, (number of times a student received an exclusion) and if the exclusion was in, or out of school. Data is further disaggregated by race and program.

OSPI suppression rules are in place to protect student privacy. For all data presented in this monitoring report, if the number of students in any category or cell is less than 10, this data will be suppressed. 2022-2023 total number of exclusions are small enough that when disaggregated to the school level, nearly all data is suppressed. The table for 2020-2021 suspension district totals is an example of this scenario.

2022 - 2023 Suspensions: District Totals								
Demographic	Enrollment ¹		Students with Suspensions ²		Incidents that Result in Suspension ³		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	1,985	10.25%	65	27.43%	179	35.03%	53	135
American Indian/Alaskan Native	47	0.24%	N<10	N/A	N<10	N/A	N<10	N<10
Asian	6,777	35.00%	20	8.44%	38	7.44%	23	18
Black/African American	470	2.43%	47	19.83%	101	19.77%	47	66
Native Hawaiian/Other Pacific Islander	36	0.19%	N<10	N/A	N<10	N/A	N<10	N<10
White	8,159	42.14%	78	32.91%	143	27.98%	85	70
Two or More Races	1,889	9.76%	22	9.28%	43	8.41%	19	28
Totals	19,363	100%	237	100%	511	100.00%	229	332
Programs/Attributes ⁴								
Students with Disabilities	1,756	9.07%	94	39.66%	213	41.68%	102	131
Low-Income	2,356	12.17%	133	56.12%	340	66.54%	135	234
English Language Learners	1,385	7.15%	34	14.35%	91	17.81%	36	59
¹ OSPI's Oct 1 Enrollment numbers from the 16 elementary schools, 6 middle schools, 3 comprehensive high schools, and 1								
² Number of students in demographic group that received 1+ suspensions during the school year divided by total # of students who received suspensions.								
³ Total number of incidents that resulted in a suspension. If an incident involved more than one student, each student who received a suspension is counted separately. Incidents can result in more than one suspension per student. All Discipline data is from Skyward.								
⁴ Students identified in program/or attribute per OSPI. Percentages are divided by the total number of suspensions.								

2021 - 2022 Suspensions: District Totals								
Demographic	Enrollment ¹		Students with Suspensions ²		Incidents that Result in Suspensions ³		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	1,939	9.96%	71	25.00%	133	26.44%	68	75
American Indian/Alaskan Native	46	0.24%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Asian	6,646	34.14%	27	9.51%	32	6.36%	23	N < 10
Black/African American	434	2.23%	44	15.49%	110	21.87%	63	77
Native Hawaiian/Other Pacific Islander	36	0.18%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
White	8,528	43.81%	101	35.56%	154	30.62%	88	81
Two or More Races	1,838	9.44%	39	13.73%	71	14.12%	48	38
Totals	19,467	100.00%	284	100.00%	503	100.00%	292	281
Programs/Attributes ⁴								
Students with Disabilities	1,716	8.81%	107	37.68%	214	42.54%	104	138
Low-Income	2,213	11.37%	128	45.07%	281	55.86%	145	184
English Language Learners	1,425	7.32%	41	14.44%	73	14.51%	40	41

2020 - 2021 Suspensions: District Totals								
Demographic	Enrollment ¹		Students with Suspensions ²		Incidents that Result in Suspension ³		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	1,913	9.51%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
American Indian/Alaskan Native	47	0.23%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Asian	6,725	33.44%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Black/African American	433	2.15%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Native Hawaiian/Other Pacific Islander	37	0.18%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
White	9,130	45.40%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Two or More Races	1,824	9.07%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Totals	20,109	100%	19	N/A	22	N/A	13	10
Programs/Attributes ⁴								
Students with Disabilities	1,796	8.93%	N < 10	N/A	N < 10	N/A	N < 10	N/A
Low-Income	1,869	9.29%	N < 10	N/A	N < 10	N/A	N < 10	N/A
English Language Learners	1,623	8.07%	N < 10	N/A	N < 10	N/A	N < 10	N/A

Exclusionary discipline data is reported by Washington State behavior types below. This data shows the frequency of different types of behavior incidences that administrators deemed necessary to issue exclusionary discipline.

ISD has amended internal discipline codes to reflect the change from “marijuana” to “cannabis” per HB 1210 effective 11/1/23.

2022 - 2023 Students Suspended by Behavior State Type				
Behavior State Type	Elem	Middle	High	Total
Failure to Cooperate	2	16	51	69
Violence Without Major Injury	24	31	3	58
Disruptive Conduct	13	24	17	54
Threat to Other	4	19	27	50
Fighting Without Major Injury	2	33	6	41
Possession of a Weapon	4	5	3	12
Illicit Drug		1	9	10
Intentional property damage		4	5	9
Violence with Major Injury	1	1	7	9
Intimidation/Non-Sexual Harass	1	2	5	8
Marijuana		1	7	8
Tobacco	1	2	5	8
Unwelcome sexual conduct		4	1	5
Taking property of others		2	2	4
Discriminatory threat/hostile	1	2		3
Alcohol			2	2
Arson		2		2
Obscene acts/expressions			1	1
Total	53	149	151	353
# of Students suspended by Behavior type				

2021 - 2022 Students Suspended by Behavior State Type

Behavior State Type	Elem	Middle	High	Total
Violence Without Major Injury	51	96	11	158
Disruptive Conduct	11	42	39	92
Failure to Cooperate	8	17	40	65
Threat to Other	18	15	21	54
Fighting Without Major Injury	6	29	16	51
Violence with Major Injury	3	6	13	22
Possession of a Weapon	4	9	1	14
Theft or possession of stolen property		6	2	8
Intimidation/Non-Sexual Harass	1	1	5	7
Marijuana		2	4	6
Discriminatory Harassment		2	3	5
Destruction of Property			3	3
Sexual Harassment		1	1	2
Tobacco		1	1	2
Illicit Drug	1			1
Alcohol			1	1
Total	103	227	161	491
# of Students suspended by Behavior type				

2020 - 2021 Students Suspended by Behavior State Type

Behavior State Type	Elem	Middle	High	Total
Tobacco		5		5
Fight - No Major Injury		3		3
Marijuana		1	2	3
Possession of a Weapon	2	1		3
Bullying		1	1	2
Violence - No Major Injury		2		2
Disruptive	1			1
Illicit Drug			1	1
Sexual Conduct			1	1
Total	3	13	5	21
# of Students suspended by Behavior type				

Elementary exclusionary discipline data is reported below by student, (number of students who received an exclusionary discipline) instance (number of times a student received an exclusion) and if the exclusion was in, or out of school. Data is further disaggregated by race and program.

2022 - 2023 Suspensions: All Elementary Schools								
Demographic	Enrollments		Students with Suspensions ²		Incidents that Result in Suspensions		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	876	10.48%	N<10	N/A	N<10	N/A	N<10	N<10
American Indian/Alaskan Native	20	0.24%	N<10	N/A	N<10	N/A	N<10	N<10
Asian	3,150	37.67%	N<10	N/A	10	16.13%	N<10	N<10
Black/African American	194	2.32%	N<10	N/A	N<10	N/A	N<10	N<10
Native Hawaiian/Other Pacific Islander	11	0.13%	N<10	N/A	N<10	N/A	N<10	N<10
White	3,245	38.81%	23	46.00%	30	48.39%	17	14
Two or More Races	865	10.35%	N<10	N/A	N<10	N/A	N<10	N<10
Totals	8,361	100%	50	100%	62	100.00%	36	27
Programs/Attributes ⁴								
Students with Disabilities	797	9.53%	33	66.00%	43	69.35%	22	22
Low-Income	1,038	12.41%	22	44.00%	30	48.39%	16	14
English Language Learners	981	11.73%	N<10	N/A	11	17.74%	N<10	N<10

2021 - 2022 Suspensions: All Elementary Schools								
Demographic	Enrollments		Students with Suspensions ²		Incidents that Result in Suspensions		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	821	9.87%	12	16.67%	15	14.56%	11	N < 10
American Indian/Alaskan Native	22	0.26%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Asian	3,064	36.84%	N < 10	N/A	10	9.71%	N < 10	N < 10
Black/African American	170	2.04%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Native Hawaiian/Other Pacific Islander	11	0.13%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
White	3,406	40.95%	34	47.22%	51	49.51%	26	26
Two or More Races	824	9.91%	12	16.67%	18	17.48%	N < 10	N < 10
Totals	8,318	100.00%	72	100.00%	103	100.00%	57	49
Programs/Attributes ⁴								
Students with Disabilities	748	8.99%	34	47.22%	59	57.28%	26	35
Low-Income	961	11.55%	28	38.89%	49	47.57%	20	31
English Language Learners	1,007	12.11%	13	18.06%	19	18.45%	11	10

Middle school exclusionary discipline data is reported below by student (number of students who received an exclusionary discipline) instance (number of times a student received an exclusion) and if the exclusion was in, or out of school. Data is further disaggregated by race and program.

2022 - 2023 Suspensions: All Middle Schools								
Demographic	Enrollment ¹		Students with Suspensions ²		Incidents that Result in Suspensions ³		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	452	9.70%	19	20.21%	49	22.37%	25	30
Indian/Alaskan	9	0.19%	N<10	N/A	N<10	N/A	N<10	N<10
Asian	1,615	34.65%	10	10.64%	26	11.87%	17	12
Black/African American	129	2.77%	26	27.66%	58	26.48%	36	34
Native Hawaiian/Other Pacific Islander	5	0.11%	N<10	N/A	N<10	N/A	N<10	N<10
White	2,016	43.25%	29	30.85%	63	28.77%	39	34
Two or More Races	435	9.33%	10	10.64%	23	10.50%	14	13
Totals	4,661	100%	94	100%	219	100.00%	131	123
Programs/Attributes ⁴								
Students with Disabilities	442	9.48%	31	32.98%	84	38.36%	17	15
Low-Income	559	11.99%	54	57.45%	143	65.30%	80	89
English Language Learners	197	4.23%	N<10	N/A	27	12.33%	15	15

2021 - 2022 Suspensions: All Middle Schools								
Demographic	Enrollment ¹		Students with Suspensions ²		Incidents that Result in Suspensions ³		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	451	9.53%	24	18.90%	34	14.23%	24	15
Indian/Alaskan	11	0.23%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Asian	1,604	33.88%	11	8.66%	13	5.44%	11	N < 10
Black/African American	122	2.58%	27	21.26%	79	33.05%	50	53
Native Hawaiian/Other Pacific Islander	N < 10	N/A	N < 10	N/A	N < 10	N/A	N < 10	N < 10
White	2,083	44.00%	46	36.22%	72	30.13%	51	33
Two or More Races	459	9.70%	18	14.17%	40	16.74%	34	20
Totals	4,734	100.00%	127	100.00%	239	100.00%	171	123
Programs/Attributes ⁴								
Students with Disabilities	430	9.08%	45	35.43%	101	42.26%	59	62
Low-Income	530	11.20%	52	40.94%	131	54.81%	89	80
English Language Learners	195	4.12%	11	8.66%	16	6.69%	12	N < 10

High school exclusionary discipline data is reported below by student (number of students who received an exclusionary discipline) instance (number of times a student received an exclusion) and if the exclusion was in, or out of school. Data is further disaggregated by race and program.

2022 - 2023 Suspensions: All High Schools								
Demographic	Enrollments ¹		Students with Suspensions ²		Incidents that Result in Suspensions ³		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	657	10.36%	41	44.09%	125	54.35%	26	102
American Indian/Alaskan Native	18	0.28%	N<10	N/A	N<10	N/A	N<10	N<10
Asian	2,012	31.73%	N<10	N/A	N<10	N/A	N<10	N<10
Black/African American	147	2.32%	15	16.13%	35	15.22%	N<10	29
Native Hawaiian/Other Pacific Islander	20	0.32%	N<10	N/A	N<10	N/A	N<10	N<10
White	2,898	45.70%	26	27.96%	50	21.74%	29	22
Two or More Races	589	9.29%	N<10	N/A	13	5.65%	N<10	12
Totals	6,341	100%	93	100%	230	100.00%	62	172
Programs/Attributes ⁴								
Students with Disabilities	517	8.15%	30	32.26%	86	37.39%	29	58
Low-Income	759	11.97%	57	61.29%	167	72.61%	39	131
English Language Learners	207	3.26%	17	18.28%	53	23.04%	14	40

2021 - 2022 Suspensions: All High Schools								
Demographic	Enrollments ¹		Students with Suspensions ²		Incidents that Result in Suspensions ³		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	667	10.40%	35	41.18%	84	52.17%	33	54
American Indian/Alaskan Native	13	0.20%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Asian	1,978	30.83%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Black/African American	142	2.21%	11	12.94%	22	13.66%	N < 10	19
Native Hawaiian/Other Pacific Islander	21	0.33%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
White	3,039	47.37%	21	24.71%	31	19.25%	11	22
Two or More Races	555	8.65%	N < 10	N/A	13	8.07%	N < 10	N < 10
Totals	6,415	100%	85	100.00%	161	100.00%	64	109
Programs/Attributes ⁴								
Students with Disabilities	538	8.39%	28	32.94%	54	33.54%	19	41
Low-Income	722	11.25%	48	56.47%	101	62.73%	36	73
English Language Learners	223	3.48%	17	20.00%	38	23.60%	17	24

Accordingly, the Superintendent shall not fail to:

1. Permit student behaviors that disrupt learning. Prohibited Behaviors include:

- a. the use of illegal drugs, alcohol or tobacco products by students and adults on school property and at school-sponsored events;
- b. The presence of firearms and other dangerous weapons on school property and at school-sponsored events;
- c. Any form of violence on school property and at school-sponsored events.

Interpretation:

I interpret this to mean that rules and procedures must clearly prohibit all student and/or adult behaviors named above; any infractions must be addressed in accordance with school rules in a manner that reaffirms prohibitions in these areas, and when necessary, in partnership with law enforcement. Additionally, any infractions must be analyzed to provide support and plans for individuals involved to significantly reduce likelihood of future incidences.

Evidence of Compliance:

- Principals and District administrators have verified through regularly scheduled meetings and frequent discussions with their supervisors that all reported incidents of misconduct resulting in unruly or disruptive behavior by any persons at school, on a school bus, or at a school sponsored event have been appropriately addressed. Principals and Deans attend discipline training each year. Transportation leadership responds to misconduct on school buses and solicits building support as needed.
- Principals have access to Executive Directors, Compliance Officers and legal counsel when needed.
- Training for students and staff occurs in the fall on how to report incidences of Harassment, Intimidation and Bullying (HIB). The District adopted curriculum, [Second Step](#), includes specific lessons to address bystander effect, anti-bullying and reporting skills.
- To ensure physical environment safety, schools utilize a variety of best practices as evidenced by: monthly safety drills, emergency kits, maps and directions, a visitor check-in system with daily badges, fob access systems, security cameras, and staff identification badges.
- The District maintains close partnerships with the six police agencies that serve schools. The safety and security team partners with local law enforcement as needed and maintain communication on a weekly basis.
- Student support plans are rooted in restorative practices, trauma informed practices, and support overall mental health.
- It is standard practice to hold a re-entry conference with a student and administrator following an exclusionary discipline. This allows for a resetting of expectations and a welcome return to school.
- The district has a threat assessment protocol, based on the structure provided by the ESD and Salem Kaizer and has been reviewed by ISD legal counsel. All Administrators, school Counselors, Swedish School Based Mental Health Counselors, school psychologists, secondary LRC 1 special education teachers and School Security Officers received training on

the Threat Assessment Protocol which includes safety plans and re-entry plans created for students who need additional support.

- The 2023 Healthy Youth Survey administration window closed 10/27/23 and the ISD anticipates getting new information in March 2024. The 2021 Healthy Youth Survey data showed a decrease in substance use as compared to 2020, including alcohol, marijuana, prescription pain killers, illegal drugs and cigarettes. The Healthy Youth Survey was not administered in the fall 2020 due to COVID-19 and was reinstated in the fall 2021 precipitating a change in the cohort of students being surveyed. Interpretation of longitudinal data must account for this change of cohort and may be difficult to distinguish from changes in data due to COVID-19 and the impact of school closures. Healthy Youth Survey data for the Issaquah School District is available [here](#).

2. Permit teachers, students and parents to be uninformed of the disciplinary expectations of students and the consequences of non-compliance.

- a. appropriately involve teachers, administrators, students and the community in developing student discipline policy;**
- b. distribute annually to each student a student handbook which outlines the student discipline policy;**
- c. ensure that a copy of the student discipline policy, and any significant changes to it are posted or available for inspection in each school building and on the District website.**

Interpretation:

I interpret this to mean that the District develops and distributes written procedures for administering corrective action to address student discipline. The District adheres to law and regulation as the guardrails for the student discipline policy while considering best practices to promote positive student behavior and values of diversity, equity and inclusion to reduce disproportionality. Going forward, the District will use this information as a foundation to review student discipline policy on an annual basis to engage with teachers, administrators, unions, students and the community to reflect on the data and lessons learned from the prior school year and adjust to legal or regulatory changes. The District uses multiple formats and methods to distribute the student handbook, to notify all about any changes and to ensure the information is easily accessible.

Evidence of Compliance:

- The Issaquah Education Association and District Discipline Committee met on November 16, 2022, January 25, 2023, March 2, 2023, and May 17, 2023, to review the legal changes and calibrate System-wide Information System (SWIS) definitions.
- All schools teach and regularly review the school's behavior expectations through handbook talks, videos and students and guardians sign off that they've received the information through the Enrollment Verification Process.
- As part of the Tier 1 schoolwide behavior expectation process, new students meet with a school representative to learn the expectations.

- Student handbooks are distributed prior to the beginning of the year and to students enrolling throughout the year. Students and families agree to these guidelines through the Enrollment Verification Process (EVP). Multilingual families can request an in-person translator to complete this process.
- Student handbooks are posted on the district website, which allows for translation to other languages.
 - [High school](#)
 - [Middle school](#)
 - [Elementary school](#)
- Tier 1 teams review and update behavior expectations regularly and specifically when students have been excluded through the required re-entry conference following suspensions.

3. Permit any unruly behaviors to disrupt learning.

Interpretation:

I interpret this to mean that there is a clear expectation communicated about what positive classroom and school culture means for students and that there are consequences when there is unruly or disruptive learning at school, on a bus, at a school-sponsored activity or in a classroom. I am defining unruly or disruptive learning as activity that prevents a student from being able to fully participate in class whether this is due to any known in-class behaviors or due to interpersonal interactions in-person or virtually during the school day. Therefore, I interpret this to mean that principals and staff may not allow any known instance of unruly or disruptive behavior by any persons to remain unaddressed.

Evidence of Compliance:

- School staff implement a Positive Behavior Instruction Support (PBIS) philosophy and approach to explicitly teach social emotional learning strategies. In grades K-8, the adopted curriculum follows the state scope and sequence for Social Emotional Learning (SEL). These lessons support students with skills and strategies to help address issues and respond to conflicts.
- Classroom management is found in the teacher evaluation Danielson model in several criterion.
- Tier 1 schoolwide systems are in place at the elementary schools to reinforce positive behavior, build relationships and culture, and establish clear expectations for student behavior. Schools celebrate this work through special weeklong events such as “Wolf Week” at Cedar Trails Elementary when school spirit days focus on the school’s four core expectations.
- To address diversity, equity and inclusion, and foster a culture of affirmation and belonging for all students, staff participated in the following activities that proactively addresses student engagement and will also serve as evidence of our work to comply with EL-16:
 - Building and District Administrators attended a listening session facilitated by the Equity department. This listening session was comprised of high school and middle school students that focused on what staff can do to create positive

relationships with students and how to create engaging classroom instruction. Hearing from our own students is always powerful, and key takeaways from staff were:

- the importance of treating students with respect
 - teachers seeing students as more than just a number in their classroom
 - caring for students by getting to know who they are outside of the classroom,
 - teachers providing themselves as resource to students who are struggling with the content through in class interventions
 - the importance of making the content relevant to their lives.
- Certificated staff attended two professional development sessions on Culturally Responsive Education focused on creating engaging classroom instruction as a follow-up to what students presented during the listening session. Additionally, a High Leverage Instructional Practices document was created with engagement and relationships being a lens in which teachers should focus all tier 1 instruction through.
 - Building staff received training on Courageous Conversations which equips them with tools and strategies for interrupting, calling in and calling out racist, biased, prejudice and hateful behavior and/or comments towards peers and staff.
 - K-12 certificated staff received training on culturally responsive and inclusive classroom practices that foster engagement, rigor, and a sense of belonging for all our students.
 - Each high school and middle school were offered an opportunity to have a cohort of certificated staff participate in a three-day professional development session with Dr. Adeyemi Stenbridge focused on creating culturally responsive instructional practices.
- Digital citizenship and safety lessons are consistently taught. In elementary, this is taught through the K-5 Library Scope and Sequence. Middle school health curriculum also includes lessons on digital media and health and wellness. Secondary SEL committees met to review and revise SEL lessons, including mandatory digital citizenship and safety lessons primarily delivered through homeroom and/or flex time. Resources on technology safety can be found [here](#).
 - Cyber bullying and virtual conflicts, including social media issues that overlap with the school day were addressed through our regular disciplinary practices, additionally supported through the anonymous tip reporting system and Gaggle content review, analysis and reporting system.
 - The District's responsible use agreement ([K-5](#) and [6-12](#)), provides clear expectations for appropriate and safe use of school-related technology. This agreement is signed by all staff and all students prior to accessing district technology.
 - Key staff received crisis management training to provide the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity and safety. The crisis intervention tool is trauma informed. This tool offers differentiated classes which can be accessed by additional staff in half-day training opportunities and in 1–2-hour de-escalation training - appropriate for a full staff.

4. Fail to ensure that all policies and procedures regarding discipline are enforced consistently using reasonable judgment.

Interpretation:

I interpret this to mean there is consistent implementation of policies and procedures regarding discipline rooted in regular review of data by the Superintendent's leadership team and cabinet in partnership with school administrators. This review includes a calibration across levels and buildings to support a positive and welcoming student and school culture, and responses to infractions. I further interpret this to be supported by ongoing training, and the provision of supports to ensure consistency in the use of discipline across the District and through the lens of equity to ensure there is not a disproportionate impact on student groups by demographics or program characteristics.

Evidence of Compliance:

- Executive Directors of Schools proactively utilized check-ins with building leaders and sectionals to review and discuss discipline, physical, intellectual, psychological and identity safety. As cases arose, Executive Directors also worked with individual schools to support discipline interventions, supports and responses. Human Resources staff were available to support Executive Directors and Schools as needed, especially if personnel were involved.
- The AWSP Principal Evaluation Framework, Criterion 2, Ensuring School Safety, is reviewed by Principals. This criterion includes physical, social, emotional and intellectual safety, as well as identity safety.
- All School Psychologists (11/14/22) and school Counselors (elementary 8/18/23, secondary 8/15/23) received updated training on Manifestation Determination meetings to include considerations for conducting updated Functional Behavior Assessments and revising Behavior Intervention Plans.
- Students receive HIB training at the beginning of the school year to understand how to report to a building administrator, or trusted school staff member if there is a safety concern, including any HIB reports. October is National Bullying Prevention Month and many of the counselors, ASB student groups, as well as teachers share information and resources. Our website includes many ways for students to report anonymous tips that can help inform a response.
- All Administrators and school Counselors receive suicide intervention protocol training which includes re-entry support for students. Safety plans for students who experience suicide ideation are created to include ongoing support to students and the larger community of schools.
- District staff receive HIB training annually through our compliance cycle. A HIB compliance officer is trained annually and is accessible by staff or parents for consultation. This training occurred on 11/7/23.

Board acceptance: November 9, 2023

**Issaquah School District
Executive Limitations Monitoring Report**

**EL-11 DISCIPLINE
Annual Internal Report – November 9, 2023**

The Board believes in providing all students with a school environment that is safe and conducive to learning. District policies around student discipline should be clearly communicated to all students and equitably enforced.

The Superintendent certifies that the District is in compliance with EL-11 without exceptions.

The Superintendent shall not fail to establish and consistently enforce policies to maintain dignified, safe and effective environments for all students.

General Interpretation:

I interpret this policy to be primarily focused on maintaining a safe environment that is conducive to learning for all students while protecting student rights as individuals, and tailoring discipline policies to the state code grade bands of kindergarten to grade 4, and grades 5 to 12. This requires the District to have clear student discipline rules and procedures that are clearly communicated in multiple ways and formats, and consistently enforced, and a system that allows District leaders and school building leaders to provide clear expectations and supports to ensure our teachers, staff and students each understand their respective roles and responsibilities. The District will adjust discipline rules and procedures on a regular basis in compliance with state regulation and law. Notably, the law for discipline changed significantly in the 2019-2020 school year in which the first response for discipline was to provide interventions and supports rather than exclusions and suspensions (unless the first offense is a crime). Please refer to [Chapter 392-400 WAC](#).

Based on feedback from the Board in the past few years, the value statement and interpretation of equitable enforcement is meant to ensure consistent enforcement but with a system of monitoring that identifies and responds to inequitable or disproportionate treatment of students through the discipline process. In addition, any adult or student behavior that requires the involvement of law enforcement for on-campus incidences are noted in monitoring evidence, on a case-by-case basis. The Board will be notified of any incidents as soon as possible by the Superintendent as it relates to their role and governance oversight.

I further interpret this policy to mean that regulations and procedures are effective in maintaining a physically and psychologically safe learning environment. Staff awareness and understanding of an inclusive culture based on affirmation and belonging, student discipline rules and procedures, must be effectively implemented to achieve the desired result of addressing root causes. There must also be a process for appeals that is objective and supportive of students and families. Further, implementation by staff must be fair and consistent in order to be supported by District officials and, if necessary, upheld by the courts.

Evidence of Compliance:

In the 2022-2023 school year, 285 students received in-school or out-of-school exclusionary discipline, representing 1.48% of the district student body (using the June 1, 2023 enrollment count). Exclusionary discipline is provided below for the past three years, disaggregated by race and program. Exclusionary discipline is provided disaggregated by level for 2021- 2022 and 2022-2023. Exclusionary discipline data was impacted by the school closures in response to COVID, and trend data must be interpreted with this condition in mind.

ISD leadership believes that non-exclusionary responses to student behavior is an investment in supporting students' learning about the impact of their behavior on their own learning and the learning of others. This further supports students' well-being and sense of belonging at school through teaching specific skills in regulating and re-regulating their individual emotional state. While not historically an element of this monitoring report, supporting students in the teachable moment prior to an exclusionary discipline is visible in the variety of Tier 1 and Tier 2 strategies used by school administrators throughout this process.

Tier 1 Strategies

- The District's Code of Equitable Conduct is taught to every student in every school. For example, "The Pledge of Equitable Conduct" is carried out at elementary schools through principal and teacher lessons. This code teaches students to treat people who are different than themselves with respect and kindness.
- Schools support culture that promotes affirmation and belonging, focusing on Tier 1 elements available to all students and families. Examples include the following:
 - Elementary: Meet the Teacher, Curriculum Night, STEM, Math &/or Literacy family events.
 - Secondary: Events led by Student Leadership focus on promoting belonging. Specific examples include WEB (Where Everyone Belongs), ASB leadership, SEL (Social Emotional Learning) lessons and through the administrator led 'planner talks'.
 - All schools establish and publish positively stated school-wide expectations including behavioral expectations.
- The District's attorney annually reviews student handbook language, District regulations related to student discipline, and our training materials for administrators. This was completed for the 2022-23 school year.

Overall, we continue to monitor and address the disproportionate exclusionary discipline in our system, specifically with students who identify as Latino or Hispanic, Black or African American, Two or More Races as well as Students with Disabilities, Multilingual learners and students who self-report as low income.

Discipline Reports for 2022-2023:

Exclusionary discipline data is reported below in district totals by student, (number of students who received an exclusionary discipline) instance, (number of times a student received an exclusion) and if the exclusion was in, or out of school. Data is further disaggregated by race and program.

OSPI suppression rules are in place to protect student privacy. For all data presented in this monitoring report, if the number of students in any category or cell is less than 10, this data will be suppressed. 2022-2023 total number of exclusions are small enough that when disaggregated to the school level, nearly all data is suppressed. The table for 2020-2021 suspension district totals is an example of this scenario.

2022 - 2023 Suspensions: District Totals								
Demographic	Enrollment ¹		Students with Suspensions ²		Incidents that Result in Suspension ³		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	1,985	10.25%	65	27.43%	179	35.03%	53	135
American Indian/Alaskan Native	47	0.24%	N<10	N/A	N<10	N/A	N<10	N<10
Asian	6,777	35.00%	20	8.44%	38	7.44%	23	18
Black/African American	470	2.43%	47	19.83%	101	19.77%	47	66
Native Hawaiian/Other Pacific Islander	36	0.19%	N<10	N/A	N<10	N/A	N<10	N<10
White	8,159	42.14%	78	32.91%	143	27.98%	85	70
Two or More Races	1,889	9.76%	22	9.28%	43	8.41%	19	28
Totals	19,363	100%	237	100%	511	100.00%	229	332
Programs/Attributes ⁴								
Students with Disabilities	1,756	9.07%	94	39.66%	213	41.68%	102	131
Low-Income	2,356	12.17%	133	56.12%	340	66.54%	135	234
English Language Learners	1,385	7.15%	34	14.35%	91	17.81%	36	59
¹ OSPI's Oct 1 Enrollment numbers from the 16 elementary schools, 6 middle schools, 3 comprehensive high schools, and 1								
² Number of students in demographic group that received 1+ suspensions during the school year divided by total # of students who received suspensions.								
³ Total number of incidents that resulted in a suspension. If an incident involved more than one student, each student who received a suspension is counted separately. Incidents can result in more than one suspension per student. All Discipline data is from Skyward.								
⁴ Students identified in program/or attribute per OSPI. Percentages are divided by the total number of suspensions.								

2021 - 2022 Suspensions: District Totals								
Demographic	Enrollment ¹		Students with Suspensions ²		Incidents that Result in Suspensions ³		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	1,939	9.96%	71	25.00%	133	26.44%	68	75
American Indian/Alaskan Native	46	0.24%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Asian	6,646	34.14%	27	9.51%	32	6.36%	23	N < 10
Black/African American	434	2.23%	44	15.49%	110	21.87%	63	77
Native Hawaiian/Other Pacific Islander	36	0.18%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
White	8,528	43.81%	101	35.56%	154	30.62%	88	81
Two or More Races	1,838	9.44%	39	13.73%	71	14.12%	48	38
Totals	19,467	100.00%	284	100.00%	503	100.00%	292	281
Programs/Attributes ⁴								
Students with Disabilities	1,716	8.81%	107	37.68%	214	42.54%	104	138
Low-Income	2,213	11.37%	128	45.07%	281	55.86%	145	184
English Language Learners	1,425	7.32%	41	14.44%	73	14.51%	40	41

2020 - 2021 Suspensions: District Totals								
Demographic	Enrollment ¹		Students with Suspensions ²		Incidents that Result in Suspension ³		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	1,913	9.51%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
American Indian/Alaskan Native	47	0.23%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Asian	6,725	33.44%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Black/African American	433	2.15%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Native Hawaiian/Other Pacific Islander	37	0.18%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
White	9,130	45.40%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Two or More Races	1,824	9.07%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Totals	20,109	100%	19	N/A	22	N/A	13	10
Programs/Attributes ⁴								
Students with Disabilities	1,796	8.93%	N < 10	N/A	N < 10	N/A	N < 10	N/A
Low-Income	1,869	9.29%	N < 10	N/A	N < 10	N/A	N < 10	N/A
English Language Learners	1,623	8.07%	N < 10	N/A	N < 10	N/A	N < 10	N/A

Exclusionary discipline data is reported by Washington State behavior types below. This data shows the frequency of different types of behavior incidences that administrators deemed necessary to issue exclusionary discipline.

ISD has amended internal discipline codes to reflect the change from “marijuana” to “cannabis” per HB 1210 effective 11/1/23.

2022 - 2023 Students Suspended by Behavior State Type				
Behavior State Type	Elem	Middle	High	Total
Failure to Cooperate	2	16	51	69
Violence Without Major Injury	24	31	3	58
Disruptive Conduct	13	24	17	54
Threat to Other	4	19	27	50
Fighting Without Major Injury	2	33	6	41
Possession of a Weapon	4	5	3	12
Illicit Drug		1	9	10
Intentional property damage		4	5	9
Violence with Major Injury	1	1	7	9
Intimidation/Non-Sexual Harass	1	2	5	8
Marijuana		1	7	8
Tobacco	1	2	5	8
Unwelcome sexual conduct		4	1	5
Taking property of others		2	2	4
Discriminatory threat/hostile	1	2		3
Alcohol			2	2
Arson		2		2
Obscene acts/expressions			1	1
Total	53	149	151	353
# of Students suspended by Behavior type				

2021 - 2022 Students Suspended by Behavior State Type

Behavior State Type	Elem	Middle	High	Total
Violence Without Major Injury	51	96	11	158
Disruptive Conduct	11	42	39	92
Failure to Cooperate	8	17	40	65
Threat to Other	18	15	21	54
Fighting Without Major Injury	6	29	16	51
Violence with Major Injury	3	6	13	22
Possession of a Weapon	4	9	1	14
Theft or possession of stolen property		6	2	8
Intimidation/Non-Sexual Harass	1	1	5	7
Marijuana		2	4	6
Discriminatory Harassment		2	3	5
Destruction of Property			3	3
Sexual Harassment		1	1	2
Tobacco		1	1	2
Illicit Drug	1			1
Alcohol			1	1
Total	103	227	161	491
# of Students suspended by Behavior type				

2020 - 2021 Students Suspended by Behavior State Type

Behavior State Type	Elem	Middle	High	Total
Tobacco		5		5
Fight - No Major Injury		3		3
Marijuana		1	2	3
Possession of a Weapon	2	1		3
Bullying		1	1	2
Violence - No Major Injury		2		2
Disruptive	1			1
Illicit Drug			1	1
Sexual Conduct			1	1
Total	3	13	5	21
# of Students suspended by Behavior type				

Elementary exclusionary discipline data is reported below by student, (number of students who received an exclusionary discipline) instance (number of times a student received an exclusion) and if the exclusion was in, or out of school. Data is further disaggregated by race and program.

2022 - 2023 Suspensions: All Elementary Schools								
Demographic	Enrollments		Students with Suspensions ²		Incidents that Result in Suspensions		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	876	10.48%	N<10	N/A	N<10	N/A	N<10	N<10
American Indian/Alaskan Native	20	0.24%	N<10	N/A	N<10	N/A	N<10	N<10
Asian	3,150	37.67%	N<10	N/A	10	16.13%	N<10	N<10
Black/African American	194	2.32%	N<10	N/A	N<10	N/A	N<10	N<10
Native Hawaiian/Other Pacific Islander	11	0.13%	N<10	N/A	N<10	N/A	N<10	N<10
White	3,245	38.81%	23	46.00%	30	48.39%	17	14
Two or More Races	865	10.35%	N<10	N/A	N<10	N/A	N<10	N<10
Totals	8,361	100%	50	100%	62	100.00%	36	27
Programs/Attributes ⁴								
Students with Disabilities	797	9.53%	33	66.00%	43	69.35%	22	22
Low-Income	1,038	12.41%	22	44.00%	30	48.39%	16	14
English Language Learners	981	11.73%	N<10	N/A	11	17.74%	N<10	N<10

2021 - 2022 Suspensions: All Elementary Schools								
Demographic	Enrollments		Students with Suspensions ²		Incidents that Result in Suspensions		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	821	9.87%	12	16.67%	15	14.56%	11	N < 10
American Indian/Alaskan Native	22	0.26%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Asian	3,064	36.84%	N < 10	N/A	10	9.71%	N < 10	N < 10
Black/African American	170	2.04%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Native Hawaiian/Other Pacific Islander	11	0.13%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
White	3,406	40.95%	34	47.22%	51	49.51%	26	26
Two or More Races	824	9.91%	12	16.67%	18	17.48%	N < 10	N < 10
Totals	8,318	100.00%	72	100.00%	103	100.00%	57	49
Programs/Attributes ⁴								
Students with Disabilities	748	8.99%	34	47.22%	59	57.28%	26	35
Low-Income	961	11.55%	28	38.89%	49	47.57%	20	31
English Language Learners	1,007	12.11%	13	18.06%	19	18.45%	11	10

Middle school exclusionary discipline data is reported below by student (number of students who received an exclusionary discipline) instance (number of times a student received an exclusion) and if the exclusion was in, or out of school. Data is further disaggregated by race and program.

2022 - 2023 Suspensions: All Middle Schools								
Demographic	Enrollment ¹		Students with Suspensions ²		Incidents that Result in Suspensions ³		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	452	9.70%	19	20.21%	49	22.37%	25	30
Indian/Alaskan	9	0.19%	N<10	N/A	N<10	N/A	N<10	N<10
Asian	1,615	34.65%	10	10.64%	26	11.87%	17	12
Black/African American	129	2.77%	26	27.66%	58	26.48%	36	34
Native Hawaiian/Other Pacific Islander	5	0.11%	N<10	N/A	N<10	N/A	N<10	N<10
White	2,016	43.25%	29	30.85%	63	28.77%	39	34
Two or More Races	435	9.33%	10	10.64%	23	10.50%	14	13
Totals	4,661	100%	94	100%	219	100.00%	131	123
Programs/Attributes ⁴								
Students with Disabilities	442	9.48%	31	32.98%	84	38.36%	17	15
Low-Income	559	11.99%	54	57.45%	143	65.30%	80	89
English Language Learners	197	4.23%	N<10	N/A	27	12.33%	15	15

2021 - 2022 Suspensions: All Middle Schools								
Demographic	Enrollment ¹		Students with Suspensions ²		Incidents that Result in Suspensions ³		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	451	9.53%	24	18.90%	34	14.23%	24	15
Indian/Alaskan	11	0.23%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Asian	1,604	33.88%	11	8.66%	13	5.44%	11	N < 10
Black/African American	122	2.58%	27	21.26%	79	33.05%	50	53
Native Hawaiian/Other Pacific Islander	N < 10	N/A	N < 10	N/A	N < 10	N/A	N < 10	N < 10
White	2,083	44.00%	46	36.22%	72	30.13%	51	33
Two or More Races	459	9.70%	18	14.17%	40	16.74%	34	20
Totals	4,734	100.00%	127	100.00%	239	100.00%	171	123
Programs/Attributes ⁴								
Students with Disabilities	430	9.08%	45	35.43%	101	42.26%	59	62
Low-Income	530	11.20%	52	40.94%	131	54.81%	89	80
English Language Learners	195	4.12%	11	8.66%	16	6.69%	12	N < 10

High school exclusionary discipline data is reported below by student (number of students who received an exclusionary discipline) instance (number of times a student received an exclusion) and if the exclusion was in, or out of school. Data is further disaggregated by race and program.

2022 - 2023 Suspensions: All High Schools								
Demographic	Enrollments ¹		Students with Suspensions ²		Incidents that Result in Suspensions ³		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	657	10.36%	41	44.09%	125	54.35%	26	102
American Indian/Alaskan Native	18	0.28%	N<10	N/A	N<10	N/A	N<10	N<10
Asian	2,012	31.73%	N<10	N/A	N<10	N/A	N<10	N<10
Black/African American	147	2.32%	15	16.13%	35	15.22%	N<10	29
Native Hawaiian/Other Pacific Islander	20	0.32%	N<10	N/A	N<10	N/A	N<10	N<10
White	2,898	45.70%	26	27.96%	50	21.74%	29	22
Two or More Races	589	9.29%	N<10	N/A	13	5.65%	N<10	12
Totals	6,341	100%	93	100%	230	100.00%	62	172
Programs/Attributes ⁴								
Students with Disabilities	517	8.15%	30	32.26%	86	37.39%	29	58
Low-Income	759	11.97%	57	61.29%	167	72.61%	39	131
English Language Learners	207	3.26%	17	18.28%	53	23.04%	14	40

2021 - 2022 Suspensions: All High Schools								
Demographic	Enrollments ¹		Students with Suspensions ²		Incidents that Result in Suspensions ³		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	667	10.40%	35	41.18%	84	52.17%	33	54
American Indian/Alaskan Native	13	0.20%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Asian	1,978	30.83%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Black/African American	142	2.21%	11	12.94%	22	13.66%	N < 10	19
Native Hawaiian/Other Pacific Islander	21	0.33%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
White	3,039	47.37%	21	24.71%	31	19.25%	11	22
Two or More Races	555	8.65%	N < 10	N/A	13	8.07%	N < 10	N < 10
Totals	6,415	100%	85	100.00%	161	100.00%	64	109
Programs/Attributes ⁴								
Students with Disabilities	538	8.39%	28	32.94%	54	33.54%	19	41
Low-Income	722	11.25%	48	56.47%	101	62.73%	36	73
English Language Learners	223	3.48%	17	20.00%	38	23.60%	17	24

Accordingly, the Superintendent shall not fail to:

1. Permit student behaviors that disrupt learning. Prohibited Behaviors include:

- a. the use of illegal drugs, alcohol or tobacco products by students and adults on school property and at school-sponsored events;
- b. The presence of firearms and other dangerous weapons on school property and at school-sponsored events;
- c. Any form of violence on school property and at school-sponsored events.

Interpretation:

I interpret this to mean that rules and procedures must clearly prohibit all student and/or adult behaviors named above; any infractions must be addressed in accordance with school rules in a manner that reaffirms prohibitions in these areas, and when necessary, in partnership with law enforcement. Additionally, any infractions must be analyzed to provide support and plans for individuals involved to significantly reduce likelihood of future incidences.

Evidence of Compliance:

- Principals and District administrators have verified through regularly scheduled meetings and frequent discussions with their supervisors that all reported incidents of misconduct resulting in unruly or disruptive behavior by any persons at school, on a school bus, or at a school sponsored event have been appropriately addressed. Principals and Deans attend discipline training each year. Transportation leadership responds to misconduct on school buses and solicits building support as needed.
- Principals have access to Executive Directors, Compliance Officers and legal counsel when needed.
- Training for students and staff occurs in the fall on how to report incidences of Harassment, Intimidation and Bullying (HIB). The District adopted curriculum, [Second Step](#), includes specific lessons to address bystander effect, anti-bullying and reporting skills.
- To ensure physical environment safety, schools utilize a variety of best practices as evidenced by: monthly safety drills, emergency kits, maps and directions, a visitor check-in system with daily badges, fob access systems, security cameras, and staff identification badges.
- The District maintains close partnerships with the six police agencies that serve schools. The safety and security team partners with local law enforcement as needed and maintain communication on a weekly basis.
- Student support plans are rooted in restorative practices, trauma informed practices, and support overall mental health.
- It is standard practice to hold a re-entry conference with a student and administrator following an exclusionary discipline. This allows for a resetting of expectations and a welcome return to school.
- The district has a threat assessment protocol, based on the structure provided by the ESD and Salem Kaizer and has been reviewed by ISD legal counsel. All Administrators, school Counselors, Swedish School Based Mental Health Counselors, school psychologists, secondary LRC 1 special education teachers and School Security Officers received training on

the Threat Assessment Protocol which includes safety plans and re-entry plans created for students who need additional support.

- The 2023 Healthy Youth Survey administration window closed 10/27/23 and the ISD anticipates getting new information in March 2024. The 2021 Healthy Youth Survey data showed a decrease in substance use as compared to 2020, including alcohol, marijuana, prescription pain killers, illegal drugs and cigarettes. The Healthy Youth Survey was not administered in the fall 2020 due to COVID-19 and was reinstated in the fall 2021 precipitating a change in the cohort of students being surveyed. Interpretation of longitudinal data must account for this change of cohort and may be difficult to distinguish from changes in data due to COVID-19 and the impact of school closures. Healthy Youth Survey data for the Issaquah School District is available [here](#).

2. Permit teachers, students and parents to be uninformed of the disciplinary expectations of students and the consequences of non-compliance.

- a. appropriately involve teachers, administrators, students and the community in developing student discipline policy;**
- b. distribute annually to each student a student handbook which outlines the student discipline policy;**
- c. ensure that a copy of the student discipline policy, and any significant changes to it are posted or available for inspection in each school building and on the District website.**

Interpretation:

I interpret this to mean that the District develops and distributes written procedures for administering corrective action to address student discipline. The District adheres to law and regulation as the guardrails for the student discipline policy while considering best practices to promote positive student behavior and values of diversity, equity and inclusion to reduce disproportionality. Going forward, the District will use this information as a foundation to review student discipline policy on an annual basis to engage with teachers, administrators, unions, students and the community to reflect on the data and lessons learned from the prior school year and adjust to legal or regulatory changes. The District uses multiple formats and methods to distribute the student handbook, to notify all about any changes and to ensure the information is easily accessible.

Evidence of Compliance:

- The Issaquah Education Association and District Discipline Committee met on November 16, 2022, January 25, 2023, March 2, 2023, and May 17, 2023, to review the legal changes and calibrate System-wide Information System (SWIS) definitions.
- All schools teach and regularly review the school's behavior expectations through handbook talks, videos and students and guardians sign off that they've received the information through the Enrollment Verification Process.
- As part of the Tier 1 schoolwide behavior expectation process, new students meet with a school representative to learn the expectations.

- Student handbooks are distributed prior to the beginning of the year and to students enrolling throughout the year. Students and families agree to these guidelines through the Enrollment Verification Process (EVP). Multilingual families can request an in-person translator to complete this process.
- Student handbooks are posted on the district website, which allows for translation to other languages.
 - [High school](#)
 - [Middle school](#)
 - [Elementary school](#)
- Tier 1 teams review and update behavior expectations regularly and specifically when students have been excluded through the required re-entry conference following suspensions.

3. Permit any unruly behaviors to disrupt learning.

Interpretation:

I interpret this to mean that there is a clear expectation communicated about what positive classroom and school culture means for students and that there are consequences when there is unruly or disruptive learning at school, on a bus, at a school-sponsored activity or in a classroom. I am defining unruly or disruptive learning as activity that prevents a student from being able to fully participate in class whether this is due to any known in-class behaviors or due to interpersonal interactions in-person or virtually during the school day. Therefore, I interpret this to mean that principals and staff may not allow any known instance of unruly or disruptive behavior by any persons to remain unaddressed.

Evidence of Compliance:

- School staff implement a Positive Behavior Instruction Support (PBIS) philosophy and approach to explicitly teach social emotional learning strategies. In grades K-8, the adopted curriculum follows the state scope and sequence for Social Emotional Learning (SEL). These lessons support students with skills and strategies to help address issues and respond to conflicts.
- Classroom management is found in the teacher evaluation Danielson model in several criterion.
- Tier 1 schoolwide systems are in place at the elementary schools to reinforce positive behavior, build relationships and culture, and establish clear expectations for student behavior. Schools celebrate this work through special weeklong events such as “Wolf Week” at Cedar Trails Elementary when school spirit days focus on the school’s four core expectations.
- To address diversity, equity and inclusion, and foster a culture of affirmation and belonging for all students, staff participated in the following activities that proactively addresses student engagement and will also serve as evidence of our work to comply with EL-16:
 - Building and District Administrators attended a listening session facilitated by the Equity department. This listening session was comprised of high school and middle school students that focused on what staff can do to create positive

relationships with students and how to create engaging classroom instruction. Hearing from our own students is always powerful, and key takeaways from staff were:

- the importance of treating students with respect
 - teachers seeing students as more than just a number in their classroom
 - caring for students by getting to know who they are outside of the classroom,
 - teachers providing themselves as resource to students who are struggling with the content through in class interventions
 - the importance of making the content relevant to their lives.
- Certificated staff attended two professional development sessions on Culturally Responsive Education focused on creating engaging classroom instruction as a follow-up to what students presented during the listening session. Additionally, a High Leverage Instructional Practices document was created with engagement and relationships being a lens in which teachers should focus all tier 1 instruction through.
 - Building staff received training on Courageous Conversations which equips them with tools and strategies for interrupting, calling in and calling out racist, biased, prejudice and hateful behavior and/or comments towards peers and staff.
 - K-12 certificated staff received training on culturally responsive and inclusive classroom practices that foster engagement, rigor, and a sense of belonging for all our students.
 - Each high school and middle school were offered an opportunity to have a cohort of certificated staff participate in a three-day professional development session with Dr. Adeyemi Stenbridge focused on creating culturally responsive instructional practices.
- Digital citizenship and safety lessons are consistently taught. In elementary, this is taught through the K-5 Library Scope and Sequence. Middle school health curriculum also includes lessons on digital media and health and wellness. Secondary SEL committees met to review and revise SEL lessons, including mandatory digital citizenship and safety lessons primarily delivered through homeroom and/or flex time. Resources on technology safety can be found [here](#).
 - Cyber bullying and virtual conflicts, including social media issues that overlap with the school day were addressed through our regular disciplinary practices, additionally supported through the anonymous tip reporting system and Gaggle content review, analysis and reporting system.
 - The District's responsible use agreement ([K-5](#) and [6-12](#)), provides clear expectations for appropriate and safe use of school-related technology. This agreement is signed by all staff and all students prior to accessing district technology.
 - Key staff received crisis management training to provide the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity and safety. The crisis intervention tool is trauma informed. This tool offers differentiated classes which can be accessed by additional staff in half-day training opportunities and in 1–2-hour de-escalation training - appropriate for a full staff.

4. Fail to ensure that all policies and procedures regarding discipline are enforced consistently using reasonable judgment.

Interpretation:

I interpret this to mean there is consistent implementation of policies and procedures regarding discipline rooted in regular review of data by the Superintendent's leadership team and cabinet in partnership with school administrators. This review includes a calibration across levels and buildings to support a positive and welcoming student and school culture, and responses to infractions. I further interpret this to be supported by ongoing training, and the provision of supports to ensure consistency in the use of discipline across the District and through the lens of equity to ensure there is not a disproportionate impact on student groups by demographics or program characteristics.

Evidence of Compliance:

- Executive Directors of Schools proactively utilized check-ins with building leaders and sectionals to review and discuss discipline, physical, intellectual, psychological and identity safety. As cases arose, Executive Directors also worked with individual schools to support discipline interventions, supports and responses. Human Resources staff were available to support Executive Directors and Schools as needed, especially if personnel were involved.
- The AWSP Principal Evaluation Framework, Criterion 2, Ensuring School Safety, is reviewed by Principals. This criterion includes physical, social, emotional and intellectual safety, as well as identity safety.
- All School Psychologists (11/14/22) and school Counselors (elementary 8/18/23, secondary 8/15/23) received updated training on Manifestation Determination meetings to include considerations for conducting updated Functional Behavior Assessments and revising Behavior Intervention Plans.
- Students receive HIB training at the beginning of the school year to understand how to report to a building administrator, or trusted school staff member if there is a safety concern, including any HIB reports. October is National Bullying Prevention Month and many of the counselors, ASB student groups, as well as teachers share information and resources. Our website includes many ways for students to report anonymous tips that can help inform a response.
- All Administrators and school Counselors receive suicide intervention protocol training which includes re-entry support for students. Safety plans for students who experience suicide ideation are created to include ongoing support to students and the larger community of schools.
- District staff receive HIB training annually through our compliance cycle. A HIB compliance officer is trained annually and is accessible by staff or parents for consultation. This training occurred on 11/7/23.

Board acceptance: November 9, 2023

Issaquah School District
Executive Limitations Monitoring Report

EL-12 LEARNING ENVIRONMENT
Annual Internal Report – April 25, 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 EL-12 with exceptions.

The Superintendent shall not fail to 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.

Accordingly, the Superintendent may not fail to:

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 be driven by demonstration of mastery.
 - b. Students should have multiple opportunities to demonstrate mastery.
 - 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 mastery and how there are different methods for how to show mastery.

- b. Students know how to access the process and journey of learning through multiple opportunities to show mastery (e.g. late work, clarity around what mastery looks like in each like course).
- 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 standards-based report card. Elementary report card information found [on our website](#). 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, with implementation of the new elementary report card in 2024-25. The District has been working on grading and homework practices for several years, including keynote speakers at all district meetings, dedicated collaboration time and a previously agreed upon implementation plan. Post COVID, this work has been reinstituted as a priority for new leadership.

Secondary:

Progress toward alignment at the high school level in 2022-23 include course teams aligned practices on course description, grading policies of grade percentages, grading categories or weight, assessment criteria and recovery opportunities, including late work policies. This work aligned to the implementation plan that was created initially by former staff members under a different administration and does not yet meet all of the expectations set in this Executive Limitation. Going forward, the remaining expectation of consistency across schools is expected to be accomplished in 2024-25.

- In August 2022: professional development time assigned to align gradebook for each course; categories, weights, frequency, volume, aligned for recovery / late work below standard work, including a “crosswalk activity” for teachers to analyze current practices.
- In Fall of 2022, administrators collected information from teachers to report the course teams agreed upon components and how these components would be stated in the team in syllabus
- During October and January non-student days, secondary teachers focused on Culturally Responsive teaching practices, Trauma Informed teaching practices, and High Leverage teaching practices. This work is connected to the ongoing work of examining teaching and assessment practices through the lens of student need.
- In June of 2023, Principals led professional development and provided collaboration time for course teams to align on four stated categories.
- In August 2023, high school teachers reviewed agreements on alignment and how SEL lessons would be embedded across all classes. This information was reported to Administrators.

Survey results for the District developed soft skills survey provide evidence directory from students about our progress in grading and homework practices. Students in grades 9 – 11 reported higher than average agreement with the opportunity to submit work after the initial deadline and slightly higher than average agreement with the opportunity to recover from substandard assessment results.

2022-23

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%
	Number respondents	2566

2022-23

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%
	Number respondents	2566

7th grade students reported general agreement with the opportunity to submit work after the initial deadline and with the opportunity to recover from substandard assessment results.

2022-23

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%
	Number respondents	1030

2022-23

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%
	Number respondents	1030

...the Superintendent may not fail to:

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 homework guidelines, consistent across schools. Evidence of this alignment at all sixteen elementary schools is the move from individual homework policies published on each school site to one common message in all 2022-23 Elementary handbooks. A leading indicator of continued work in this area is the policy listed in the 2023-24 handbook that also refers to ISD Regulation 2422 and Procedure 2422P.s. A leading indicator of continued work in this area is the policy listed in the 2023-24 handbook that also refers to ISD Regulation 2422 and Procedure 2422P.

Secondary

In addition to the District regulation 2422, the Homework Policy [2422P](#) outlines the guidelines on the responsibilities for teachers, students and parents regarding homework and the impact of special programs on homework. This policy has not been reviewed since 2016 and will be reviewed and updated as necessary in 2024-25. [Principles for Secondary Grading Practices](#) synthesize the research on grading practices that are equitable and provide students with multiple opportunities to show mastery of the learning objectives. These grading practices also apply to the grading of homework.

...the Superintendent may not fail to:

- 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. In the 2022-23 school year, student representatives surveyed their peers on homework practices. This information was provided to the board.

District-developed soft skills and exit surveys provide evidence directory from students about our progress. In 2022-23, 46% of 9th – 11th graders and 56% of 7th graders reported satisfaction with the volume of homework. When asked this question connected to students' desired outcomes, 74% of 8th grade students and 86% of 5th grade students reported alignment with the amount of homework in relation to their desired grades.

All the student surveys results can be viewed [\[on our website\]](#). Going forward, all survey questions will include a neutral response for consistency.

2022-23

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%
	Number Respondents	2566

2022-23

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%
	Number Respondents	1045

2020-21 2021-22 2022-23

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	92%	86%	86%
	Number Respondents	1229	1403	1315

2020-21 2021-22 2022-23

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	75%	74%	74%
	Number Respondents	1109	1009	1034

...the Superintendent may not fail to:

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 information about the need to increase access to highly requested electives. 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 2022-23, 72 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 EL 14, Career and Technical Education (CTE) provides students opportunities for students to explore courses that prepare them for the world of work and post-high school work 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 1,617 middle school CTE courses accessed.
- A variety of high school courses, representing 9,444 semester or yearlong CTE courses were taken in 2022-23. 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 2023, 1013 graduates had access to meet this requirement using the CTE pathway.

Total high school courses of CTE enrollment in 2022-23	
	Total
Liberty High	2512

Issaquah High	3819
Skyline High	3113

- Running Start offers an opportunity for students to access desired electives. In the 2022-23 school year, 833 students registered for Running Start classes. In the senior exit survey for 2022-23, students reported *access to electives not offered in high school* as their reason to take a running start class.
- The ISD Online program also allows students to access desired electives not offered in high school. In 2022-23, 173 students reported *access to an elective not offered at the high school* as their reason to take an online course.
- Internships and work experience options are key components of the [Gibson Ek](#) and [ACT programs](#) approximately 2-3 times a week.
- As reported in ENDS 2, 2,569 middle school and 4,015 high school students took a Fine or Performing Arts class in 2022-2023. Trimester enrollment by middle school and semester enrollment by high school and grade below.

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 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

...the Superintendent may not fail to:

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 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 offers summer school courses available for credit retrieval or grade improvement. In the summer of 2023, 756 courses were accessed for credit recovery and 266 courses were accessed for grade improvement.
- ISD Online offers courses for acceleration. In 2022-23, 291 students reported *acceleration* as the reason they took an ISD online class. While not specifically designed for remediation, students can take an ISD 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

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%
	1 - 2 advanced classes	37%
	3 - 4 advanced classes	19%
	5+ advanced classes	9%
	Number Respondents	2566

2022-23

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%
	1 - 2 advanced classes	52%
	3 - 4 advanced classes	16%
	5+ advanced classes	3%
	Number Respondents	1045

...the Superintendent may not fail to:

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 22-23](#)
- [ISD Middle School Second Step Scope & Sequence 22-23](#)

Lessons were provided to high school teachers and delivered through the advisory period at each of the high schools. However, high school students and high school teachers were dissatisfied with the lessons. As a result of this feedback, a committee with high school students, staff, and district office administrators was created to review current practices and make recommendations for the 2023-2024 school year. The committee held three meetings and created a three-year plan for the delivery of high school SEL lessons that are imbedded in every classroom, with the focus on Self-Awareness and Self-Management as the focus competencies for 2023-24. The remaining competencies will be embedded in 2024-25 and 2025-26. In recognition of the continued efforts at the high school level to integrate the Washington State Standards for SEL in secondary classroom instruction, our implementation is an exception.

...the Superintendent may not fail to:

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 2022-23 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 universal screeners used in the ISD (BIESY at elementary and SDQ at secondary) allowed school teams to proactively reach out to parents if students report high internalizing behaviors. Going forward, the ISD will use the nationally normed universal screener of SAEBRs to solicit information from students about risk.

The District maintains a contract with Swedish to provide School-Based Mental Health Counselors. In 2022-23, 769 students accessed this service, for a total of 4,854 student visits to a Swedish School-Based Mental Health counselor. The District website shows contact information for the [School-Based Mental Health](#) service providers. The Swedish School-Based Mental Health team created SEL lessons for Emotional COT and Anxiety for High Schools. The district worked with the Swedish leadership and made our requests clear over several meetings for greater visibility and discussion about the data, and the need for flexible staffing to allow for response to vacancies or need at individual buildings. These new elements were included in the 2023-24 contract, which is still awaiting finalization. As a result of this collaboration, the Swedish leadership team suggested and implemented a survey to providers, students, and caregivers to solicit feedback on program development.

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, addiction, 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 going forward, these websites will be consistent and aligned with district standards.

...the Superintendent may not fail to:

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:

During the 2022-23 school year, the Special Services department served an annual average of 1,868 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 2022-23 school year, special education enrollment increased from 1,663 students (September 2022) to 2,002 students (June 2023), representing a 20.4% increase in the total number of students who were eligible and received special education services over the course of the year.

As a District, we are continuing to ensure all students receiving special services **have access to, and robust support in learning** with their peers. As we continue to increase and embed inclusionary practices across the system, we are still on a journey and have made progress, but have further to go. This is noted as an exception in this monitoring report.

Preschool:

During the 2022-23 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.

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 school 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 Issaquah School 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.

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 beyond co-teaching throughout the 2022-23 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. Implementation of inclusionary practices was stalled during COVID and has resumed. 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.

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. Note that all students attending programs following 12th grade ACT, are listed as 12th graders, which is a known impact to the data at the LRE 3 level as there are no general education peers in this program.

During the 2022-23 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 as a strategy to disrupt predictable disparities in student outcomes for students who receive special education services.

2022-23 Least Restrict Environment (LRE) percents by grade				
Grade	LRE 1 (80-100%)	LRE 2 (40-79%)	LRE 3 (0-39%)	All other placements
K	80.8%	6.8%	12.3%	0.1%
1	83.3%	7.4%	7.4%	2.3%
2	73.3%	13.3%	11.4%	2.0%
3	70.3%	22.0%	7.6%	0.1%
4	63.0%	25.2%	9.4%	2.4%
5	74.2%	15.2%	9.1%	1.9%
6	68.3%	28.9%	2.1%	0.7%
7	59.9%	27.9%	8.2%	4.0%
8	72.5%	19.5%	3.4%	4.6%
9	68.0%	22.4%	8.0%	1.6%
10	59.0%	30.9%	6.5%	3.6%

11	75.0%	14.7%	8.6%	1.7%
12	51.9%	19.9%	19.2%	9.0%

Note: LRE data is provided by OSPI. This data is from November 1, 2022, Federal count date. Total n = 1,792 students served in Special Services.

Departmental review and continuous improvement:

Special Services conducted a review of available data which revealed a significant gap in achievement on the SBA ELA assessment (53.3% gap between students who receive special services compared to all students), and a significant gap in achievement on the SBA Math assessment (47.7% gap between students who receive special services compared to all students. Targeted efforts to address this gap and strengthen outcomes:

Allocated resources to:

- Invested in professional development in literacy and the science of Reading with Dr. Roberts Frank
- 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 IMS and IHS.

Examined best practices and access to high quality materials by:

- Conducted a 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.
- Convened the Literacy Continuum Committee to review the district’s approach to SDI delivery in the area of 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 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:

- Three 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 partnerships:

- Team met to collaborate on authentic engagement opportunities and for parents/caregivers to provide feedback on practices in Special Services. Outcomes included:
 - Design and test a Special Services Meeting Feedback Survey
 - Draft a parent/guardian handbook for IEP's and 504's
 - Clear desire from parents/guardians to have more transparency and greater access to available supports for mental health needs for students with disabilities
 - Support and information for parents/caregivers about how to help their own student
 - Desire for more regular and effective communication between school and home
 - Clearer explanations of parental rights during meetings
 - Strategic Planning Committee met and reviewed the Special Services website, resulting in recommendations to improve the site as a source of information for families and caregivers.

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.

Board Acceptance: April 25, 2024

Issaquah School District
Executive Limitations - Monitoring Report

EL-13 Facilities
Annual Internal Report – October 26, 2023

The Board believes that student learning is enhanced when school facilities are safe, clean and properly maintained, and when there is adequate classroom space to provide learning opportunities for all students.

The Superintendent certifies that the District is in compliance with EL-13 with exceptions.

The Superintendent shall not fail to assure that physical facilities support the accomplishment of the Board's Ends policies and are safe and properly maintained.

General Interpretation:

I interpret physical facilities to include all buildings, equipment, grounds, sports fields and parking lots; and that the District will:

- a. Plan for, at a minimum, a five-year forward-looking strategy to build, improve and/or maintain our physical facilities;
- b. Implement the capital/maintenance plan to appropriately address District priorities;
- c. Complete 90% of repair/replacement work orders during the school year in which they are submitted, using customer feedback loops to help set priorities and measure satisfaction;
- d. Maintain equipment, including school buses, to the extent of safe and useful life as determined by the administration; and
- e. Provide capital revenue streams for construction, renovation and maintenance of physical facilities.

Accordingly, the Superintendent shall not fail to:

1. Fail to develop a plan and establish priorities for construction, renovation and maintenance projects.

- a. Assign highest priority to the correction of unsafe conditions;
- b. Include maintenance costs as necessary to enable facilities to reach their intended life cycles;
- c. Plan for and schedule preventive maintenance;
- d. Plan for and schedule system replacement when new schools open, schools are renovated or systems replaced;
- e. Disclose assumptions on which the plan is based, including growth patterns and the financial and human capital impact individual projects will have on other parts of the organization.

Interpretation:

I interpret this to mean that the District will plan for, at a minimum, a five-year forward-looking strategy that ensures unsafe conditions are treated as priorities, preventive maintenance is planned and implemented, and system replacements are scheduled as appropriate.

Evidence of Compliance:

Facilities Work Order System: A computerized work order system allows building staff to submit work orders online. The Department plans and schedules, preventive maintenance and work order status is tracked electronically. For FY 2022-23 (September 1, 2022 through August 31, 2023), the Facilities Services Department received 5,060 work orders. Of these work orders, 4,719 or 93.2% were completed by a staff of 22 (twenty-two) technical tradespeople.

Maintenance of Grounds: The District employs a grounds crew of 16 people to maintain nearly 542 acres. Our grounds crew priority is the maintenance of lawn areas, shrubs and flower beds. In many locations throughout the District, volunteers assist in tending flower beds. The District works closely with building administrators to determine how and when volunteer groups will be mobilized. We have also taken steps in new construction to plant low maintenance shrubbery with installed irrigation systems.

Vehicle Maintenance System: For 2022-23, nine vehicle maintenance technicians completed 2300 + work orders on 170 school buses driven 1,419,935 miles, 71 other District vehicles driven 320,884 miles, and 26 trailers. The Transportation Department's vehicle safety inspections by the State showed results of 100% compliance with State safety standards for the winter inspection and 99.6% for the summer inspection.

- The Transportation Department uses an electronic database system to manage maintenance of the school bus fleet and District motor pool. The system receives vehicle usage information from drivers when they refuel. The fuel pump operating system updates the data base electronically and alerts the motor pool manager when service is due. School buses are inspected and serviced every 1,500 miles and other vehicles are inspected and serviced every 3,000 miles.
- The District also utilizes Zonar GPS services for enhanced fleet management, which facilitates efficient routing, minimization of idle time, increased safety, and provides real time engine diagnostics for effective preventive maintenance.

Levy Planning: The District convened a Levy Development Committee in spring 2021 to form a recommendation for a Capital/Critical Repairs measure to address additional preventative maintenance and replacement needs in the years 2023-2026. The measure passed in April 2022. Information regarding these projects and prior levy and bonds are provided on monthly budget status reports provided to the Board of Directors.

2. Build or renovate buildings without Board approval.**Interpretation:**

I interpret this to mean that contracts to build or majorly renovate buildings shall not be issued without Board approval.

Evidence of Compliance:

I certify that all major construction or renovation contracts (\$350,000 or greater which require formal public bid) for 2022-23 (9-1-2022 to 5-31-2023) fiscal year were presented to and approved by the Board. [Holly St ELC Playground](#) is an example of a project that was provided to the Board for action, approval, award or completion.

The Board is provided monthly Budget Status Reports that include ongoing project information. Capital Projects updates are also provided to the Board and the community in public meetings and updated on the [District's Capital Projects website](#).

3. Recommend land acquisition without first determining growth patterns, comparative costs, construction and transportation factors and any extraordinary contingency costs due to potential natural and man-made risks.

Interpretation:

I interpret this to mean that prior to the acquisition of land for school sites that the Board be provided sufficient/compelling information regarding the need for and location of a school site.

Evidence of Compliance:

During this monitoring period, the District has not publicly recommended the purchase of any property relating to school construction. Additionally, we have kept the Board apprised of potential changes to land use regulation that may impact future school sites.

4. Fail to project life cycle costs as capital decisions are made.

Interpretation:

I interpret this to mean that the District will plan for, at a minimum, a five-year forward-looking strategy that ensures timely planning and implementation of preventive maintenance and appropriately scheduled system replacement.

Evidence of Compliance:

- Large scale projects or system replacements are historically funded through Capital Bonds. The 2012 Bond issue was approved by the community for \$219M and voters approved a \$533.5M bond issue with a 71.39% "yes" vote in April of 2016.
- The District has also continued to update and grow its preventative maintenance schedules and passed four-year capital levies in 2018 (2019-2022) and 2022 (2023-2026) which contained funding earmarked for preventative maintenance and critical repair needs.
- Noted as exception in this monitoring report: During FY2022-23, staff began reconstructing a complete 2018 critical repairs levy project list based on historical levy documents, expenditure reports, and monthly budget status reports. This process revealed an exception to the timely planning and completion of preventative maintenance projects related to the 2018 critical repairs levy. A status worksheet of in process, complete, and remaining projects is [available here](#). The Capital Projects Department is working to complete all remaining 2018 critical repairs levy projects.
- Starting in September 2022, the District began displaying and tracking all 2022 critical repairs levy projects on the monthly budget status report. A status worksheet of in process and

remaining projects is [available here](#).

- During FY2022-23, the District also began the process of developing and maintaining project status summary worksheets to be added to the public website. Currently, the District has status summary worksheets for projects in process. These are available now on the [capital projects website](#).
- To increase capacity for adequate tracking and monitoring of capital projects, the District hired a capital projects fund accountant in July 2023.

5. Authorize construction schedules and change orders that significantly increase cost or reduce quality.

Interpretation:

I interpret this to mean that all change orders that impact construction projects will be submitted to the Board for approval and significant delays in construction schedules are communicated to the Board.

Significance in regards to cost and quality are defined by staff discretion and professional judgment. Significance can vary dependent upon project size, complexity and urgency.

District staff along with the contractor and design teams work to ensure that all change orders presented to the Board have gone through appropriate approvals and negotiations (if needed) prior to official Board action.

Evidence of Compliance:

I certify that for the 2022-23 school year, all change orders were presented to the Board for approval and all major construction scheduling changes were presented to the Board. The administration provides all change orders to the Board on the consent agenda (see example of [Cougar Mountain MS/MS#6 Change Order #27](#)).

6. Allow facilities to be unclean, unsanitary or unsafe.

Interpretation:

I interpret this to mean that all facilities are to be maintained to the standards of local fire departments, the County and State Department of Health, other agencies that may have jurisdiction on a case-by-case basis, and the informal standards of the Issaquah School District community.

Evidence of Compliance:

- I certify that our buildings are clean, safe and well maintained in keeping with the standards noted above, including following State Department of Health guidance regarding COVID. We are unaware of any violations of cleanliness, sanitary or safety standards.
- The Facilities Department conducts ongoing custodial building inspections and maintains a ratings dashboard for cleanliness. Custodial staffing by building is derived from the U.S. Department of Education benchmarks for custodians per building square feet to ensure the health and comfort of building users.
- Noted as exception in this monitoring report: During FY2022-23, the District received feedback from the Issaquah High School community regarding Issaquah High School Stadium.

An update of the IHS Stadium Improvement project was provided to the Board at the [March 9, 2023 meeting](#). District administration held a community listening session at Issaquah HS on April 19, 2023 and provided an update to the Board at the [May 11, 2023 meeting](#). At the May 11th meeting, the Board authorized use of the board fund balance emergency reserve to allow the administration to immediately commence a stadium lighting replacement project at Issaquah HS. District administration initiated the project following that meeting and provided additional project funding information at the [May 23, 2023 meeting](#). This project was completed over the summer and the facility was ready for use ahead of the target date of September 1, 2023.

7. Unreasonably deny the public's use of facilities as long as student safety, student functions, and the instructional program are not compromised.

Interpretation:

I interpret this to mean that we shall follow the District's facility use regulation and accommodate community and public use as outlined in the regulation.

Evidence of Compliance:

- I certify that all facility use is managed according to [District regulation](#). Community use that facilitates student activities is accommodated and encouraged whenever possible.
- To increase availability of facilities for public use, the District prepared postings for part-time theater managers at the end of the 2022-23 school year. These positions were posted early in the 2023-24 school year.
- Beginning early in the 2022-23 school year, the Facility Services Department began tracking the utilization rate of District buildings. Below is a representation of the total available building hours for use during the school year (September – June between 6pm and 9:30pm), hours used by type of group, total hours used, and the resulting percentage of utilization.

School year	Available Building Hours	District Used	PTSA Used	IPR Used	Class II Used	Class III Used	Class IV Used	TOTAL	% Utilized
22/23	46,200	22,326	2,059	5,828	9,932	1,184	974	42,303	91.56%

PTSA = Parent Teacher Student Association

IPR = Issaquah Parks & Recreation

Class II = Issaquah School District affiliated non-profit groups and non-profit local youth organizations

Class III = Local service and civic organizations and youth activities that are not class II

Class IV = Commercial and other functions

8. Fail to develop and consistently administer facilities use guidelines delineating:

- a. Permitted uses;
- b. The applicable fee structure;
- c. Clear user expectations, including behavior, cleanup, security, insurance and damage repair;
- d. Consequences and enforcement procedures for public users who fail to follow the established rules.

Interpretation:

I interpret this to mean that we shall follow the Districts' facility use regulation and accommodate community and public use as outlined in the regulation.

Evidence of Compliance:

I certify that the facility use regulation is used to manage the District's fee structure and communicate user expectations and is accessible on the [District website](#). Failure of users to follow regulation results in financial remuneration to the District and/or suspension of user privileges. Additionally, the District required [COVID 19 facility use agreement addendums](#) addressing health and safety mandates.

Board Acceptance: October 26, 2023

Issaquah School District
Executive Limitations Monitoring Report

EL-14 Instructional Program
Annual Internal Report – October 12, 2023

The Board believes that the District should provide students with challenging and engaging opportunities for educational exploration, acceleration and remediation. The educational program should provide instructors with opportunities for differentiation and should be relevant to a broad range of students.

The Superintendent certifies that the District is in compliance with EL-14 with an exception.

The Superintendent shall not fail to maintain a management system that ensures challenging and relevant opportunities for all students to achieve at levels defined in the Board's Ends policies.

General Interpretation:

I interpret this policy to mean that I will put in place an effective management system and structure that ensures our District and school leaders provide the course offerings, research behind program decisions, materials to support curriculum and teacher planning, professional development, and data to support student learning. Data to support student learning is included in Ends monitoring. In addition, I will foster and cultivate a culture of continuous learning that monitors student progress and identifies opportunities to adjust course or deliver on additional resources.

Evidence:

Strategic Plan Focus: Priority Area 2: Academic Opportunities

During the 2022-23 school year, district leaders developed a three year strategic plan that included an academic focus on three milestones. Baseline data for each milestone will be presented in the Ends 2 monitoring report.

1. Achievement of 3rd Grade Reading Foundational Skills – the standards that describe a student's ability to fluently access grade level text. ([AECF Research Paper](#))
2. Successful Completion of Algebra 1. This milestone is based on the data that Algebra 1 is the graduation requirement course with the lowest pass-rate, per District School Improvement Plan data dashboard.
3. On-track to graduate in 9th grade ([NCS Research](#)) as determined by earning all attempted credits.

Though the action plan begins in the fall of 2023, actions described below were completed during the 2022-23 school year:

- Design and implement Universal Design for Learning (UDL) and Culturally Responsive Education strategies in all classrooms. ([Research Evidence](#))
- (MTSS Research-based Guidance: [AIR](#), [MTSS4Success](#)) Design and implement academic interventions for reading and math at each grade level. (Multi-Tiered Systems of Support (MTSS) Research-based Guidance: [AIR](#), [MTSS4Success](#))

- Examine curriculum and assessment practices to better serve diverse students and address opportunity gaps.

Accordingly, the Superintendent may not fail to:

1. Ensure that instructional programs are based on a comprehensive and objective review of best instructional practices research.

Interpretation:

I interpret this to mean that our District and schools identify and promote the implementation of curriculum, supplemental materials and instructional practices based on research and evidence. Further, I interpret a comprehensive and objective review of best instructional practices research to mean that our process and procedures provide for effective analysis of instructional practices and subsequent calibration training for successful implementation.

Evidence:

To ensure that instructional materials are aligned with current research, each adoption team reviews relevant research and creates selection criteria aligned to the research and standards. Each curriculum being considered is scored using the selection criteria, then finalist materials are field tested in the classroom before the team selects materials to recommend for adoption. Standards and sources of research for adoption of instructional materials includes the following:

- [Washington State Learning Standards](#), published by OPSI which informs District core learning outcomes.
- Intervention materials and instructional approaches for MTSS are informed by the following:
 - [Menu of Best Practices & Strategies](#), published by OSPI
 - National Center on Intensive Interventions [National Center on Intensive Interventions](#) and [i-MTSS Research Network](#) <https://mtss.org/https://mtss.org/> provide access to databases of evidence-based interventions and guidance on research-based approaches to intervention programs and [i-MTSS Research Network](#) provide access to databases of evidence-based interventions and guidance on research-based approaches to intervention programs.
 - Washington [AIMS](#), University of Washington Goodlad Institute for Educational Renewal provides leadership training on the implementation of MTSS
- Professional organizations and professional practice standards for specific content areas. Examples include [C3 Framework](#) (Social Studies), [ACTFL](#) (World Language), [CASEL](#) (Social Emotional Learning).
- Instructional Frameworks & Mental Models: [Danielson Teachers Framework](#), [CAST UDL](#), [Culturally Responsive Education](#), and [Trauma Informed Practices](#)

Regulation [2020](#), [2020P](#) guides the process for adopting district curriculum. During the 2022-23 school year this process was followed to adopt the following curricula:

- 5th grade FLASH
- HS Health Curriculum
- HS Strand 2 Sexual Health Curriculum

- Novels to refresh middle school readers workshop selections
- Middle School Digital Citizenship Curriculum (Win@Social from The Social Institute based on seven social standards aligned to the evidence-based competencies developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL)).

The following adoption committees were ongoing during the 2022-23 school year and are projected to complete the selection process during the 2023-24 school year:

- Elementary Literacy, phase 2 – focus on instructional materials for reading comprehension and writing.

The following adoption committees were commissioned during the 2022-23 school year process to resume paused adoption processes:

- Middle School World History and Washington State History
- High School World History
- Middle School Math

The following district supplemental materials were selected through District committees consisting of teacher representatives:

- 6th grade Math supplemental materials to strengthen 2023-24 Math 1 & Math 1/2 courses.
- Materials for *Intensified Algebra*, an algebra intervention program.

Curriculum Training is implemented for the first three years of a new curriculum. During the 2022-23 school year training was provided for the following curriculum:

- Elementary Science (year 3)
- Onboarding for phonics curriculum (year 2)

Additional training to increase the quality of implementation of curriculum included the following:

- August training to introduce evidence-based High Leverage Practices to all staff.
- LETRS (Language Essentials for Teachers of Reading and Spelling) – two cohorts of teachers and interventionist completed year 1 of this science of early literacy training. During the summer of 2023, an additional 60 teachers participated in LETRS training.
- School-based Math and Reading training to support Elementary School Improvement plans.
- i-Ready assessment and tools for instruction training
- Two cohorts of Culturally Responsive Education training with Dr. Adeyemi Stenbridge <https://www.District411.org/academics/elementary-learning/third-grade>
- Paraprofessionals continue to be trained in the Foundational Course of Study (FCS) required for new paraprofessionals. New training offered in 2022-2023 included De-escalation strategies, Gender Inclusive Training, Responding to Challenging Behaviors, and Youth Mental Health First Aid specifically for the Unique Needs Specialists.
- In 2022-23, the Professional Development registration system showed 11,087 registrations and over 184 courses. Highlights of these courses included:
 - **School-based professional development:** Schools incorporated professional development specific to school and District improvement priorities into their

scheduled staff meetings. Teaching & Learning Services worked with schools to offer a menu of common professional development facilitated by Teachers on Special Assignment (TOSAs), and options for building leaders to facilitate.

- **Districtwide Professional Development:** In 2022-23, the District provided common professional development that included a focus on high leverage practices, technology integration, inclusion, cultural competency, and social emotional learning.
- **Special trainings:** Trainings for specific groups of staff included interventionist training, de-escalation training, training for building equity leaders, CPR/first aid, counselor training, training for special education staff, WaKIDS training, and CTE training.
- **Optional trainings in support of district priorities** including dyslexia workshop, technology extensions, communication with linguistically diverse families, using Zearn and i-Ready, GLAD, and Coding, Elementary Computer Science, CCS Book Studies.
- **New hire professional development series** for new to profession certificated staff.

During the spring of 2023 District facilitated a joint Professional Development committee with IEA members and hosted listening sessions with staff at each level (Elementary, Middle School, and High School). Both the committee and the listening sessions included a review of exit feedback from district professional development. The outcome of this review informed future professional development planning. Analysis included the following conclusions:

- District has in recent years introduced a robust conceptual framework for instruction in the High Leverage Practices and Lenses along with EL-12 alignment. Staff need time to process these frameworks and expectations and work collaboratively to integrate them into their practices.
- During professional development sessions staff are interested in, whenever possible, time to process and apply the ideas being presented.
- Staff are interested in professional development that models Universal Design for Learning for adult learning and provide accessible, practical applications that are user-ready.

Calibration training is an established practice for the first three years after curriculum adoptions. Review of implementation and data is reviewed through Ed Planning, Cabinet and teacher leader meetings to collaborate on effectiveness of program and professional development that supports delivery of content in schools.

2. Align curriculum and base instruction with academic standards that meet or exceed state standards.

Interpretation:

I interpret this to mean that our District uses Washington State Learning Standards developed by the Office of Superintendent of Public Instruction (OSPI) to provide a foundation for our curriculum and assessment. I further interpret this to mean that we strive to enrich learning beyond these standards for instruction.

Evidence:

During the adoption process for new instructional materials, selection criteria include an

assessment of alignment to Washington State Learning standards and current research as described above. Materials not in alignment with standards cannot be considered for adoption. The professional standards used for selecting materials exceed state standards typically in two manners:

- Professional standards emphasize relevance and application of learning. This is frequently similar to the statements found in the District Ends. For example, the [C3 Framework](#) calls for social studies to help students understand “the complex and multifaceted world they inhabit” and to prepare “students for the responsibilities of citizenship”.
 - Call for an increase in the *Depth of Knowledge* that exceeds standards. For example, the [NGSS](#): Next Generation Science Standards was adopted as both academic standards and a professional framework. It calls for not only a standard of knowledge and skill, but also to emphasize scientific and engineering practices that “extend what is meant by *inquiry* in science and the range of cognitive, social and physical practices that it requires.”

During the 2022-23 school year, District expanded the use of i-Ready Reading (K-8) and Math (K-5) as an academic universal screener to support a data-based inquiry system through the Tiered meeting structure. This data was used to inform instruction and to illuminate evidence of students’ learning needs. Use of tools that have validity and reliability statistics allows for administrators to set goals for student achievement with confidence on the baseline data. The District participated in a statewide calibration study and used results of this study to align score bands to the recalibrated scores called projected proficiency in I-Ready.

Scope & Sequence Realignment: over the last three years, the development of MTSS practices has resulted in a change in approach to District Scope & Sequence development. As courses are updated, the Scope & Sequence is adjusted to clarify essential learnings and common learning experiences. [Click here](#) to view a sample of a recently revised Scope and Sequence.

3. Ensure that the instructional program includes opportunities for students to develop talents and interests in more specialized areas.

Interpretation:

I interpret this to mean that students can choose and participate in classes and activities in areas of interest so that they may develop their personal passion.

Evidence:

Opportunities are offered at each level for students to participate in activities and coursework that allow for student choice, the opportunity to try new things, and to develop their known and new passions. Additionally, the growing development of Universal Design for Learning and Culturally Responsive Education approaches increases the development of talents and interests throughout our curriculum by:

- Embracing student variability and using an asset or strengths-based approach to designing learning.
- Increasing saliency of lessons by making deep connections to students current lives and future opportunities.
- Allowing students to vary or choose the ways they engage with concepts or express their

learning.

- Varying or allowing for choice in the types of learning experiences or student groupings.
- Engaging in student goal setting.

Elementary school

All elementary school students participate in music, library, and physical education. Other school activities at the elementary level may include student council, safety patrol, green team, and/or choir.

Choice programs at the elementary level include Science Tech and Dual Language. Students can test into the Highly Capable programs of Special Approach to Gifted Education (SAGE) and Mind Education Right Left Integration (MERLIN).

Elementary curricula is designed to allow students authentic exploration of content to foster interest and curiosity and provide space for student voice. Examples include:

- Students self-select much of their independent reading material.
- Students self-select writing topics within a genre.
- During social studies, students have choice in specific topics within a unit, for example during a culture unit, student can select a culture to research and report on, and in a government unit, students select an issue to study to understand the laws, roles and personal responsibilities related to the issue.
- During science, every unit introduces a scientist or engineer role. During the unit students take on the role to “try on” the career path as they learn the science and application of the scientific principles.
- For elementary schools with school improvement plans in math, building-based professional development during 2022-23, included two key components to allow students to explore their talent and interests:
 1. Mathematical Mindsets – how do we help students build their identity as a mathematician and belief in their ability to learn mathematics.
 2. Strategies for choice and differentiation – how do we structure the math block to increase independence and create space for teachers to work in differentiated small groups.

Middle school

Middle school students have an elective period to explore interests, talents, and passions. To elicit student interest in electives, some building administrators surveyed students prior to the course offerings to inform which electives might interest them. As an example, in the 2022-23 school year, PCMS added more sections of art to the schedule, and CMMS added more sections of intro to drama. To expand student choice opportunities in smaller middle schools, building administrators use a two-year cycle, for example offering sculpture one year and visual art the next, allowing for students to take both. Going forward, middle school leaders will periodically solicit student interest to inform the development of the course offerings. In addition to student choice, practical matters such as mandated electives, physical building constraints and the endorsements of teachers align to set the conditions for the electives that are eventually in place for any particular school year.

Examples of middle school electives include:

- Visual and performing arts such as music, drama, sculpture, arts and crafts, photography, 3D art, and visual arts
- CTE courses such as automation and robotics, coding, design modeling, Project lead the way classes of real-world application and STEM sampler classes where students explore a variety of STEM activities.
- Unique and innovative classes that occur in some middle schools include courses such as: TWIG (Totally Wicked Integrated Geography) speech and debate, WAVE leadership, yearbook, cooking, and woodshop.

Co-curricular activities included athletics and activities. In middle school, students can join or start a new club, participate in a class that has co-curricular components (band, orchestra, theater, choir) and play a sport.

High school

The comprehensive high schools each have course guides that communicate a variety of courses, both in core content and electives that support student choice and offer opportunities to explore new and unique classes. In 2022-23, all three comprehensive high schools offered flex time. This time allowed students to seek academic support and/or enrichment. All comprehensive high schools offered individualization in the acquisition of credits through choice. Elective courses are available in course guides:

[High School Course Guides](#)

Co-curricular activities included athletics and activities. In high school, students can join or start a new club, participate a class that has co-curricular components (band, orchestra, theater, Sales and Marketing, Sports Med, etc.), play a sport, or connect to community service opportunities through the college and career center.

Gibson Ek High School offers a project-based learning model where internships and mentorships provide students with opportunities to work with an adult mentor whose career matches or touches on their interests and aspirations. During 2022-23 we continued to see an increase in professionals returning to work sites, meaning an increase in in-person internships. These opportunities are a core element of how Gibson Ek helps students partner with experts to develop student's specialized talents. Examples include; a student learned to repair boats at Bakes Marine and is now in the Bellingham Tech welding program and a sophomore wrote a monthly investment column for Juniper Capital's clients. That student now interns with a finance director at PACCAR.

Gibson Ek was nominated in 2022-23 by both Big Picture Learning and Master Transcript Consortium to [The Canopy Project's national database](#) of 'innovative learning environments" and serves as a paradigm in Washington state for reimagining learning, highlighted as a model school for the new graduation pathway options as well as a new Innovative Learning Pilot program.

Running Start offers another opportunity for students to select into available courses that are of interest and earn college credit. In the 2022-23 senior exit survey, the second highest reason for participating in Running Start was access to electives not offered in their home high schools. In June of 2023, 833 students were registered for a Running Start class. While most students attend Running Start at Bellevue College (782 students), opportunities also exist at Renton Technical (20

students), Green River College (4 students), and Central Washington University (27 students).

The Academy for Community Transition (ACT) honors student agency by supporting every student's post-secondary goal relating to adult-living and economic self-sufficiency per their IEP Transition Plan and High School and Beyond Plan. ACT students participated in on-campus and/or off-campus internships in the 2022-23 school year to explore their vocational interests. Internships included Fortunato Chocolate, The Sammamish Animal Sanctuary, Holly Street's ECE campus, the Admin Mailroom, The Garage and Coal Creek YMCA. Students' technological skills have also been enhanced by the adoption of 1:1 laptops. These meaningful learning opportunities aim to unlock students' strengths and passions and increase their sense of belonging and thriving in their community.

Career and Technical Education (CTE) provides opportunities for students to explore courses that prepare them to be career and college ready by providing core academic skills, employability skills and technical, job specific skills. Each course integrates academics with rigorous and relevant curriculum in one of 14 Career Clusters. Additional course offerings allow students to expand their knowledge in some of these [Career Clusters](#). Although not new to the District, Liberty High School added the CTE class of Photography 2 to their course opportunities. In 2022-23 CTE added opportunity for students to explore additional computer coding languages, learn more about sustainable engineering and expand their knowledge in law and public safety through the following entirely new to District courses:

Course Title	School	Student Enrollment
Intro to Computer Science- Python	Skyline High	117
Police Forensics 3	Skyline High	27
Sustainable Green Design	Issaquah High	51

CTE internships, called Work Site Learning, give students the opportunity to work at an internship site for high school CTE credit and must be connected to a CTE course related to the job or internship. Students may earn 1.0 high school credits for each 360 work hours accumulated and verified.

Seventy-two (72) District students participated in Washington Network for Innovative Careers (WANIC) courses, reflecting access to 9 academic year preparatory and approximately 23 exploratory summer CTE courses. The summer courses allowed students to explore many CTE options which integrate academics and rigorous curriculum. Students who find a passion in these, or other Issaquah School District CTE courses, may pursue further coursework through the academic year options. These courses provide students opportunity to study the subject for 3 hours each day (3.0 high school credits) and complete the course with college credit and/or an industry recognized credential in the field.

4. Ensure that the instructional program addresses the different learning styles and needs of students of various backgrounds and abilities.

Interpretation:

I interpret this to mean that our District utilizes Universal Design for Learning (UDL) to support the diversity and variability of all learners. Multi-Tiered Systems of Support (MTSS) provides a framework and system to support UDL. The District will provide professional development to support the implementation of MTSS and provide resources to support Tier 1 and universally designed instruction for all students, strategies, and interventions to support Tier 2 and Tier 3 learning needs.

Evidence:

In the 2022-23 school year, the MTSS work led by the Ed Planning Team, focused on the development of training for all teachers and for tiered teaming structures in individual schools. This included Tier 1 planning for district-level initiatives and Tier 2 support in individual schools to expand interventions with proven records of success.

In support of meeting various student needs, an Equity Framework for Supplemental Curriculum or Non-Adopted materials was created and shared with building administrators and certificated staff. Using instructional resources and materials that are free from bias, that promote inclusion and belonging, and that respectfully portray differing racial groups, cultural traditions, religion, gender, and sexual identity, as well as family identity, create learning environments that are safe, welcoming, and representative of our students. This document acts as an additional guide for educators when using their professional judgement to pick supplemental resources and materials. [Equity Framework for Supplemental Curriculum.](#)

The Ed Planning Team participated in the District Capacity Assessment, which provided guidance on next steps in MTSS implementation. Implementation goals for the 2022-23 school year included continued professional development and training on consistent team meeting process, a consistent process for the examination and use of data to inform educational decisions, use of training effectiveness data and the use of both district and building fidelity data.

- In fall 2022, every building team participated in the Culturally Responsive Tiered Fidelity Inventory (CRTFI). These individual building reports provided building and district leaders with baseline of MTSS implementation data. From this information, building leaders developed goals and next steps for strengthening Tier 1 and Tier 2 supports to students.
- One outcome of the training effectiveness data was a mid-year adjustment to separate middle school and high school leadership teams to differentiate training.

District continues to support and promote Tier 1 instructional practices and materials that address the different learning styles and needs of students of various backgrounds and abilities. Examples of ongoing professional development that illustrate differentiation include the following:

All levels

Annual training in cultural competency and inclusionary practices to increase capacity of staff to differentiate for diverse interests and needs. In 2022-23 training include: going deeper into Tier 1 High Leverage Practices with a focus on Universal Design for Learning, Culturally Responsive Education and Trauma Informed Practices.

- Integration of PBSES Tier 1 practices to address the needs of students with social-emotional barriers to learning, ensuring access to learning for students of differing needs and abilities to self-regulate, including common behavior expectations, common language, and evidence-based interventions such as Check In – Check Out.
- Professional Development with a focus on inclusive practices continues to be delivered to special education staff within monthly PLC (Professional Learning Community) meetings.
- During the 2022-2023 school year the Special Services Department began building out inclusive practices continuum at the secondary with initial implementation of teaming/consult models that include special education teachers providing direct support and as an expert in Universal Design for Learning across educational environments. As an example: IHS- Issaquah High School has increased the number of inclusion and co-taught classes in English and Math. Instead of only utilizing a model that utilizes 1 general education teacher and 1 special education teacher co-teaching model, we are piloting a 2 gen Ed: 1 special education co-teaching model. This model has led to a 5:1 general education student to special education student ratio in each class and increased collaboration for staff.
- Feedback from building staff and those participating in offered training to expand on successful programs and to narrow the focus of training in the Tiered Teams level. Examination of behavioral and academic data at the building level resulted in the creation of the Integrated MTSS Specialist position at three high need schools, specific rather than arching professional development in Tiered Teams training and expanding the use of academic screeners at the middle school level.
- Training was provided for tiered teams on the use of data-based decision making to inform intervention matching to better meet the individual needs of students.
- Use of Learning Ally, to provide audio-text novels to students with reading difficulties.
- Program support by Multilingual Learner certificated specialists and Title/LAP specialists. Ongoing training of specialists increases their capacity to apply current research-based to their program supports and to provide consultation services to the classroom teacher on how to support students in core instruction.

Elementary school

- Elementary Literacy Workshop strategies included a mix of leveled and decodable readers, genre-based writing that allows students voice and choice in writing topics, and small group guided reading groups designed for differentiation.
- Success Block is a scheduling structure during elementary literacy instruction, to differentiate reading foundational skills development for students and ensure all students who are identified with early literacy achievement gaps through screener and diagnostic assessments receive appropriate interventions.

Middle school

- Inclusive behavior support programs were developed and implemented at Issaquah Middle School and Issaquah High Schools with a focus on reengagement and emotional and behavioral regulation.
- Added mid-year the evidenced-based intervention of Read 180 as a reading intervention for select 8th grade students at Maywood and Issaquah Middle Schools.

High school

- Secondary readers and writers' workshop and high school book clubs to incorporate choice in reading and writing instruction at the secondary level.
- Gibson Ek continues to pursue a full-inclusion model for all students who receive

special education services, including consistent co-teaching and teaming practices. During 2022-23 school year, the Special Education teachers co-taught a course with a general education teacher and teamed with a general education teacher during every term. Both special education teachers teamed with general education staff to develop Advisory and SEL plans.

- During the 2022-23 school year, a team researched options and designed a pilot for *Intensified Algebra*. This program, starting with 2 classes in Liberty High school and Issaquah High school in the fall of 2023, provides a 2-period block intervention that enables students with math skill gaps to re-build math skills and complete the Algebra 1 course. Intensified Algebra is offered as one of several models for students to take Algebra 1, which also includes Applied Algebra, Algebra with a math lab support class, or taking the traditional Algebra course. A team of school leaders, teachers and district administrators continues to meet annually to review the math data in High Schools and prioritize investments in Tier 2 programming.
- At Echo Glen School, Tier 1 interventions were established and monitored during the 2022-23 school year. This includes school-wide expectations (developed, posted and reviewed with students throughout the school year), Check-In/Check-Out system for all students (behavior data entered into SWIS databased), MTSS Tier 1 team meeting monthly and reviewing student data, robust orientation process for all students, academic testing for all students upon arrival and at transition, student recognition system, student council, restorative practices to manage student behavior.

5. Encourage new and innovative programs based on research, carefully monitoring and evaluating the effectiveness of all such programs.

Interpretation:

I interpret this to mean the District is staying at the cutting edge of promising practices and evidence or research-based programs that support universally designed, culturally responsive and trauma informed instructional practices, and that there are processes that allow for review of such programs in the context of our District.

Evidence:

Promising practices and initial implementation data is reviewed through Ed Planning, Departmental, Cabinet and teacher leader meetings to collaborate on effectiveness of program and to determine next steps. These teams use data to inform decisions to expand, maintain or sunset programs as appropriate.

Transition to Kindergarten

Transition to kindergarten expanded in the 2022-23 school year to full year at three sites (Newcastle, Discovery, and Clark). This class is designed to support the kindergarten readiness of students who have not yet had a robust preschool experience. These results indicate that students participating in Transition to Kindergarten show growth across all areas and are measurably more ready to enter kindergarten.

TS Gold Assessment <i>n</i> =45	Fall # of students who scored at accomplished level	Winter # of students who scored at accomplished level	Spring # of students who scored at accomplished level

Social Emotional Score	15	30	39
Physical Score	17	29	42
Language Score	18	32	41
Cognitive Score	21	31	44
Literacy Score	13	37	43
Mathematics Score	6	26	41

**Note that totals vary for each column and row as students move out of district and new students move into the program throughout the year. The “n” size reflects the total number of students that participated in the study.*

In support of trauma informed practices, the District trained staff in the crisis intervention tool of Safety Care. This new training resulted in a 50% drop in instances where physical intervention was considered necessary by District staff.

Elementary intervention programs were carefully monitored using student achievement data and teacher feedback. During the 2022-23 school year this resulted in the following actions:

- Really Great Reading interventions: piloted at Clark, Sunset and Cedar Trails elementary schools a Tier 1 expansion of Really Great Reading for 1st and 2nd grade students. After studying the results, the program is being expanded to all 16 schools.
- Bridges Math intervention: piloted at Clark, Briarwood in 2021-22, expanded to additional Title 1 schools in 2022-23. Based on a study of the results the program is being expanded to all Title 1 schools.

Example of AI

During the 2022-23 school year Artificial Intelligence (AI) became more accessible to students and staff. The District began engagement with staff, both those curious and those interested in early adoption of AI who can inform future integration across educational settings.

Engagement included

- Ed Tech staff organized *AI Playgrounds*, providing staff an opportunity to explore emerging AI applications.
- Ed Tech specialists and teachers began development of a PD course, *AI for the Humanities*, to be released in the 2023-24 school year.
- Draft AI statement included in the appendix of our [Educational Technology Plan](#).

6. Ensure that the instructional programs, including both content and practice, are uniformly implemented, regularly monitored, and modified as necessary to assure continuing effectiveness.

Interpretation:

I interpret this to mean that our District is a learning organization and balances professional judgement of teachers with accountability to a common course scope and sequence, which includes student outcomes. The District will have a core curriculum and assessment program that is consistently implemented within defined parameters and aligned to student learning

outcomes. Revisions to scope and sequence occur on a regular schedule.

Evidence:

A Scope and Sequence is developed for each district course. This guiding document is maintained and adjusted by Teaching and Learning Services staff in collaboration with school instructional leaders. District implements district and state assessments to monitor core learning outcomes. Homework and grading practices, as further described in EL-12 monitoring, provide additional opportunity for calibration of implementation of core curriculum and assessment of learning outcomes. District has refined the Scope and Sequence template to explicitly identify the Essential Learnings (Big ideas of a course) that are supported in teacher materials, and to identify Common Learning Experiences, also described in pacing guides and teacher materials, to support core outcomes and structures that should be consistent across classes.

Examples of actions taken in the 2022-23 school year to develop and maintain common course scope and sequences and/or district assessments included the following:

Elementary Scope & Sequence / Assessment Revisions

- No new Scope & Sequences or major revisions, ELA adoption was in process.
- Annual revisions to teacher resources such as pacing guides, learning progressions and grading guides.
- Professional development continued on the use of benchmark / screener assessments (i-Ready) and use of assessment data for instruction and intervention matching.

Middle School Scope & Sequence / Assessment Revisions

- Professional development continued on the use of benchmark / screener assessments (i-Ready) and use of assessment data for instruction and intervention matching.
- Revision of the Middle School Math Paths and the development of an interim pacing guide to include supplemental resources while the MS Math adoption is completed.
- Revision of the [6th grade ELA](#) (English Language Arts) scope and sequence to create capacity to deliver tiered supports
- Middle School [Second Step](#) social skills Scope & Sequence established.

High School Scope & Sequence Revisions / Assessment Revisions

- Development of a scope and sequence for the [Intensified Algebra](#) pilot course
- Skyline High School started the process of aligning Civics with the other comprehensive high schools. Historically, at Skyline, Civics was taught in 10th grade. By 2025-2026 school year it will be taught at 12th grade in all three comprehensive high schools.

Noted as the exception in this monitoring report: A thorough investigation of middle school biology courses revealed that not all middle school biology courses aligned with the scope and sequence or the pacing guide. Steps to remedy this have begun, and it is the expectation that all middle school biology courses will complete the scope and sequence comparable to a high school biology course to ensure consistency across the system.

Teaching & Learning Services leaders facilitate secondary department leader meetings monthly

to identify curriculum, instruction and resource issues and collaboratively develop solutions and clarify teacher guidance for courses.

Instructional programs are monitored and modified as needed in response to adoptions and feedback. An additional layer of attention to the delivery of content at the building level is the work beginning in 23-24 with building administrators is to embed questions about teacher alignment to the pacing guide and scope and sequence documents in regularly scheduled teacher/administrator meetings. Teacher leader meetings allow another opportunity to connect about how content is delivered at and across school buildings. This teacher feedback is essential to inform the decisions and guidance from the Teaching and Learning Department.

7. Select textbooks and instructional materials that advance the achievement of the Board's Ends policies and that achieve consistency and articulation of the curriculum by course and program.

Interpretation:

I interpret this to mean that our District has a documented and transparent approach to the adoption of curriculum in alignment with high leverage instructional practices that advance the Board's Ends.

Evidence:

Materials selected for adoption as listed in EL-14.1, were vetted by the adoption team and Instructional Materials Committee (IMC) to ensure that they were consistent with the Ends.

For each curriculum adoption (listed in EL-14.1 above), District leadership provides a charter describing the role of the adoption committee and the conditions the adoption must meet to align with District Ends, Executive Limitations and regulations.

Charters were adoptions in process in 2022-23:

- [Middle School Math Adoption](#)
- Secondary School Social Studies Adoption: [Northwest History](#), [World History](#)
- Elementary [Comprehensive Literacy Adoption](#)

As shared above in 14.4, the Equity Framework for Supplemental Curriculum or Non-Adopted Materials supports the Board's Ends policies.

Additional, ongoing team and committee work to ensure alignment of curriculum includes the following:

- Monthly secondary department lead meetings.
- Multilingual Learners, Title/LAP parent advisory meetings.
- Elementary professional development, curriculum and assessment listening sessions see above.

8. Maintain a procedure for reviewing materials and textbooks upon formal request by a parent or other stakeholder.

Interpretation:

I interpret this to mean that our District has a clear process for parents/guardians or other

stakeholders to review curriculum materials.

Evidence:

The District maintains a curriculum library at the District office, available to the public by appointment.

[Regulation 2020](#) and corresponding [procedure 2020P/2020F3](#) provides the process for parents to request re-evaluation of materials (adopted or supplemental).

Year	2020F3 Request for Re-evaluation of Materials Submissions	Resolution
2021-22 – None	NA	NA
2022-23 – 2 submissions	Elementary library book	Material was altered (map revision)
	Middle School library book	Material was retained in the library

9. Supply adequate core materials necessary for implementation of instructional program.

Interpretation:

I interpret this to mean that the District provides curriculum and supplemental materials to support all students at a reasonable cost.

Evidence:

The District provides curriculum, web-based platforms and subscriptions that support the delivery of instruction to all students.

- District continued the use of Canvas as the secondary learning management system.
- Classlink (6-12) and Clever (K-5) provide a single point access for students to access web-based platforms, digital texts, and subscriptions.
- District invests in a range of common supplemental digital resources, often with access to a range of instructional materials. The list of digital resources for students is available [here](#).
- Teaching and Learning Services maintains an inventory of adopted materials and allocation of instructional materials to schools. Using enrollment projections materials are ordered annually to ensure each classroom has access to the adopted materials for instruction.
- Instructional materials to meet the needs of all students included the following:
 - Large print editions for students with visual impairments.
 - Support from the Assistive Technology team for students with disabilities requiring accommodations through assistive technology.
 - Learning Ally, an IDEA compliant audio text platform, was licensed for all schools to provide access to human-read audio text to any student with reading difficulties, regardless of whether the student had a documented disability or not.
 - Use of Microsoft Immersive Reader tools for all students. Training for staff was integrated into technology training.

10. Ensure appropriate and timely input from students, parents, community members,

teachers, administrators, and other staff members involved in the instructional program as curriculum materials are reviewed and selected.

Interpretation:

I interpret this to mean our District has policies and procedures which outline the opportunities for input from students, parents/guardians, community members and staff on curriculum and supplemental materials

Evidence:

Regulation 2020 requires a published opportunity for the community to review curriculum materials. The curriculum adoption process includes a team of teacher representatives from schools and department support specialists.

During the adoption process parents and teachers are surveyed to inform the adoption process.

The Instructional Materials Committee (IMC), who reviews materials and the selection process prior to recommendation to the school board, consists of community, parent, and teacher representatives. See [District Regulation 2020P](#))

Public Input and Review

During the adoption process, after review of the IMC, a public review and input period is held.

The adopted materials for 2022-23 solicited minimal public feedback, with one exception, listed below.

Public Input and Review for Elementary *Family Life and Sexual Health (FLASH)*.

During the 2022-23 school year District reviewed and adopted updates to 5th grade FLASH lessons. The following Public Input was considered:

- Annual Review of FLASH materials: the curriculum leaders for FLASH hold two elementary FLASH informational nights annually, where over 100 families attend to discuss FLASH. Feedback and questions about FLASH were central to informing the process of reviewing updates.
- 5th grade teachers selected to be on the adoption team each had multiple years of engagement with families around FLASH. Their understanding of the questions and concerns of parents in our community informed the material selection decisions.
- In addition to the 2-week public review of materials, parents were given the option of attending an in-person meeting, or to review the materials electronically and submit feedback using the online form.

As a result of engagement, over 25 input forms were submitted. Parent input was mixed and included both concerns and support to specific shifts in new language intended to be more gender and sexual-orientation inclusive.

Parent and staff input, in combination with the insights of the teachers on the adoption team, resulted in the recommendation of two exceptions to the published updates incorporated into the adoption.

Career and Technical Education Frameworks are reviewed, and approved, by Pathway Advisory Committees every five years, on a rotating basis. These committees are comprised of teachers in the cluster or program area under which the course is taught, community members who work in the field and past and present students. Input is received from the advisory members to ensure

CTE courses remain relevant to a quickly evolving industry.

11. Share with the Board, on an annual basis, data-driven plans for improvement at each school.

Interpretation:

I interpret this to mean that each school in the District develops School Improvement Plans utilizing a variety sources of quantitative and qualitative data, root cause analysis and in alignment with evidence-based strategies for accelerated learning and opportunity gap closure.

Evidence:

Each Issaquah School District school completes a School Improvement Plan in accordance with [Washington Administrative Code 180-16-220](#) and [District Regulation 2005](#). School improvement plans for each school are presented annually to the school board. In the 2022-23 school year, SIPs were presented in leveled groups. Elementary schools presented on 2/15/23, Middle schools presented on 3/1/23, and High schools presented on 3/15/23. During this School Improvement Plan cycle, school teams engaged in a root cause analysis to inform improvement goals and strategies.

Individual School Improvement Plans are posted:

[SIP Plans February 15, 2023](#)

Elementary school improvement plans:

[SIP Plans March 1, 2023](#)

Middle school improvement plans:

[SIP Plans March 15, 2023](#)

High school improvement plans:

12. Integrate technology into content areas across all grade levels where appropriate.

Interpretation:

I interpret this to mean that technology integration is an expectation for all courses and content areas to enhance learning, prepare students for digital literacy, empower students to manage their learning, and as a developmentally appropriate instructional strategy to meet a diverse range of learning styles.

Evidence:

Selected Excerpts from the [monitoring of EL-15](#), September 28, 2023:

Excerpt from 15.1:

“District allocation of technology was standardized according to the specifications laid out in the 2023-27 tech levy. A full description of the technology allocation is described in our [Educational Technology Plan](#). Program specifications accomplished the following:

- Laptops meeting technical specifications for educational use and hardware were allocated in the first weeks of school and adjusted based on feedback from users.
- All classrooms were outfitted with teaching stations that conform to a minimum standard of technology.

- IT support plan was implemented
- Technology training, consultation and coaching was implemented to support teachers and provide resources for teachers to support students in learning how to use and leverage their district laptops.”

Excerpt from 15.4:

“Establishing and training on a standard for integration of technology in District classrooms
Technology Integration Expectations

The [collective bargaining agreement](#) with the Issaquah Education Association (IEA) as outlined in Article 5, section 1.3 states “Staff is expected to consistently incorporate technology into instruction and to facilitate student use of technology as a learning tool.”

[Tech Integration Expectations](#) were created to clarify expectations for incorporating technology into instruction and facilitate students use, as informed by the ISTE standards and Universal Design for Learning. Expectation development began during the 2022-23 school year for use during technology professional development with broader use expected during the 2023-24 school year. The Digital Learning Experience establishes an overall goal and six expectations for integration of technology across educational settings. The linked tool is used for teachers to reflect on how they can meet the expectation in a way that enhances learning in a way appropriate to their discipline, grade level and context were created to clarify expectations for incorporating technology into instruction and facilitate students use, as informed by the ISTE standards and Universal Design for Learning. Expectation development began during the 2022-23 school year for use during technology professional development with broader use expected during the 2023-24 school year. The Digital Learning Experience establishes an overall goal and six expectations for integration of technology across educational settings. The linked tool is used for teachers to reflect on how they can meet the expectation in a way that enhances learning in a way appropriate to their discipline, grade level and context.

Goal: Teachers create and foster a classroom environment where ALL students can access, engage with, create, and produce using technological tools giving students ownership and agency over their own learning and the opportunity to use technology to engage with the world in meaningful ways.

Six Expectations

- Teachers will create procedures and expectations that empower student responsibility as they use technology.
- Teachers will leverage technology to support learner variability.
- Teachers will design activities that promote student agency and provide opportunities for students to create artifacts that demonstrate learning.
- Teachers will develop learning activities to teach students to access, analyze, and consume digital information in safe and informed ways.
- Teachers will design and utilize a variety of digital assessments that inform and guide student learning.
- Teachers include collaborative tools in lesson activities to expand students' authentic, real-world learning experiences.

[Click here to learn more about each expectation.](#)

Educational Technology Training

To support the Digital Learning Experience (DLE), the District has developed a range of supports for professional learning and support during implementation at the classroom level. Training for 2022-23 included the following:

- Digital Learning Experience (DLE) Series (all staff participate)
- Ed Tech Responsibility Contract in the IEA [collective bargaining agreement](#) requires application work between trainings as part of the DLE Series
- Instructional Tech Specialists (TOSAs), assigned 1 day per week at each school to provide coaching and consultation; Ed Techs also provide district-wide training and support
- Secondary Ed Tech Leads provide peer leadership and consultation
- Option tech trainings during the summer and school year located throughout the district and on Zoom.
- Asynchronous tech modules in KYTE and Canvas platforms (accountability systems used for staff to access additional compensation for completion of trainings)

Adoption of and training for a high level of technology integration.

Training on the integration of technology centers on the [ISTE standards](#) for [students](#) and [teachers](#), as well as the [guidelines for Universal Design for Learning](#). Together these standards support teachers in their journey to and beyond the core standard for integration in the following ways:

- Provide guidance for teachers based on evidence-based research
- Encourage teachers to learn advanced uses of technology, and to apply advanced uses to teaching and learning in their classrooms
- Encourage shared leadership and collaboration
- Describe advanced levels of student application and use of technology for knowledge construction, design and creative communication
- Provide multiple means of culturally responsive engagement, representation and expression to grow students into expert learners who are purposeful and motivated, resourceful and knowledgeable, and strategic and goal-directed.

13. Assure the implementation of the Transitional Bilingual Instruction Program.

Interpretation:

I interpret this to mean that the district will implement a Multilingual Learning program, inclusive of Dual Language learning opportunities, according to state and federal regulations and current research-based professional practices.

Evidence:

District implements the [WIDA](#) model for Multilingual learner services as described in the Multilingual Learner Plan, a state-required planning template. WIDA is a professional organization that provides guidance on professional practices and Multilingual Learner program design that meets and exceeds state regulation for a Transitional Bilingual Instructional Program.

Components of our WIDA-aligned ML program include the following:

- [Screening](#) and [ACCESS language proficiency](#) assessments to identify students needing MLL support and monitor language growth. The intensity of supports are individualized based on the assessments and teacher observations.
- The WIDA program model centers on a functional approach to language development that includes both the development of language (reading, writing, speaking and listening) and the integration of language development with academic content as described in the [WIDA English Language Development Standards](#). Program delivery includes:
 - Dual Language Program
 - Supportive Mainstream: push-in, co-teach, secondary ELD classes
 - Newcomers program

Highlights below describe the scope of the program and success indicators of the District Multilingual Learner (ML) Program:

- The K-12 ML program served a total of 1591 students with 201 unique home languages.
- Multilingual learners are assessed annually on the WIDA Access assessment.
 - 355 students (25%) who met the proficiency level exited ML services, as compared to the state average of 5.5%.
 - 11% of District ML qualified students are considered to be *long term English Learners (LTELs)*; students who qualify for service for more than 5 years as compared to the state LTEL rate of 32.5%.
- District and state ML data indicates ML students whose home language is Spanish require more intensive ML supports. District Spanish speaking students have an exit rate of 8.7% and LTEL rate of 22.%. Though these compare favorably to state averages, they indicate a greater level of need than other language groups in the District.

In order to address the long-term needs of LTEL and Spanish speaking students, District is taking the following actions:

- Prioritizing increased staffing ratios for programs with higher proportions of LTEL and Spanish speaking students.
 - Increasing supplemental services learning opportunities in a co-teaching setting for LTEL and Spanish speaking students
- In 2022-23, ML staff included 29 elementary ML teachers, 6 middle school ML teachers, 4 high school ML teachers and 1 ML specialist.

The Dual Language Immersion Program provides both native English speakers and native Spanish speakers the opportunity to learn to read, write, and communicate effectively in English and in Spanish. This is an “additive bilingual” program, meaning that a child’s first language continues to be strengthened and augmented while he/she is gaining a second language. The program goals are:

- **Bilingualism** – students develop high levels of thinking, listening, and speaking proficiency in English and Spanish.
- **Biliteracy** – students develop reading and writing skills while striving for academic excellence in all subject areas, meeting or exceeding district and state standards in both languages.
- **Bicultural** – students feel empowered as multilinguals, developing positive

attitudes and appreciation toward their personal cultures, as well as other world cultures in our global society.

In the 2022-23 school year, the Dual Language program consolidated all classrooms to Issaquah Valley Elementary. The program also expanded to include third grade, resulting in a total of eight Dual Language classrooms at Issaquah Valley Elementary, two classrooms per grade level, K-3. The rationale for consolidation included demographic sustainability given the greater number of multilingual learners at Issaquah Valley Elementary especially Spanish speaking students, prioritizing neighborhood school enrollment for long-term program enrollment, and two classrooms per grade for building friendships.

Continued support for the integration of [GLAD](#) (Guided Language Acquisition Design). GLAD strategies and GLAD aligned instructional materials align with WIDA in support of MLs in content area courses. GLAD strategies also align with Universal Design for Learning for all learners, and with Culturally Responsive Education. District continues to support the integration of GLAD strategies in ongoing professional development on high leverage practices and in the ongoing development of curriculum and course scopes and sequences.

Board approval: October 12, 2023

**Issaquah School District
Executive Limitations Annual Monitoring Report**

**EL-15 TECHNOLOGY
Annual Internal Report - September 28, 2023**

The Board believes that the ability to safely use and develop technology is important to the success of our students and that students should have equitable access to technology and technology courses.

The Superintendent certifies that the District is in compliance with EL-15 without exception.

The Superintendent shall not fail to establish and maintain technology systems and applications consistent with the accomplishment of the Board's Ends.

Accordingly, the Superintendent shall not fail to:

1. Provide equitable access to technology throughout the district.

Interpretation:

I interpret this to mean that the District will provide access to computers for all students in grades K-5 for classroom use, and use of computers at school and at home for all students in grades 6-12 as part of the 1:1 laptop program.

Evidence of Compliance:

District allocation of technology was standardized according to the specifications laid out in the 2023-27 tech levy. A full description of the technology allocation is described in our [Educational Technology Plan](#). Program specifications accomplished the following:

- Laptops meeting technical specifications for educational use and hardware were allocated in the first weeks of school and adjusted based on feedback from users.
 - Over 17,000 student laptops
 - Charging cables
 - Printer access
 - Core digital tools, assistive technology and single sign-on systems
- All classrooms were outfitted with teaching stations that conform to a minimum standard of technology.
- IT support plan implemented
 - The replacement cycle to retire older laptops and equipment.
 - Infrastructure to ensure reliable access to educational resources
 - School-based IT staff accessible to students and staff
 - Support to families to [access internet at home and surplus computers as available](#).
- Technology training, consultation and coaching was implemented to support teachers and provide resources for teachers to support students in learning how to use and leverage their district laptops. [see EL-15.4 below]

During monitoring of the first year of the 1:1 program ISD staff monitored implementation and made adjustments based on feedback from school administrators, teachers, students and families. Issues that surfaced and were addressed are detailed, with recommendations for continued monitoring, in the appendix of the Educational Technology Plan.

Student and family feedback was central to monitoring implementation and guiding adjustments. Over 6000 secondary students completed a [technology engagement survey](#), 321 families responded to the [family engagement survey](#).

Surveys and engagement with students, teachers and administrators also resulted in constructive feedback centered on 3 areas:

- **Wi-Fi:** Some students reported being dropped from wi-fi.
- **Hardware Issues:** Some students reported that their district laptop did have functionality or reliability issues. This ranged from keyboard issues to reports of long boot-up times.
- **Choice of personal devices:** Some students prefer to use their personal laptops for most school work.

Actions taken during implementation monitoring included the following:

1. **Enhanced allocation needs.** At the elementary level, it was determined that intervention spaces and libraries needed additional allocation of laptops than initially planned. Elementary schools were allocated a check-out cart for K-2 teachers to be able to teach 1:1 as needed.
2. **Hardware support.** Actions were taken to ensure secondary students had access to charging laptops in classes and access to printers as needed. IT services and helpdesk support was provided to ensure hardware issues were addressed in a timely manner.
3. **Expedited replacement** of one older model of laptop that had a higher failure rate.
4. **Independent audit** of the ISD wireless network found the network was operating well. Suggestions for optimization were completed.
5. **Training for staff and students** adjusted to encourage timely updates and reboots outside of instruction time to minimize disruption of required updates interrupting access in class.
6. **Shifted guidance at high schools** regarding personal laptop use:
 - a. Students allowed to bring a personal laptop in addition to their district laptop
 - b. Teachers may require use of the district laptop daily or on an as-needed basis (ex: to access resources not available on personal devices)
7. **Piloted *Securly Home***, software that allows guardians to monitor and limit internet usage at home on district laptops.

Continued engagement with teachers and students will be critical to monitoring of the ongoing implementation of the 1:1 program, both in ensuring reliability at acceptable levels, quick response to exceptions and issues raised by staff and students, and determination of the scale of issues raised.

2. Provide a comprehensive technology plan that directs the outcomes and priorities for the expenditure of technology resources.

Interpretation:

I interpret this to mean that the District will have a plan that states the purpose for and effective use in alignment to ISTE (International Society for Technology in Education), standards of hardware, software, security measures, inventory controls, upgrade and maintenance cycles for technology resources and funding sources.

Evidence of Compliance:

The ISD Educational Technology Plan is a living document that was developed based on the input of the community during the 1:1 levy development. The [Educational Technology Plan web page](#) provides a [download link](#) and access to supporting documents.

The ISD technology plan is structured around four goals, aligned to ISD Ends and Executive Limitations and in support of the district strategic plan.

Goal 1: Technology access

The ISD will ensure secure, reliable access to technology essential to learning.

Goal 2: Technology for learning and career readiness

Educational programming will leverage current technology and provide opportunities for students to explore new technologies and technology related to career interests.

Goal 3: Personal safety, citizenship and critical thinking

Students will have the knowledge and skills to critically analyze uses of technology in a manner that protects themselves, avoids causing harm to others, and positively impacts their community and world.

Goal 4: Engagement and Innovation

Leadership will engage with strategic partners in the ongoing development and expansion of ISD programs that facilitate students in learning advanced and emerging technologies and technology applications.

The ISD Technology Plan calls for the formation of a *Technology Advisory Committee* to be formed during the 2023-24 school year to monitor the implementation of the Technology Plan and make recommendations for adjustments to the plan. The Technology Advisory Committee would consist of representative from the following groups:

- IT and Ed Tech staff
- District and school administration
- Teachers
- Students and families
- Business leaders
- Tech industry leaders

3. Provide access to advanced, technologically rigorous courses for students.

Interpretation:

I interpret this to mean that the District offers courses across all grade levels both focused on technology and technical skills using technology applications that are rigorous and create a pathway for advanced learning experiences that support student interests and possible career opportunities.

Evidence of Compliance:

Building Blocks

Though our most advanced, technologically rigorous courses for students are offered at the high school level, the foundation for these courses begins as soon as students enter our schools.

Elementary	Middle School	High School
<i>Progression of technologically rigorous courses</i>		
<ul style="list-style-type: none">▸ Build foundational skills & access▸ Grow as competent users, creators▸ Foster interest	<ul style="list-style-type: none">▸ Choice & interest-driven electives▸ Range of applications▸ Range of technologies (basic to advanced)	<ul style="list-style-type: none">▸ Exploring opportunities▸ Develop a pathway▸ Engage with advanced technologies
<i>Examples</i>		
<ul style="list-style-type: none">▸ Productivity tools▸ Book Creator▸ Learning Ally▸ Computer Science unit (phasing in)▸ Adaptive technology such as MS Immersive Reader	<ul style="list-style-type: none">▸ Coding and application design courses▸ Physical programming / robotics▸ Physical design and maker spaces▸ Technology and the arts	<ul style="list-style-type: none">▸ CTE courses – see below▸ Science lab courses▸ Arts electives▸ Business, marketing and finance

Career and Technology Education (CTE) courses are offered at the middle and high school. The 7-period day provides high school students have more opportunities to explore technology through CTE. Students may maintain a singular focus on an area of study leading to a career path of choice or sample various tech applications in search of areas of interest.

CTE includes courses offered in which technical skill is developed and refined such as Computer Science, Graphic Design and Cyber Security; and courses in which skill is developed in technology applications, such as finance, media courses, and engineering.

- Please see the list of CTE Course Offerings & Enrollments for each high school: [Issaquah High](#), [Liberty High](#), [Skyline High](#). In a sampling of courses that included all Computer Science, Engineering and Cybersecurity courses at each high school, enrollment in these courses was approximately 90% of the number of requests by students.
- Please see the [HS Course Catalogs](#) for more information on course offerings in each school.

WANIC and Running Start also allows students to take courses to explore career options. These may include technologically advanced courses.

In addition to formal classes, schools support clubs and co-curricular activities that involve advanced technologies in areas of interest such as robotics, science, engineering, media design, rocketry, sustainability, and coding.

Continuous development of technology-rich courses

The ISD Technology Plan includes planning for reviewing and expanding access to advanced, technologically rigorous courses, programs and applications for students.

Providing advanced, technologically rigorous courses for students is a dynamic, ongoing process of change and improvement. Systems in place to monitor and adjust course offerings includes the following:

- CTE [Pathway Advisory Committee](#) meets each spring and completes a nine-part program evaluation, which includes review of curriculum and instructional materials. With input from industry representatives, the curriculum is reviewed to ensure it is relevant to emerging trends in the industry. Courses may also be proposed or concluded based on evolving and emerging industry trends.
- Continued engagement with college partners such as Bellevue College and Renton Technical College
- Strategic Planning: during the 2022-23 school year ISD leaders engaged in developing a new strategic plan that included strategies for developing or expanding pathways for students in support of post-high school goals
- Training on more advanced technologies that can be used across content areas. (See evidence for EL-15.4 below)

4. Establish expectations of use of technology by staff and students.

Interpretation:

I interpret this to mean that the District sets forth and communicates expectations for acceptable and appropriate use of technology by staff and students. I further interpret this to mean that students are engaging in analysis regarding the next advancements in technology to inform the best way to safely and ethically utilize content and resources for learning.

Evidence of Compliance:

Systems put in place to ensure acceptable and appropriate use of technology include the following:

- Establishing behavioral expectations that encompass digital behaviors
- Digital citizenship education
- Establishing and training on a standard for integration of technology in ISD classrooms
- Adoption of and training for a high level of technology integration

Establishing behavioral expectations that encompass digital behaviors

As a school system, the ISD has invested heavily in Positive Behavior and Social Emotional Supports (PBSES). With the prevalence of technology, behaviors of students often involve technology. The ISD equally acknowledges that the social emotional life of students is impacted

by technology. As students use technology they may make constructive and/or harmful choices. As such, ISD regulations, practices and systems for addressing behaviors and supporting student well-being, are inclusive of the use of technology.

All regulations and behavioral expectations established by schools or in district policy apply to behaviors in the digital environment that impact school life. Students are taught that behaviors in the digital environment are subject to our school expectations.

District [regulation 2022](#) addresses electronic resources and is supported by the responsible use guidelines procedure for [staff in 2022P](#) and the responsible use agreements for students [2022F1](#) (grades K-5) and [2022F2](#) (grades 6-12).

This regulation is shared with families during the annual enrollment verification process and is part of the student handbook. School staff review the student handbook, including the responsible use guidelines, with students at the start of the year.

When students are found in violation of the responsible use agreement or behavioral expectations that occur in a digital environment, the incident is investigated by school staff and appropriate disciplinary action and/or counseling is applied. The ISD uses safety management software to monitor our network for inappropriate and self-harming language used by students so that staff can address misbehaviors and prevent harmful acts. The ISD also uses anonymous reporting for students for community members to report concerning experiences or behaviors, alerting school staff so that they can investigate.

Digital citizenship education

The elementary library program continues to have a strong digital citizenship component as outlined in the [K-5 library scope and sequence](#).

During the 2022-23 school year a new digital citizenship curriculum for Middle School, [Win@Social](#), was selected and approved for implementation in the fall of 2023. Win@Social is based on seven social standards aligned to the evidence-based competencies developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL). Win@Social aims to empower students, families and educators to navigate social experiences. The seven social standards include:

1. **Play to your core:** Reflecting our values, character, and interests in our actions online and off.
2. **Protect your privacy like you are famous:** Staying in control of our personal information.
3. **Strike a balance:** Balancing our time and attention on technology and the world around us.
4. **Cyberback:** Having each others' back and supporting each other.
5. **Find your influencers:** Surrounding yourself with positive role models and credible influences
6. **Use your mic for good:** Amplifying your voice to create meaningful change.
7. **Handle the pressure:** finding your own path no matter the pressure from others

The high school principal cohort identified areas to strengthen digital citizenship practices for their students. Four lessons were developed for use in the 2022/23 school year with plans to create additional lessons each year. These lessons will be part of the High School Flex Time. In addition, teachers are trained and encouraged to include and reinforce norms around the use of technology in their classroom as part of their establishment of student routines and expectations.

Establishing and training on a standard for integration of technology in ISD classrooms

Technology Integration Expectations

The [collective bargaining agreement](#) with the Issaquah Education Association (IEA) as outlined in Article 5, section 1.3 states “Staff is expected to consistently incorporate technology into instruction and to facilitate student use of technology as a learning tool.”

[Tech Integration Expectations](#) were created to clarify expectations for incorporating technology into instruction and facilitate students use, as informed by the ISTE standards and Universal Design for Learning. Expectation development began during the 2022-23 school year for use during technology professional development with broader use expected during the 2023-24 school year. The Digital Learning Experience establishes an overall goal and six expectations for integration of technology across educational settings. The linked tool is used for teachers to reflect on how they can meet the expectation in a way that enhances learning in a way appropriate to their discipline, grade level and context.

Goal: Teachers create and foster a classroom environment where ALL students can access, engage with, create, and produce using technological tools giving students ownership and agency over their own learning and the opportunity to use technology to engage with the world in meaningful ways.

Six Expectations

- Teachers will create procedures and expectations that empower student responsibility as they use technology.
- Teachers will leverage technology to support learner variability.
- Teachers will design activities that promote student agency and provide opportunities for students to create artifacts that demonstrate learning.
- Teachers will develop learning activities to teach students to access, analyze, and consume digital information in safe and informed ways.
- Teachers will design and utilize a variety of digital assessments that inform and guide student learning.
- Teachers include collaborative tools in lesson activities to expand students' authentic, real-world learning experiences.

[Click here to learn more about each expectation.](#)

Educational Technology Training

To support the Digital Learning Experience (DLE), the ISD has developed a range of supports for professional learning and support during implementation at the classroom level. Training for 2022-23 included the following:

- Digital Learning Experience (DLE) Series (all staff participate)

- Ed Tech Responsibility Contract in the IEA [collective bargaining agreement](#) requires application work between trainings as part of the DLE Series
- Instructional Tech Specialists (TOSAs), assigned 1 day per week at each school to provide coaching and consultation; Ed Techs also provide district-wide training and support
- Secondary Ed Tech Leads provide peer leadership and consultation
- Option tech trainings during the summer and school year located throughout the district and on Zoom.
- Asynchronous tech modules in Kyte and Canvas platforms (accountability systems used for staff to access additional compensation for completion of trainings)

Adoption of and training for a high level of technology integration.

Training on the integration of technology centers on the [ISTE standards](#) for [students](#) and [teachers](#), as well as the [guidelines for Universal Design for Learning](#). Together these standards support teachers in their journey to and beyond the core standard for integration in the following ways:

- Provide guidance for teachers based on evidence-based research
- Encourage teachers to learn advanced uses of technology, and to apply advanced uses to teaching and learning in their classrooms
- Encourage shared leadership and collaboration
- Describe advanced levels of student application and use of technology for knowledge construction, design and creative communication
- Provide multiple means of culturally responsive engagement, representation and expression to grow students into expert learners who are purposeful and motivated, resourceful and knowledgeable, and strategic and goal-directed.

Example of AI

During the 2022-23 school year Artificial Intelligence (AI) became more accessible to students and staff. The ISD began engagement with staff, both those curious and those interested in early adoption of AI who can inform future integration across educational settings.

Engagement included

- Ed Tech staff organized *AI Playgrounds*, providing staff an opportunity to explore emerging AI applications.
- Ed Tech specialists and teachers began development of a PD course, *AI for the Humanities*, to be released in the 2023-24 school year.
- Draft AI statement included in the appendix of our [Educational Technology Plan](#).

5. Maintain a computing environment that is safe, secure and reliable for students and staff.

Interpretation:

I interpret this to mean that the District has safeguards and reporting tools that maintain a safe, secure and reliable environment for students and staff when using technology. With the 1:1 program, I further interpret reliability to mean that there is a consistent level of quality, speed, access and service for students and staff.

Evidence of Compliance:

Internet Safety and Security Safeguards

- Internet filtering for both district and BYOD devices complies with federal CIPA regulation also providing additional protections from malware and other undesirable web sites.
- Implementation of Windows Defender antivirus on district computers providing deep level of granularity in protection, alerting, and incident investigation.
- Internet security and safeguards alert district staff for some types of misuse of technology, identifying the specific computer or account involved. The anonymous tip line is also used to report behaviors occurring online.
- *Securly* piloted for home internet controls.

Monitoring reliability

- Network sensors and K20 monitoring provides real-time alerting of outages, enabling quick response time for repairs and identification of areas that could be enhanced by upgrades.
- I.T. Work Order Ticketing System provides digital escalation path, searchable/reportable documentation of computer trouble history, identification of trending areas of concern.
- Bi-weekly Technology Specialist virtual meetings generate follow-up tasks for areas of improvement and/or opportunities for staff/student education. For example, I.T. specialists work with teachers to remind students to restart computers to run updates, in order to maintain the computers operability (speed).
- Independent 3rd party review of wireless network commissioned to validate design and performance.

6. Prohibit the use of technology resources for commercial, political, illegal or indecent purposes or that disrupts the learning environment of students.

Interpretation:

I interpret this to mean that the District clearly communicates and enforces the unacceptable use of technology resources for commercial, political, illegal or indecent purposes or for any disruption to the learning of students.

Evidence of Compliance:

District [regulation 2022](#) addresses electronic resources and is supported by the responsible use guidelines procedure for [staff in 2022P](#) and the responsible use agreements for students [2022F1](#) (grades K-5) and [2022F2](#) (grades 6-12).

Reports of student misuse of technology in a way that impacts schools or misuse of district technology at home are investigated according to the behavior and discipline procedures of the district which may result in counseling, discipline or both.

Most issues are addressed by administrators counseling, or redirecting, students that does not result in disciplinary action recorded in Skyward. Infractions related to the misuse of technology recorded in Skyward is summarized below:

Infraction	2019-20		2020-21		2021-22		2022-23	
	Students	Infractions	Students	Infractions	Students	Infractions	Students	Infractions
Cellular phones	7	9	0	0	32	35	22	24
Electronic Devices	0	0	4	1	4	4	12	13
Inappropriate Computer Use	2	2	0	0	8	8	17	23
Misuse of Internet	1	1	1	1	2	2	0	0
Misuse of Network	0	0	0	0	0	0	4	4
Telecommunication Devices	0	0	0	0	1	1	7	7

Board Approval: September 28, 2023

**Issaquah School District
Executive Limitations Monitoring Report**

**EL-16 Equity
Annual Internal Report - March 14, 2024**

We believe that each student has the potential to achieve, and it is our responsibility to provide all students with the opportunity and support needed to meet their highest capability in a safe and welcoming environment. We acknowledge that systemic and institutional inequities and bias exist, creating barriers for student achievement and well-being. We are committed to raising the achievement of all learners regardless of race, status, varied ability, mental health, English language fluency, gender, gender identity, sexual orientation, religion, trauma impact, and geography. Our culture should promote the identification and removal of barriers causing predictability and disproportionality of the highest and lowest achieving groups.

The Superintendent certifies that the District is in compliance with EL-16 without exception.

As the Chief Equity Officer for the District, I interpret this Executive Limitation overall that as the Superintendent, I shall not fail to ensure an environment and culture that values and respects the diversity of its students and staff, by modeling equity and inclusion in action and decision-making, ensuring ongoing training and education for all staff and students, holding staff and students accountable for their learning and application of the values of equity, ensuring there are adequate resources to support equity work, and addressing both systemic and environmental factors affecting student achievement and well-being.

Accordingly, the Superintendent shall not fail to:

- 1. Promote an environment and culture that is committed to every student having the opportunity to reach their full potential through educational equity. The Superintendent shall:**
 - a. Recognize the existence of systemic and institutional inequities for students.
 - b. Actively encourage, support and expect high achievement and social-emotional well-being for students from all racial groups and other identified subgroups.
 - c. Provide equitable access and academic support throughout our educational system.
 - d. Provide curriculum that prioritizes diverse viewpoints and cultural relevance.
 - e. Promote an environment and culture that supports and encourages effective engagement of all students and fosters cultural competency in students.
 - f. Provide professional development, training, and engagement opportunities to inform and practice cultural competence, and increase awareness of personal and systemic bias and inequities in teaching, counseling, advising, and coaching practices, as well as in discipline, staff – student interactions, and staff – parent interactions.
 - g. Provide equitable access and an inclusive, welcoming, and safe environment to school activities, clubs, and athletics.

Interpretation:

I interpret this to mean that staff employed at Issaquah School District will be able to acknowledge and identify the history, context and current state of institutional barriers and inequities that students face based on their racial and ethnic backgrounds. I interpret this to mean that each employee can interrogate how this history, context and current state informs expectations for students and how to reflect, identify, restore and interrupt unintentional patterns of marginalization and inequity. This can happen in classrooms, schools and programs, or with other activities that students are involved in (e.g., extracurriculars, clubs and athletics). The District will equip staff at all levels to do this and provide support for students that correct inequities that may exist. The District will provide specific training to staff to bolster cultural competence, confidence and responsiveness while providing students with content and pedagogy that validate historical inequities and affirm their identities and experiences.

Evidence:

Professional Development Topics: During the 2022-2023 school year, the District analyzed multiple data sources to identify what professional development was most needed to address the inequities in our school system. The result of our data analysis identified **four key areas** for professional development are summarized here and the sections below go deeper into detail:

1. **Engagement** of our culturally and linguistically diverse families so that they are aware of and have access to the information, resources, and supports that will allow them to engage in their students' schooling experience.
2. **Instructional** strategies that are inclusive, asset based, and increase student engagement.
3. **Interrupting** patterns of racism, marginalization, and inequity in our classrooms, schools, and programs to create a safe and welcoming learning environment.
4. **SEL** for High School Students across identity, power, and difference (target audience- high school students) to create school and classroom environments that are safe, welcoming and devoid of racist, biased and/or hate speech.
5. Below are key summary highlights regarding professional development provided during the 2022-2023 school year. ***You can click on the link [here](#) to access all the equity professional development that was provided during the 2022-2023 school year.**

Engagement

Purpose: Through a variety of feedback mechanisms, our culturally and linguistically diverse caregivers have shared they find it challenging, confusing, and frustrating to know how to engage and support their students schooling experience. Based on that feedback, certificated staff received professional development in cross cultural communication presented by [Rosetta Lee](#) to increase their knowledge, awareness and skills in communicating and engaging with culturally diverse caregivers.

Evidence of Learning and Application:

- Staff continued to grow their awareness and skills in communicating across Individual vs Collectivist cultures, how to check their assumptions, biases, and interpretations when communicating, how to avoid miscommunication across the ranges of differences in cross cultural communication, and how stereotype threats, accumulated impact, microaggressions, and power differences can impact communication.
- Staff responded positively to this professional development. Ninety-six percent of staff reported that this professional development was insightful and provided them with immediate skills and strategies that they could apply in their cross-cultural communication with families.

Instruction

Purpose: To provide all certificated staff with instructional professional development that is focused on increasing student engagement, that is asset based, and inclusive of a variety of learning styles as is in alignment with our focus on Multi-Tiered Systems of Support and delivering equitable outcomes for all students. The Teaching and Learning Services (TLS) department and the Equity department collaborated to deliver professional development sessions to staff for this purpose.

Evidence of learning and application:

- Staff received professional development from Rosetta Lee on the importance of cultivating relationships in the classroom between the teacher and the students, between students to students, and between the students and the content they are learning.
- Staff learned how to create classrooms that cultivate student engagement vs ritualistic compliance.
- Staff learned how vulnerability is essential in learning and how to create classroom environments that make it safe for students to be vulnerable.
- Staff learned a variety of Universal Design for Learning (UDL) strategies and tools that allowed for inclusion of a variety of learning styles as well as how to build lessons/projects that allow students to tap into their own assets. The Special Services Department also delivered professional development through professional learning communities focused on expanding models of inclusionary practices beyond co-teaching utilizing UDL and access to the core curriculum as foundations.
- The District was able to partner with Dr. Adeyemi Stembridge to create a three-day optional residency for staff where they had the opportunity to take a learning standard, design a lesson with a focus on engagement, assets, UDL strategies, account for vulnerability and teach that lesson to students with feedback afterwards from Dr. Stembridge and their participating colleagues. We had thirty-five staff participate in the residency and due to the significant positive feedback, we are offering additional residencies in the 2023-2024 school year.

- Across all professional development opportunities almost all staff shared that this professional development was insightful and that they were walking away with practical tools and strategies to implement in their classrooms immediately.

Interrupting

Purpose: Staff and student feedback indicate that staff need/want additional training in how to interrupt patterns of racism, marginalization, and inequity in our classrooms, schools, and programs to create a safe and welcoming learning environment.

Evidence of learning and application:

- The overwhelming majority of staff reported that this professional development session increased their skills for interrupting patterns of racism, marginalization, and inequity in our classrooms, schools and programs.

Student SEL

Purpose: To provide all high school students with communication skills that would help support effective communication across all kinds of differences.

Evidence of learning and application:

- Students learned skills for communicating across differences.
- Students learned how to check assumptions and interpretations about others.
- Students learned how privilege, power, and identity show up in communication through microaggressions, bias, stereotype threats, etc.

*High school students provided feedback that talking in homeroom about different SEL topics is not always effective and going forward the District has started embedding SEL topics in content area classes.

- The Special Services Department offered trainings to staff on culturally responsive and sustaining pedagogy in post-secondary transition, and evidenced-based SEL curriculum for secondary students that receive special education services through LRC-II programs and the ACT program.
- All elementary principals trained staff and students on the use of the [Equity Code of Conduct](#) and Pledge Cards and included the Equity Code of Conduct in the District Elementary Handbook.
- ECE staff received training on the [Pyramid Model](#) to support and promote the utilization of a multi-tiered framework of evidenced-based practices in the areas of social, emotional and behavioral development for early learners.
- Building Equity Leads- Each school in the District has a Building Equity Lead, and the role is to be an equity resource to the building and a liaison to the Equity department. Our Building Equity Leads facilitate equity related professional development to staff, participate in MTSS meetings, provide materials/resources for a variety of history months, and help lead equity teams in their building. Feedback from staff and administration is that having an equity resource in each building is invaluable and is a

great format for being able to provide in-person training and tailored support to meet each building's individual needs.

Equitable Access

- High schools created and trained athletic, activity and school staff to better advertise the availability of scholarships. Additionally, these staff groups were trained on how to solicit more revenue to increase the number of scholarships available to students. Each school has a web presence for both students seeking financial assistance and for donating ([Issaquah](#), [Liberty](#), [Skyline](#) & [Gibson Ek](#)).
- Educating High School Coaches – Gender Inclusive Schools training was added to the annual training all high school coaches receive during the preseason. These courses were added to ensure coaches were creating safe and positive environments for all student-athletes in our high schools. In addition, we have added Implicit Bias training to our District required coaches training, taken by all new coaches or experienced coaches on a three-year cycle. We continue to evaluate our professional development offerings for coaches and are focused on educating coaches to serve all students in our schools at the highest level.
- Technology Access for Elementary Students. To prevent summer slide for students who are most at risk, the Equity and Family Partnership department worked with families to identify students who needed laptops so they could access and use Issaquah School District summer applications. The Family Partnership Liaisons distributed 46 surplus computers in June 2022 to students who had WIFI access but not a computer to ensure they had access to the learning applications suggested by TLS to minimize summer slide.
- An Equity Framework regarding school/class parties and celebrations was created and shared with building administrators and certificated staff. Having school/class parties and/or celebrations that promote inclusion and belonging creates classroom environments that are safe, welcoming, and representative of our students. School and class parties help build community. This framework helps guide staff as they plan events with diverse family perspectives and allows all students to participate without feeling out of place. We have received positive feedback from buildings that this framework has helped building administrators in their work with their leadership teams and PTSA be more intentional, equitable, and culturally competent when planning classroom parties/celebrations at their buildings. [Equity framework for school/class parties and celebrations](#)
- Transportation – The Issaquah School District purchases ORCA cards to support families in gaining transportation to allow for full participation in academics and extracurriculars. Transportation was also provided at our secondary schools for after-school activities.
- The Issaquah School District covers expenses such as document fee support - funds used to support families in gaining required documentation for enrollment and store gift cards/prepaid debit cards to purchase materials necessary for students to participate fully in school activities.

- To promote and support equitable access the special services department provided staff training on additional models of inclusionary practices to include consultation and teaming models. In addition, audits were conducted with a focus the utilization of high-quality instructional materials utilized during specially designed instruction and consistent implementation of accommodations for students with disabilities across all educational environments.
- In March 2023, the ISD launched a breakfast pilot program at Issaquah High School, Issaquah Middle School, and Clark Elementary School. Breakfast is available at no cost for students who qualify for free or reduced-price meals and is also available for purchase. Between March and June of 2023, we served 8,705 breakfast meals, with 6,096 of these meals served at no cost.

Curriculum that provides a diverse viewpoint

- ISD updated the priorities for resuming curriculum adoptions, which were paused due to budgetary constraints. Regarding prioritizing curriculum that provides a diverse viewpoint:
 - ISD found that the elementary social studies curriculum provided a rich and diverse representation of viewpoints.
 - We also found that though the elementary ELA curriculum provided diverse materials, there was a need to continue to prioritize a comprehensive literacy adoption to realign instruction and intervention materials to meet a broad range of student learning needs based on current educational research.
 - Secondary Social Studies materials were found to be overdue for replacement, in part to ensure connections to current issues and to ensure materials better reflect diverse viewpoints.
 - Middle school reading workshop materials were also found to be limited in diverse viewpoints.
 - High school novels were adopted in 2019, using the criteria that the novels must represent diverse viewpoints.

Actions taken during the 2022-23 school year included:

- Continued use of Title IV funds to add diverse novels to Middle School reader's workshop materials.
- Continuation of the Elementary Comprehensive Literacy adoption
- Resumption of the Secondary Social Studies adoptions in the fall of 2023, starting with World History in Middle and High School, and Northwest History in Middle School.
- Addition of the Equity Framework for Supplemental Materials.
- Plan to develop an Equity Framework for curriculum adoptions and a priority on selecting materials with diverse viewpoints.

Connection to monitoring of Executive Limitation 12: Additional strategies to provide multiple opportunities for students to demonstrate mastery, therefore increasing equitable access and

opportunities to achieve their full potential will be further described during the monitoring of EL-12.

Connection to the strategic plan: As part of the strategic plan and process, we aligned aspects of Criterion one of EL-16 with strategies in our strategic plan. These strategies are connected to equitable access to resources and pathways, providing students with basic needs and resources, creating a safe and welcoming school environment for students, addressing academic opportunity gaps, and providing curriculum with a diverse viewpoint.

- 2. Collect, disaggregate, analyze, and utilize data in order to:**
 - a. Identify inequities.**
 - b. Develop and implement strategies and allocate resources towards eliminating those inequities.**
 - c. Establish and sustain equity-based accountability systems across the District.**

Interpretation:

I interpret this to mean the Issaquah School District will examine and use a range of relevant disaggregated data and evidence in order to build and calibrate capacity for data literacy to unearth inequities, identify root causes, develop a problem or opportunity statement in support of Multi-Tiered Systems of Support (MTSS) and access for all students, develop a robust set of evidence-based solutions, prioritize resources and support, and establish accountability for eliminating opportunity gaps in District plans and School Improvement Plans (SIPs). In addition, I interpret this to mean that there is an ongoing cross-functional system of reviewing data and progress to determine what may be working, what may not be working and the next course of action.

Evidence:

The interpretation for this section has substantially changed from previous school years. As we are monitoring in the rear, we recognize that the evidence below will not capture the entirety of our new interpretation. As a District, we see that work is needed in this area, and we have started that work already.

School Improvement Plans: School improvement plans continue to be a primary accountability system for data-informed, equity-based accountability. Schools are provided with a standard data dashboard and additional tools that allow deeper dives into disproportional data. Each school sets an overall achievement goal and a goal to address disproportionality reflected in their school data. Schools also set targets in each area of disproportionality reflected in the Washington School Improvement Framework data provided by OSPI.

Resource Allocation

- Title I, Part A Funds: The allocation of Title I, Part A funds is in addition to the instructional classroom staffing allocation. The methodology for allocating these funds is based on a “per pupil” expenditure in relationship to each eligible school’s free and reduced population percentage (grade span- elementary). These schools are identified

as Title I schools based on their free and reduced (rank and allocation) status. Title I, Part A funds are used to help supplement K-4 literacy at those schools. Staffing and funds are tied back to the school's servicing identified Title I students.

- Learning Assistance Program (LAP): The allocation of other state funding, such as LAP, is in addition to the instructional classroom staffing allocation. LAP funds are used to target K-4 literacy at all elementary schools.
 - [2022-23 Title I - LAP Building Allocations.docx](#)

Equity Based Accountability Systems

- Through our EL-11 discipline monitoring report, we have surfaced disproportionality in student discipline and have noted steps we are taking to address it.
 - EL-11 (Discipline monitoring report)- [EL-11 Discipline Monitoring Report](#)
- Training for elementary principals to reduce exclusionary discipline included the establishment of a Principal Discipline Study Group which reported on best practices to reduce exclusionary discipline, implementation of a trimester data review protocol and analysis of reasons for exclusion, adding the requirement to call executive director before issuing exclusionary discipline, review of OCR and OSERS released updates to avoid discriminatory use of discipline for students receiving special services, and the initiation of a book study on Dr. Ross Greene's book *Lost and Found*.
- Elementary principals participated in reviews of the Equity Response Plan for Racist Incidents, the Gender Inclusive regulation and inclusive language and translation expectations and resources.

Special Services Strategic Planning

- Through department focused strategic planning efforts to address known opportunity and equity gaps that exist for students that receive special education services. Utilizing state and local data in the department analyzed data across multiple domains. During the 2022-2023 school year the department continued its focus on improved literacy outcomes. Strategic baseline efforts indicated a 53.5% gap between students that receive special education services in comparison to all students based on 2021-2022 English Language Arts Smarter Balance Assessment data. Data from 2022-2023 indicated a 47.7% gap between students that receive special education services in comparison to all students. Targeted and strategic efforts have resulted in a 5.8% gap closing progress.
- Focused efforts will continue in literacy and social emotional development and will expand to focus on gap closing efforts in mathematics and all areas of specially designed instruction.
- Based on equity analysis the Special Services department continues to implement strategies and allocate resources towards eliminating known opportunity and equity gaps. Specific investments during the 2022-2023 school year included but were not limited to: partnership with Dr. Roberts Franks around literacy and the Science of Reading, partnership with Seattle Children's Autism Center and Dr. Orlich to conduct school-based evaluations utilizing the Autism Diagnostic Observation Schedule utilizing

and equity-based approach, partnership with Brooks Powers Group in the ongoing tiered interventions for school reengagement associated with school refusal and student mental health, and the development of inclusive behavioral support programs at Issaquah Middle School and Issaquah High School.

Multi-Tiered Systems of Support

- Additional MTSS resources were provided to schools with greatest need (Clark Elementary, Issaquah Valley Elementary and Issaquah Middle School). Continual review of data cycles revealed that Sunset Elementary and Issaquah High also showed greater need, and additional resources were in place for these schools for the 2023-24 school year.
- Tiered systems throughout the District continued to refine practices both in Tier 1 and Tier 2 meeting structures, the use of data and the use of universal screeners to inform decisions. All schools conducted a Culturally Responsive Tiered Fidelity inventory to set a baseline for their MTSS structures and used this information to set building goals for next steps. The leadership team analyzed several universal screeners and selected the mySAEBRs and SAEBRs tool for full implementation in 2023-24.
- Teaching and Learning provided a protocol for elementary staff to examine iReady progress data to monitoring student growth and adjust instruction for students with the intent to reduce achievement gaps.

Intervention staff, including the Title 1A/LAP administrator, provided procedures to implement multiple academic intervention cycles per year and progress monitor for more proactive and responsive assignment of interventions that were equitable across schools.

This strategy, along with the continued growth in the use of new early literacy intervention programs resulted in more students experiencing accelerated growth. Given the success in early interventions with this approach, the decision was made to continue expanding these strategies to other areas of intervention and to higher grade levels.

- Continued review, implementation and piloting of Tier 2 interventions, specifically the Bridges math interventions at pilot elementary schools continues to inform the District of building needs.
- A root cause analysis was conducted in 2022-2023 to continue to examine the root causes of disproportionality within special education eligibility.

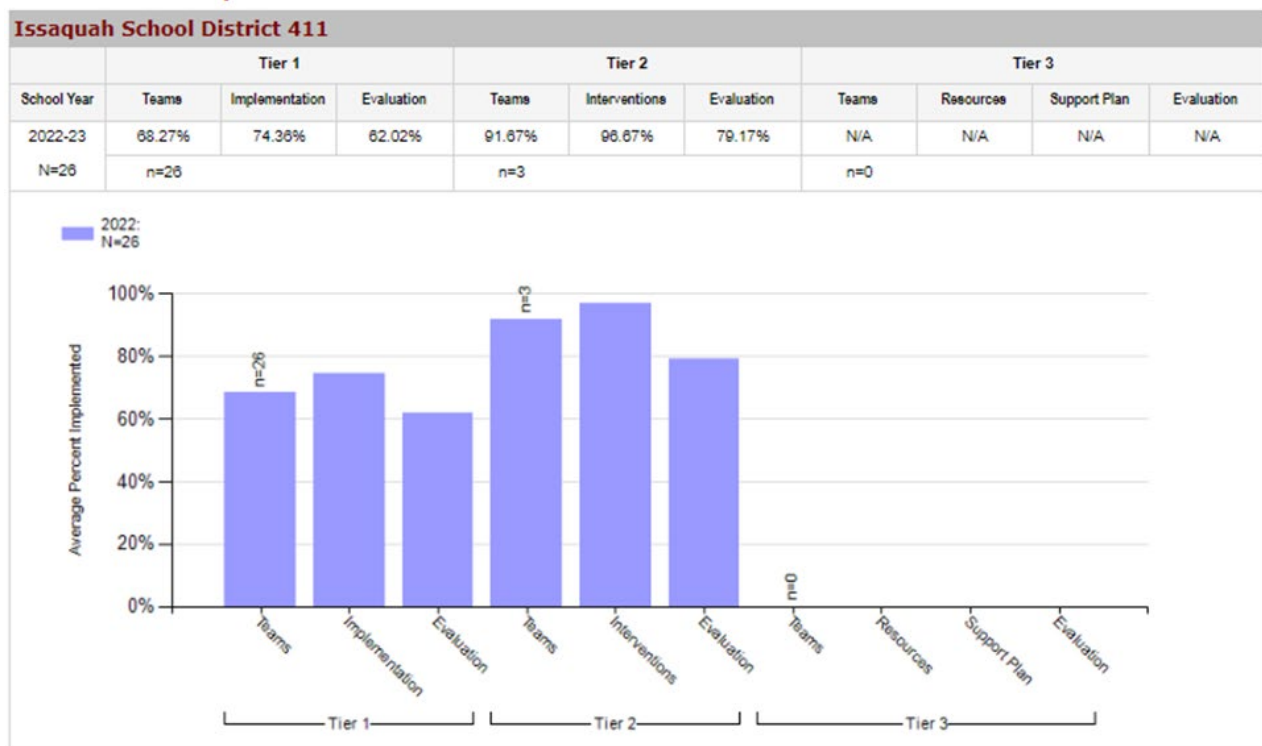
Tiered Intervention System for Attendance

- In the Issaquah School District, we use a tiered intervention system for attendance incorporated into our Multi-Tiered System of Support. These interventions are designed to address barriers to student participation and engagement in learning. We have monthly community engagement boards to identify and address barriers and potential interventions, strengthening community partnerships with online zoom re-engagement workshops with Unleash the Brilliance, connect students to Reconnect to Opportunity who support students ages 16-24 reconnect to education and employment systems, tiered teams training, and streamlining internal practices.

- Washington State law, RCW 28A. 225.030 requires that school Districts file truancy petitions with the Juvenile Court when students have accumulated seven unexcused absences in one month or not later than fifteen unexcused absences in an academic year.
 - [2022-2023 Truancy “BECCA” Filings with King County Superior Court](#)
- Chronic Absence Rate: Percentage of students who missed 10 percent or more of the school year, including excused and unexcused absences (about 18 days in a 180-day school year). This threshold is an empirically supported indicator of whether a student is at academic risk due to absenteeism.
 - [2022-2023 Chronic Absenteeism Data](#)

District results for the Culturally Responsive Tiered Fidelity Inventory, showing strongest alignment across the system in teams, interventions and evaluation at the Tier 2 level.

Culturally Responsive Tiered Fidelity Inventory results October 2022



Highly Capable

- We recognize there is uneven representation in our Highly Capable program and understand there is further work to do to address this.
 - [EL-16 Highly Capable 2022-23](#)

District leaders meet regularly to discuss and analyze District data using the Data Wise protocol on various topics, including student achievement, access to opportunities and disproportionate outcome data for groups of students.

3. Promote an environment and culture that supports and encourages effective engagement of all families, including those from diverse backgrounds.

Interpretation:

I interpret this to mean the Issaquah School District will, in order to better serve our families from diverse backgrounds, develop and foster a welcoming environment and promote relevant engagement opportunities for all families through program development, curriculum adoption, communications and school-based efforts to reach out to and engage families. I interpret this to mean that outreach is conducted in a family's preferred language and multiple modalities are offered to engage families from diverse backgrounds.

Evidence:

- Communications has reduced the number of inaccessible PDF documents on our 28 websites from 5223 down to 2477, increasing the accessibility of our digital content for all users.
- Community engagement with most of our social media channels (exclusive of X) has increased. Some highlighted data includes:
 - Facebook: 22.5% growth on our reach; 61% increase on page and profile visits.
 - Instagram: 598 new followers, total reach at 18,748.
 - YouTube: Over 5,700 hours of watch time; 118,971 channel views.
- Family Partnership Liaisons email and often meet with new families to welcome them to the school District. Liaisons help the families register in the District and answer questions as they learn how to navigate the schools. The Family Partnership Liaisons also share resources on the website such as the ones created at information nights, so parents know where and how to find information.
- Family Connections Meetings were held to provide a space for all Issaquah School District parents to ask questions and get help. Liaisons invite families that are new to the school District to these meetings as families enroll in the District throughout the school year. The Family Partnership team answers questions on a variety of topics such as school lunch (meal options and payment), how to participate and join clubs and sports, how to use Family Access, how to translate documents that have been communicated by the District office, how to communicate and talk to teachers, highly capable program and how to get involved in supporting their student at school.
- Family Partnership Events and Workshops- Nine family information events were held to support our culturally and linguistically diverse families to access Issaquah School District school transitions, services, and programs. The information nights were held in seven languages. See an overview of events below.
 - [Family Partnership Events for 2022-23](#)

4. Develop and implement strategies for effective partnerships between home, school, and the District, seeking out diverse perspectives on District initiatives, practices, and school climate.

Interpretation:

I interpret this to mean the Issaquah School District will actively develop and implement communication and feedback processes and protocols that support partnership and two-way communication that ensures the District is hearing the voices representative of our diverse community and student population. This includes the aforementioned communication to families in their preferred language and through multiple modalities. The District will also support the same processes and protocols at the school level with students, partners and families within that school community.

Evidence:**Family and Student Partnership**

- The Equity department supported the community listening session connected to the strategic plan by inviting culturally and linguistically diverse families to the session and providing interpretation support. This led to a higher number of diverse participants and gave voice to more representatives of our school community.
- Interpreter and Translator contracts were shared with qualified community members to support District events and information nights.
- Pine Lake Middle School added students to their building level equity team. Students are vital to setting the agendas and professional development for staff.
- **New Clubs Celebrating Diversity** - Liberty High School has added 9 new clubs that are culturally based, including Black Student Union, Asian Culture Club, First Nations Culture Club, and South Asian Student Association. Black Student Union helped design and present the Martin Luther King Jr. Assembly at Liberty, and each day of Black History Month they have shared key figures and facts over the school announcements. In their first years of attendance, the clubs collectively have engaged over 80 students and continue to grow, creating an increased sense of belonging for students of all cultures and ethnicities. All three comprehensive High Schools partner with their Black Student Union to put on school-wide assemblies and promote Black History Month.
- Students at Maywood, Beaver Lake, Gibson Ek and Skyline launched new clubs to support LGBTQIA+ students.
- Special Services Family and Community Partnerships: In the 2022-2023 school year, Special Services convened a group of staff, parent partners, and community representatives to collaborate and work on authentic engagement opportunities, implementation of community recommendations, and provide feedback and input on initiatives to improve practices in Special Services. The Family and Community Partnership Committee held listening sessions, developed a Special Services Meeting Feedback Survey, and created a sub-committee to draft a parent/guardian handbook for IEPs and 504s. During the 2022-2023 school year the department also launched a Strategic Planning Committee and Literacy Continuum Committee that includes parents and community partners and will also be launching a Family Advisory and separate Student Advisory during the 2023-2024 school year.

Family and Community Partnerships

- ISD Family Partnership Advisory Group - This group provides input and ideas on how the District and Issaquah School District Family Partnership staff can provide support for families, especially our culturally and linguistically diverse community. The group is comprised of voices from each feeder pattern, various cultural and religious groups, and grade levels to provide input and ideas on how the ISD and the Family Partnership Staff can better support families in the ISD. Group members also represent various social media groups that include families in the PTSA community, Chinese WeChat community, Korean KakaoTalk community, Russian/Ukrainian community and Mexican and Indian families in various WhatsApp groups. Two-way communication occurs as members of the group share information from the social media groups and then post information and resources provided by the Family Partnership team for families to advertise events, information and resources.
- One of the meeting's goals is to inform families about school programs, District initiatives and practices so they can inform other members of their communities. The Family Advisory Group meets during the school year to hear parents' perspectives and experiences. As a result of the meeting:
 - The Equity department created a “Who to contact” [link](#) on the District website so families know who to reach out to when they have questions.
 - The Equity department also created the WANIC and Running Start information event for families in collaboration with Bellevue College, LWSD WANIC program, CTE, the Counseling team, and Running Start students to provide a clear understanding for families of what these programs are and how to access them.
 - Families were also able to give direct feedback to District administrators about i-Ready, FLASH, and College Readiness.

The Family Partnership team meets with local community groups to understand the needs of families in our District and to provide support to community organizations with resources.

Partnership with the following groups:

- ISF Cultural Bridges- meet weekly to discuss articles for the magazine, listen to community feedback on district matters, and to promote/share information regarding district events and information
- Issaquah Nourishing Network (INN) – meet monthly to hear about resources and opportunities offered by community partners to share with ISD families and to share events, resources, and information from the ISD.
- ISD PTSA FACE chairs from each school – meet with quarterly to collaborate and brainstorm ideas on how the Family Partnership Liaisons can support PTSA work.
- City of Issaquah Human Resources team- meet quarterly to update them on the general needs of district families (ex: clothing and rent support) and provide resources to them (cultural calendar)
- Issaquah Community Services (service that provides rent support to families) meeting to learn more on ICS and how the Family Liaisons can support families in the ISD.

5. Promote hiring practices to attract a highly skilled and diverse workforce.

Interpretation:

I interpret this to mean the Issaquah School District will review and develop hiring processes that reduce bias and barriers to entry for applicants of all identities and backgrounds. In addition, the District will train hiring managers in anti-bias hiring practices. The District will focus recruitment efforts in networks that are known for applicants of color and promote all job postings that speak to and exemplify a commitment to equity and inclusion. As a result, the District will see an increase over time of staff demographics overall, and across all employee groups, that represent the student population.

Part 5 of EL 16 is well aligned to and informed the development of the Strategic Plan, Priority Area Three—Diverse Talent.

Evidence:

- Human Resources Staff published a relocation guide with input from various stakeholders and it is live within our employment application platform as well as on our district website. Additionally, we take hard copies to recruiting events.
- Human Resources staff reduced barriers in the application process to attract prospective employees in advance of peak hiring season. For example, writing requirements were removed from substitute teaching applications and the overall number of steps to complete for certificated applications was reduced from 15 to 11, well below many of our neighboring districts.
- Human Resources collaborated with the Communications department to create and mail recruiting postcards to more than 40,000 addresses within the District. This was made possible by a grant and reduced our total cost for this effort.
- Human Resources also worked with ValPak for the first time to have a presence in its mailer and 540,000 coupons in 18 geographical zones. This generated 274 scans to our employment page and 608 views of the coupon. Sadly, the traffic to our page did not produce many applicants. We discontinued this collaboration after 4 months.
- The Human Resources department hosted an in-person job fair for classified staff needs in August of 2023 which brought in 77 candidates for classified jobs
 - 22 staff were hired as a result of this event
- Human Resources staff, with the support of other trained staff, attended 7 in-person job fairs for certificated hiring including Gonzaga Trek here in Seattle, WWU, CWU, the UW's Speech and Language Fair, the Spokane Job Fair, and the Tacoma Dome Job Fair as well as having a presence at virtual job fairs like WSU's.
- Digital strategies attempted included: movie screen ads, ads on the Professional Diversity Network, social media advertising with Salem Media, a presence on HBCUConnect, college and university Career Center ads, Chamber of Commerce ads and a large expansion of our presence on Handshake to reach students still active in a college of education. Our Communications department assisted with Facebook and Linked In ads.

- Hiring Managers were trained in strategies to reduce bias in the hiring process as aligned to the Strategic Plan Priority Area 3 Diverse Talent (P3b).
 - Managers reported success in applying the strategies they were trained in.
 - 91% of all managers implemented one or more strategies.
 - 38.2% reported being able to implement all the strategies which included:
 - Diversifying the interview teams
 - Teaching staff about the role of implicit bias in hiring
 - Facilitating teams that could discuss bias more effectively
 - Screening in more diverse candidates and interviewing a greater number of diverse candidates
 - Hiring staff that more closely align to their student body's demographics
- Results:
 - Our percentage of certificated staff of color has increased by 3.1%, from 10.8% to 13.9%. (Previous efforts resulted in a 2% increase over 4 years.)
 - 29% of all new certificated hires are people of color.
 - Classified staff diversity also increased by 3%, from 25% to 28%, in the same time period. See chart below.
 - This data has additional significance because the total number of classified staff decreased from 1287 in 21-22 to 1025 in 2022-2023.

	Staff of Color Hired 2021-22	Staff of Color Hired 2022-23
Classified	Did not collect	287 of 1025 (only 7 did not report race)
Certificated	Did not collect	41 of 141 (10 staff did not report race)
Net Result % of Staff <i>Employed</i>	25% across all classified units 10.1% across certificated unit	28% across all classified units 13.9% across certificated unit

- Key findings:
 - While the total % of certificated candidates of color did not increase, the total number of certificated candidates did increase by 32% (see charts below) which enabled us to move in the direction of our goal.
 - Total candidate pool size matters.
 - Anti-biased hiring strategies matter.
 - While Human Resources experimented with 7 new digital strategies, the most important and effective recruiting strategies reported by our applicants remain:
 - A current employee
 - A community member

- Our job postings on our employment portal
- We have a significant number of applicants not disclosing race, noted in red on the chart below.

Baseline data for all certificated staff applicants as aligned to the Strategic Plan Priority Area 3 Diverse Talent (P3a):

- (Note “applied” does not necessarily mean the applicant completed an application nor that s/he/they met the minimum qualifications for a teaching job in Washington State).
- Green denotes an increase, magenta a decrease.

2022-23 Certificated Teacher Category	Total # of Race Applied	% of Race Applied
American Indian or Alaskan Native	12	1.1%
Asian	101	8.9%
Two or More	54	4.8%
Black	9	0.8%
Hispanic/Latino	57	5.0%
No Race Given	136	12.0%
Pacific Islanders	7	0.6%
White	760	66.9%
Total	1136	100.0%

This second chart contains the 2021-2022 data (counted earlier in the year):

2021-22 Certificated Teacher Category	Total # of Race Applied	% of Race Applied
American Indian or Alaskan Native	3	0.4%
Asian	114	14.8%
Two or More	32	4.2%
Black	12	1.6%
Hispanic/Latino	36	4.7%
No Race Given	94	12.2%
Pacific Islanders	2	0.3%
White	475	61.8%
Total	768	100.0%

And for all classified jobs:

	2022-23 Total Classified Staff #s	
Race Description	# of Classified Employees	% of Classified Employees
POC	287	28.00%
Unknown	7	0.68%
White	731	71.32%
TOTAL	1025	100.00%

6. Promote a workplace environment and culture that supports retaining a highly skilled and diverse workforce.

Interpretation:

I interpret this to mean the District will ensure that there are supports and space for all staff to both develop and contribute their commitment to equity and inclusion. The District will develop an action plan that brings forward both emerging practices and ideas from staff about improving a culture that retains a highly skilled and diverse workforce. The District will see retention consistent across staff demographics. Specifically, the District will ensure there are ongoing efforts to provide training and support to all staff to develop their cross-cultural awareness and communication and facilitate or promote opportunities to caucus by identity.

Part 6 of EL 16 is well aligned to and informed the development of the Strategic Plan, Priority Area Three—Diverse Talent.

Evidence:

Educators of Color cohort meetings: Providing affinity spaces for staff of color is a positive support that can help retain staff of color. During the 2022-2023 school year, the Issaquah School District held four Educators of Color meetings, providing opportunities to connect with other educators both in and out of district. This affinity group creates a safe space for staff of color to meet, connect, and feel a sense of belonging in our school district. Feedback from these meetings, were that staff of color wanted an opportunity to be mentored by other staff of color, to have leadership training/opportunities, and that they wanted more resources to support them in the building. Based on this feedback, resources were shared with Building Equity Leads on how to support their colleagues of color, staff of color were invited to be a part of Educators of Color Leadership Academy through the Puget Sound ESD, and staff of color were invited to participate in NAKIA Academy, which is a collaboration between OSPI and Washington Educators Association to provide mentors of color to educators of color. Feedback from staff of color has been positive about these opportunities. The District had 25 staff of color participate in the affinity group and NAKIA Academy had 11 staff participate.

- 11 certificated staff attended a PSESD sponsored Educator of Color Leadership group at the invitation of Human Resources. Their substitutes were arranged by Human Resources, and participating staff reported a significant bump in job satisfaction.
- Most of these staff have volunteered to serve as mentors for BIPOC staff entering the teaching profession.
- This year the same staff are engaged in year two participation in this group. And we were fortunate to add a classified staff representative.
- The 2022-2023 school year marked the first year of a joint Equity Advisory Committee. Its members include IEA, the District and leadership representatives. An application process was used to select the members. This committee's purpose was to create a space for certificated staff to share equity concerns across the District and to work with district leadership to address them. One example outcome from this committee was the creation of an LGBTQ+IA professional development training that was created for staff and implemented during the 2023-24 school year.
- With support from the Equity Department, input from one of its key partners and research into other school district models, Human Resources created a stay survey and an exit survey. These will be disseminated to all staff, certificated and classified, alongside the Transfer Memo for IEA members in February of every year. We are excited to see how these results can inform future retention efforts.
- Retention Data as aligned to Strategic Plan Priority Area 3 Diverse Talent (P3c):

	Resignation Numbers 2021-22	Resignation Number 2022-23	Resignation Differential as a % of Unit
Classified	238 (of 1287)	150 (of 1025)	-4%
Certificated	154 (of 1312)	122 (of 1374)	-3%

- Key Findings:
 - Certificated staff who are white represent 83% of all resignations and represented 86.10% of all certificated staff = No disproportionality
 - Certificated staff of color represent 10.66% of all resignations and represented 11.5% of all certificated staff = No disproportionality
 - “Did not report” represent 5.74% of all resignations and represent 2.4% of all certificated staff = Disproportionate; these staff are resigning at a rate 2.39x the population
 - Note: the EL 16 data for 2021-22 was counted in March
 - Our classified staff who are white continue to resign at a higher rate than our classified staff of color

- Amongst classified staff, people of color represent 28% of the total; their resignations are 24% of the total (this represents NO disproportionality)
- Amongst classified staff, white people represent 71% of the total; their resignations represent 75% of the total (this does constitute disproportionality)

Board approval:

The Board believes that all employees, and especially the Superintendent, should conduct themselves at all times in a manner which is ethical and law-abiding. The management of the District should foster an environment that inspires trust by the community and general public.

OE-1

GLOBAL OPERATIONAL EXPECTATION

The Superintendent shall take reasonable measures to prevent, and not cause or allow, any practice, activity, decision or organizational condition which is unlawful, unethical, unsafe, inequitable, disrespectful, imprudent, in violation of Board policy, or endangers the District's public image or credibility.

December 14, 2005 – Adoption

October 10, 2007 – Reviewed

December 12, 2019 - Amended

October 10, 2024 – Converted to Coherent Governance

Monitoring Method - Internal and External reports

Monitoring Frequency - Internal –Annually

External – Annually (upon receipt of state audit report)

The Board believes that all employees, and especially the Superintendent, should conduct themselves at all times in a manner which is ethical and law-abiding. The management of the District should foster an environment that inspires trust by the community and general public.

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December 14, 2005 – Adoption

October 10, 2007 – Reviewed

December 12, 2019 - Amended

October 10, 2024 – Converted to Coherent Governance

Monitoring Method - Internal and External reports

Monitoring Frequency - Internal –Annually

External – Annually (upon receipt of state audit report)



OE-1 Global Operational Expectation
Policy Type: Operational Expectation

Annual Monitoring Report for School Year 2023-2024 – November 14, 2024

The Board believes that all employees, and especially the Superintendent, should conduct themselves at all times in a manner which is ethical and law-abiding. The management of the District should foster an environment that inspires trust by the community and general public.

The Superintendent certifies that the District is in compliance with OE-1 with an exception.

The Superintendent shall take reasonable measures to prevent, and not cause or allow, any practice, activity, decision or organizational condition which is unlawful, unethical, unsafe, inequitable, disrespectful, imprudent, in violation of Board policy, or endangers the District's public image or credibility.

Interpretation:

I interpret this to mean that the district will make every effort to prevent employees from breaking the law, operating unethically, violating Board policy, and damaging the organization's brand and credibility. The district shall do everything in accordance with maintaining public trust and confidence, and in accordance with Board Policy, District Regulations or Washington State Laws (RCWs and WACs).

This means that the district will have systems and structures to operate accordingly, educate and train staff and supervisors, promote a culture of "see something, say something", ensure there are checks and balances in the system through internal controls and quality check points, consult with legal counsel, address any practice, activity or decision that jeopardizes the organization, and incorporate that learning into future training and communications.

Evidence:

- [Administrative Regulations and Procedures](#). The district administration reviewed regulations and revised where legally required and/or to reflect district practice.
- The district complies with legal guidelines for protecting private data. The district has processes in place to protect this data. Per [OE-2 Treatment of People](#), as of October 10, 2024, the district was in compliance with our District Regulations related to the Family Educational Rights and Privacy Act (FERPA).
- During the school year there are regular and frequent meetings and periodic retreats to ensure communication, coordination and effective reporting systems. Superintendent Cabinet meetings occur three times per month. Superintendent succession planning meetings occur weekly. All administrator team meetings occur monthly. Cabinet and All Administrator retreats were held. The Superintendent meets on a regular basis with the Assistant Superintendent of Human Resources and outside legal counsel, as deemed necessary, to review personnel and legal matters pertaining to school personnel.
- The district adheres to legal requirements for financial management and accountability of its resources at the building and district levels. Business Office administration and staff

conduct internal audits, review financial systems for adequate internal controls, and provide annual compliance training to district employees. Annual trainings include, but are not limited to instruction on legal compliance, District Regulations, and proper internal controls (e.g. segregation of duties, reconciliations, security of assets, levels of approval). The Superintendent meets on a regular basis with the Chief of Finance and Operations and outside legal counsel, as deemed necessary, to review finances, accounts, and discuss risk.

- The most recent independent financial and accountability audits of the district reviewed the period from September 1, 2022 through August 31, 2023. [OE-5 Financial Administration](#) was monitored and approved on September 12, 2024, and provides more detail.
 - [2022-23 State Accountability Audit Report](#)
 - [2022-23 Financial Statement and Federal Single Audit Report](#)
 - The district received a Federal audit finding related to the Child Nutrition Supply Chain Assistance funds.
- [OE-3 Personnel Administration](#) was monitored and approved on September 12, 2024 and provided the following evidence:
 - Administrators were trained in the prevention, investigation and remediation of unacceptable staff conduct. As part of the periodic review the Human Resources (HR) Department communicates to staff District Regulations to promote a safe and positive workplace such as Civility, Sexual Harassment, Staff/Student Boundaries and Prohibition Against Harassment.
 - HR staff facilitated the adoption of WSSDA model regulation [5254](#) and trained all administrators on it through principal meetings.
 - Known concerns related to employee conduct have been addressed.
 - Complaints and grievances are monitored annually.
 - Investigations Protocols are monitored and in place.
 - Supervision of certified and classified staff oversight is managed by HR.

Board acceptance: 11/14/2024



OE-2 Treatment of People

Policy Type: Operational Expectation

The Board values the engagement of its students and families and believes that students, parents and the general community should feel welcomed and be treated with courtesy whenever they are interacting with the District and its employees. Both students and parents should be kept informed of district policies that relate to their rights within the educational system.

The Superintendent shall maintain an organizational culture that treats parents, students and community members with respect, dignity and courtesy, and shall maintain a learning environment that is safe, welcoming, and conducive to effective learning.

The Superintendent will:

- 2.1 Assure a climate that is characterized by support and encouragement.
- 2.2 Provide an open and responsive environment that encourages parent involvement.
- 2.3 Maintain an organizational culture that is consistent with the following values:
 - a. consideration for all opinions, with a respectful response
 - b. reasonable inclusion of people in decisions that affect them
 - c. open and honest communication in all written and interpersonal interaction
 - d. focus on common achievement of the Board's **Results** policies.
- 2.4 Inform students and their parents or guardians of anticipated changes to the educational program that will significantly impact the educational pathways available to students.
- 2.5 Adequately monitor and control student access to and utilization of electronically distributed information.
- 2.6 Provide a process for the effective handling of complaints.
- 2.7 Inform students and parents of their appeal rights.
- 2.8 Protect students who have voiced grievances from retaliation within the school environment.

The Superintendent will not:

- 2.9 Tolerate any behaviors, actions or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.
- 2.10 Permit any form of illegal discrimination.
- 2.11 Use methods of managing information, including student information, that fail to protect confidentiality or protect against improper access.
- 2.12 Collect and store information for which there is no educational purpose.
- 2.13 Permit the administration of corporal punishment.

December 14, 2005 – Adoption of Policy Governance
December 12, 2019 – Revised
April 22, 2021 – Revised
July 11, 2024 – Converted to Coherent Governance
October 10, 2024 - Revised

Monitoring Method - Internal report
Monitoring Frequency - Annually



OE-2 TREATMENT OF PEOPLE

Policy Type: Operational Expectation

Annual Monitoring Report - October 10, 2024

The Board values the engagement of its students and families and believes that students, parents and the general community should be treated with respect and courtesy whenever they are interacting with the District and its employees. Both students and parents should be kept informed of district policies that relate to their rights within the educational system.

The Superintendent certifies that the District is in compliance with OE-2 with no exceptions.

The Superintendent shall maintain an organizational culture that treats parents, students and community members with respect, dignity and courtesy, and shall maintain a learning environment that is safe, respectful and conducive to effective learning.

General Interpretation:

I interpret this policy to mean that the Superintendent ensures the District has a climate that encourages student success and promotes the academic achievement and the well-being of students. In addition, I interpret this policy to mean that the Superintendent ensures that the District maintains high expectations and accountability for the positive relationship building in interactions with parents, staff, students and community members. This is accomplished through appropriate policies, regulations, leadership practices, procedures, and the implementation of these policies, regulations, practices and procedures at all schools and on District provided transportation.

I interpret compliance as the communication of clear expectations, policies, regulations, practices and procedures and for corrective action to be used, if needed, to sustain the learning environment. Compliance includes consistent valuing and modeling of a learning environment characterized by the development of policies, regulations and procedures that establish clear expectations for student safety, respectful behavior, high expectations for student achievement and the well-being of all students.

The Superintendent will:

2.1 Assure a climate that is characterized by support and encouragement.

Interpretation:

I interpret this to mean that our schools facilitate and foster a climate of student well-being.

Evidence:

First-year teachers are provided mentor support, which would include the development of class culture, behavior expectations and how to access known supports such as counseling or nursing services for students. In addition to in-building mentor support, new-to-profession teachers are provided training on a variety of topics including equity and parent engagement, role of general education teachers in special education

meetings, de-escalation strategies, Universal Design for Learning (UDL) framework for inclusive and culturally responsive teaching and learning, and Integrated Multi-Tiered Systems of Support (MTSS).

First year administrators are provided mentor support, which includes the development of culture. Criterion 1 and 2 of the state-approved Administrator [AWSP framework](#) call for administrators to “Create a Culture” that values and responds to the characteristics and needs of each learner and to “Ensure School Safety” including providing for social, emotional and intellectual safety. Specific framework rubrics for culture and safety linked [here](#).

Through the Integrated MTSS work, Tier 1 teams exist at every school. Tier I teams create schoolwide positive behavior expectations and matrices that are explicitly taught by school staff and reviewed at regular intervals. School Wide Information System (SWIS) referrals and the universal screeners inform Tier I teams about which building expectations and supports need reinforcement throughout the year. Tier 1 teams review information from the Social, Academic, and Emotional Behavioral Risk Screener (SAEBRs) universal screener to review students who self-report on social, academic and emotional behavior risk indicators.

Research suggests that self-reporting on social emotional health reduces bias, which was a shared concern for the previous tools. SAEBr reports on Social, Emotional, and Academic domains, or risk indexes and provides specific information about academic risk, which was not reported in previous tools. All grades using the same tool allows for district analysis throughout all levels.

[Second Step](#) is the adopted Social Emotional Learning (SEL) curriculum, and staff delivered 15 consistent SEL lessons at [elementary](#) schools. Second Step lessons and elements from the Collaborative for Academic Social and Emotional Learning ([CASEL](#)) standards such as morning circle are evident throughout district elementary schools.

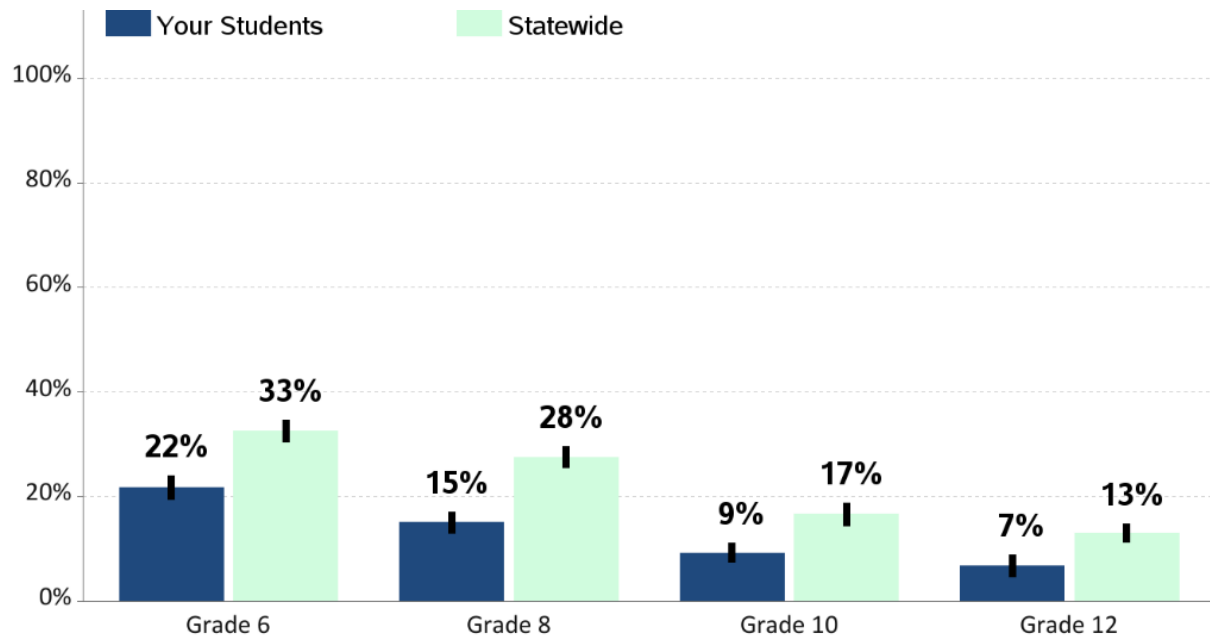
Second Step is the adopted middle school SEL curriculum. Scope and sequence for [middle school](#) provides a view of the topics addressed in middle school, including anti-bullying lessons. School Counselors can enhance the SEL curriculum by providing supplemental classroom lessons that support student’s social-emotional well-being.

The Healthy Youth Survey (HYS), administered every other year, includes questions about being bullied while at school, feeling safe while at school, and on how hopeful students feel. While this data will not be updated until 2025, the 2023 district student results for related questions are below. At all grades surveyed, district students report less bullying than the state average, and that from sixth grade to twelfth grade, ISD students report being bullied less each year. Sixth grade data continues to show more reports of bullying than other grades and report the highest average of students responding they feel safe at school. The district has adopted several questions from the Healthy Youth Survey into our annual surveys to gain annual student feedback data, which can strengthen longitudinal data interpretation.

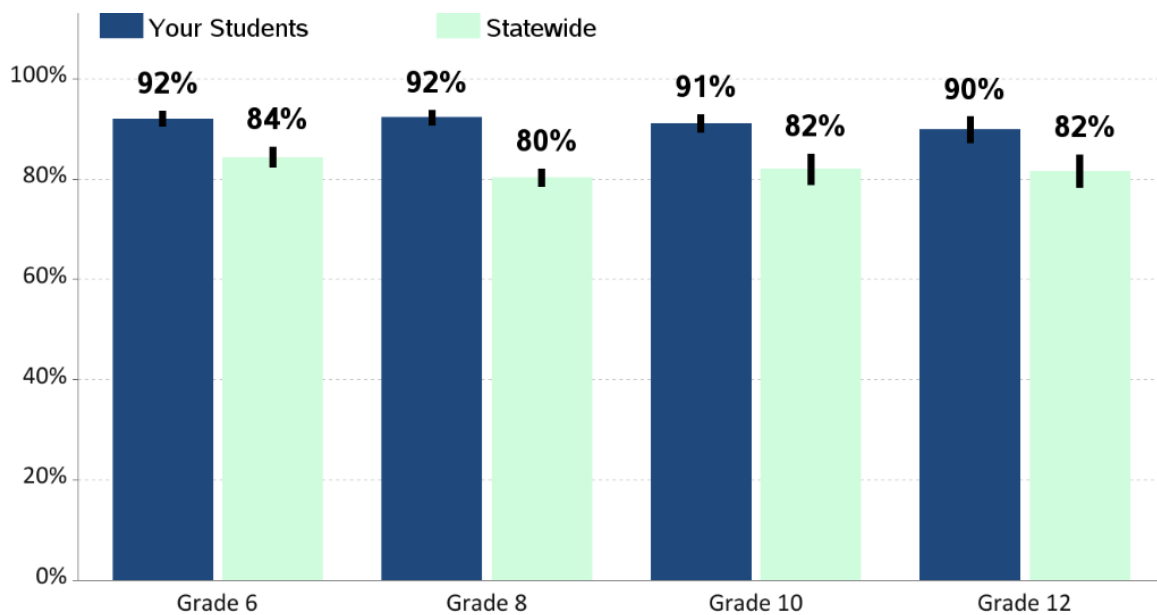
The Hope Index scores show that at all grades, more than 80% of students surveyed in the district report feeling moderately or highly hopeful. The full results for the 2023 Healthy Youth Survey, by district average and individual school can be seen [here](#).

2023 Healthy Youth Survey data: percent of students who report being bullied in the past 30 days:

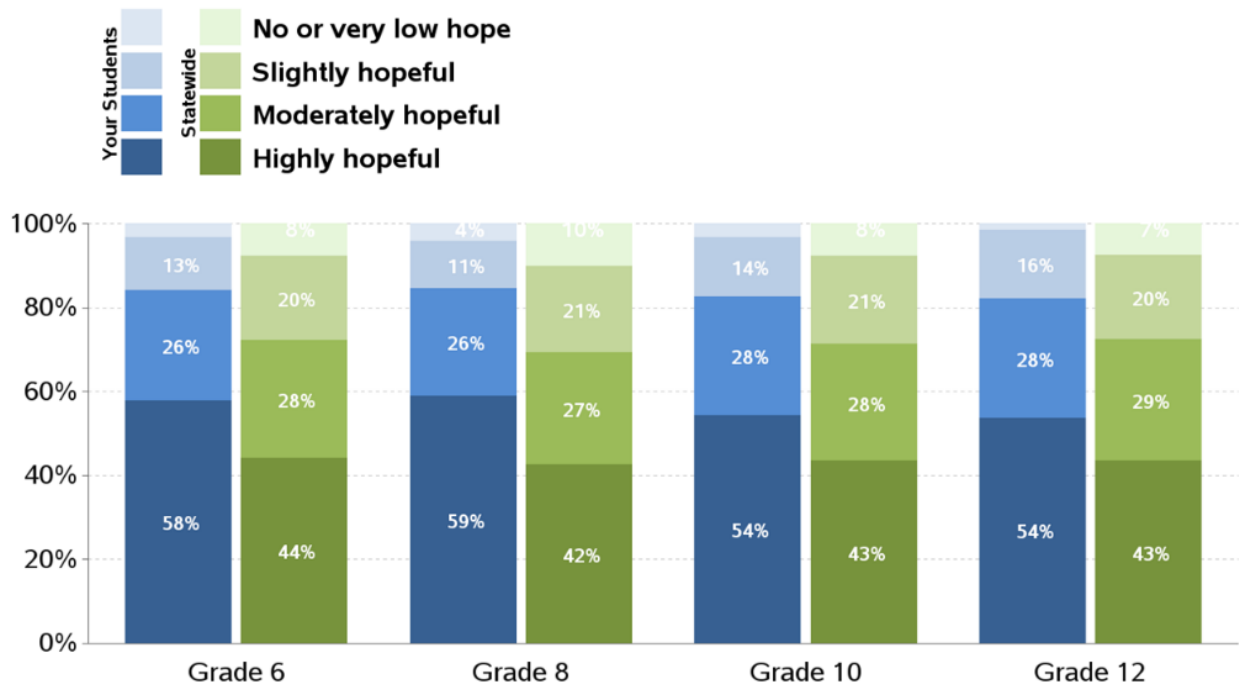
“Bullying is when one or more students threaten, spread rumors about, hit, shove, or otherwise hurt another student over and over again.”



2023 Healthy Youth Survey data: percent of students who report that they feel safe during school:



2023 Healthy Youth Survey: Children’s Hope Scale



Developed in 2022-23, Strategic Plan Priority 1b states “students will feel safe and have a sense of belonging,” and specifically calls out a districtwide focus on emotional safety, physical safety, school climate and school support. The strategy team adapted survey questions from the Positive Behavior Interventions and Support (PBIS) School Climate Suite and Panorama Student Survey to include in district annual surveys. These questions focused on overall safety at school as well as physical and emotional safety. For example, asking students where they feel most and least safe in school buildings informs building leaders to the needs of their individual school. District leaders will continue to seek authentic student engagement and incorporate their perspectives and experiences in improvement work through the district.

Elementary:

Elementary data, collected through the 4th grade Soft Skills Survey and the 5th grade Exit Survey show that elementary students generally feel and show respect to each other, feel free to share opinions in class and among peers, that the adult staff care about them and their learning, and that they have at least one adult who shows a genuine interest in their development. The new question that asks students to share how often they feel safe at school mirrors the question from the Healthy Youth Survey shows that 80% of students reported feeling safe at school often or always. Specific information about where students feel most and least safe is reported and shared with staff. Specific questions about emotional safety reflect that students feel emotionally supported at school 71% of the time. The new question about being bullied online allows district leaders to measure and monitor the impact of online bullying behavior at several points throughout the system.

From the 4th grade soft skills survey 2024:

		2021-22	2022-23	2023-24
4th Grade Soft Skills Survey: <i>I respect ideas that are different than mine</i>	Percent agree or strongly agree	96%	97%	91%
	Number Respondents	1131	1198	1066

		2021-22	2022-23	2023-24
4th Grade Soft Skills Survey: <i>I feel safe sharing opinions in class.</i>	Percent agree or strongly agree	77%	76%	67%
	Number Respondents	1327	1191	1061

		2021-22	2022-23	2023-24
4th Grade Soft Skills Survey: <i>Students feel free to express their ideas and opinions.</i>	Percent agree or strongly agree	89%	86%	77%
	Number Respondents	1324	1203	1072

New questions in 2023-24 resulting from the work of the Priority 1b strategy team are added here:

		2023-24	2024-25	2025-26
4th Grade Soft Skills Survey: <i>I feel safe at school</i>	Percent always / often	80%		
	Number Respondents	1079		

		2023-24	2024-25	2025-26
4th Grade Soft Skills Survey: <i>Places I feel most safe at school:</i>	Classroom	75%		
	Library	64%		
	Gym	55%		
	Lunchroom	51%		
	Respondents	1083		

		2023-24	2024-25	2025-26
4th Grade Soft Skills Survey: <i>Places I feel least safe at school:</i>	Bathroom	28%		
	Office	25%		
	Playground	24%		
	Bus	24%		
	Respondents	1083		

		2023-24	2024-25	2025-26
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4th Grade Soft Skills Survey: <i>I feel emotionally supported at school</i>	Percent always/ often	71%		
	Number Respondents	1075		

		2023-24	2024-25	2025-26
4th Grade Soft Skills Survey: <i>How often are you bullied online?</i>	Percent never	84%		
	Number Respondents	1074		

From the 5th grade exit survey 2024:

		2021-22	2022-23	2023-24
5th Grade Exit Survey: <i>I feel safe at school</i>	Percent agree or strongly agree	85%	86%	79%
	Number Respondents	1403	1315	1207

		2021-22	2022-23	2023-24
5th Grade Exit Survey: <i>I feel free to express my thoughts and opinions in my school</i>	Percent agree or strongly agree	74%	75%	65%
	Number Respondents	1403	1315	1207

		2021-22	2022-23	2023-24
5th Grade Exit Survey: <i>I feel That at least one staff member at my school has taken a genuine interest in me personally and has helped me be successful through my elementary school experience</i>	Percent always/ often	85%	86%	81%
	Number Respondents	1403	1315	1207

		2021-22	2022-23	2023-24
5th Grade Exit Survey: <i>Students at my school show respect for each other</i>	Percent agree or strongly agree	85%	66%	55%
	Number Respondents	1403	1315	1207

New questions in 2023-24 resulting from the Strategic Plan Priority 1b; “Students will feel safe and have a sense of belonging” strategy team.

Students were asked to “check all that apply”. To interpret these results, using the classroom as an example, 78% of the 1201 respondents checked that they feel safe in the classroom.

		2023-24	2024-25	2025-26
5th Grade Exit Survey: <i>Places I feel most safe at school:</i>	Classroom	78%		
	Library	69%		

	Gym	61%		
	Music room	59%		
	Respondents	1201		

		2023-24	2024-25	2025-26
5th Grade Exit Survey: <i>Places I feel least safe at school:</i>	Parking lot	30%		
	Bathroom	25%		
	Office	20%		
	Bus	19%		
	Respondents	1201		

		2023-24	2024-25	2025-26
5th Grade Exit Survey: <i>I have been bullied online this year</i>	Percent never	88%		
	Number Respondents	1201		

		2023-24	2024-25	2025-26
5th Grade Exit Survey: <i>I have a sense of belonging or fitting in at my school.</i>	Percent always / often	79%		
	Number Respondents	1207		

Middle School

Middle school students generally reported how they experience school. Starting in 2023-24, all surveys have a neutral response. As previously stated, new questions for student surveys were added as a component of the Student Wellbeing strategy 1b.

As communicated to the board in the Friday update on 9/6/2024, student participation in secondary school surveys was markedly down in 2024, despite attempting a second round of data collection in the summer by sending the survey through the parent email addresses in Skyward. District leaders have considered that survey fatigue or student confusion on the surveys may have contributed to this reduction in participation. Plans are in place for typical student participation in 2025. Interpretation of this data should be done with caution given the low participation rates.

From the 7th grade Soft Skills Survey 2024:

Students reported on their physical and psychological safety in a variety of questions. Student responses provide direct feedback to the system about how students experience district schools.

		2021-22	2022-23	2023-24
7th Grade Soft Skills Survey:	Percent agree or strongly agree	50%	53%	51%

<i>I feel safe expressing my opinions during class</i>	Number Respondents	1163	1061	203
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2021-22 2022-23 2023-24

7th Grade Soft Skills Survey: <i>The teachers at this school expect me to do my best.</i>	Percent agree or strongly agree	86%	83%	75%
	Number Respondents	1177	1083	230

2022-23 2023-24 2024-25

7th Grade Soft Skills Survey: <i>When at school, I have been looked down on or treated badly based on my race, ethnicity, religion, political views, gender or sexual orientation.</i>	Percent agree or strongly agree	20%	21%	
	Number Respondents	1053	195	

2022-23 2023-24 2024-25

7th Grade Soft Skills Survey: <i>I feel acknowledged and respected for who I am and my background.</i>	Percent agree or strongly agree	62%	59%	
	Number Respondents	1053	195	

2022-23 2023-24 2024-25

7th Grade Soft Skills Survey: <i>My school challenges me to consider my biases and how they influence the way I think about and interact with other people who are different than me.</i>	Percent agree or strongly agree	49%	41%	
	Number Respondents	1053	195	

2023-24 2024-25 2025-26

7th Grade Soft Skills Survey: <i>I have a sense of belonging or fitting in at my school.</i>	Percent always / often	62%		
	Number Respondents	215		

2023-24 2024-25 2025-26

7th Grade Soft Skills Survey: <i>How often do you feel emotionally safe/ supported at school?</i>	Percent always / often	56%		
	Number Respondents	215		

2023-24 2024-25 2025-26

7th Grade Soft Skills Survey: <i>The places in the school where I feel safe most of the time are:</i>	Lunchroom	61%		
	Library	59%		
	Classroom	51%		
	Respondents	215		

		2023-24	2024-25	2025-26
7th Grade Soft Skills Survey: <i>Places I feel least safe at school:</i>	Hallway/Breezeway	45%		
	Bathroom	41%		
	Stairwells	29%		
	Respondents	215		

From the 8th grade exit survey 2024:

8th graders generally reported generally positively in the areas of belonging and connection to caring adults. New questions added in 2023-24 indicate students report feeling safe at school at high levels, and that places in school where known adults are contribute to the feeling of safety.

		2021-22	2022-23	2023-24
8th Grade Exit Survey: <i>I feel a sense of belonging in my middle school</i>	Percent agree or strongly agree	65%	83%	70%
	Number Respondents	1009	1034	167

		2021-22	2022-23	2023-24
8th Grade Exit Survey: <i>I feel that at least one staff member takes a genuine interest in me personally and has helped me be successful throughout my middle school experience</i>	Percent agree or strongly agree	87%	85%	85%
	Number Respondents	1109	1034	167

		2021-22	2022-23	2023-24
8th Grade Exit Survey: <i>I feel free to express my thoughts and opinions in class</i>	Percent agree or strongly agree	67%	66%	59%
	Number Respondents	1009	1034	167

		2022-23	2023-24	2042-25
8th Grade Exit Survey: <i>When at school, I have been looked down on or treated badly based on my race, ethnicity, religion, political views, gender or sexual orientation</i>	Percent agree or strongly agree	20%	26%	
	Number Respondents	1034	167	

		2022-23	2023-24	2024-25
8th Grade Exit Survey: <i>I feel acknowledged and respected for who I am and my background</i>	Percent agree or strongly agree	55%	56%	
	Number Respondents	1034	167	

		2022-23	2023-24	2024-25
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8th Grade Exit Survey: <i>My school challenges me to consider my biases and how they influence the way I think about and interact with other people who are different than me.</i>	Percent agree or strongly agree	50%	53%	
	Number Respondents	1034	167	

		2021-22	2022-23	2023-24
8th Grade Exit Survey: <i>I feel safe at school</i>	Percent agree or strongly agree	85%	86%	81%
	Number Respondents	1403	1315	167

		2023-24	2024-25	2025-26
8th Grade Exit Survey: <i>Places I feel most safe at school:</i>	Classroom	78%		
	Library	69%		
	Gym	61%		
	Music room	59%		
	Respondents	167		

		2023-24	2024-25	2025-26
8th Grade Exit Survey: <i>Places I feel least safe at school:</i>	Parking lot	30%		
	Bathroom	25%		
	Office	20%		
	Bus	19%		
	Respondents	167		

High School

In 2022-23, high school students in 9th, 10th and 11th grade were invited to participate in the soft school survey, to broaden the responses of students and collect information that can be disaggregated by grade. In general, high school students reported positively or neutrally about teachers showing high expectations, feeling respected and able to express feelings and opinions in class and having at least one staff member who showed interest in their success. New questions added show 74% of respondents report feeling a sense of belonging in district high schools. While many students in the district report positively on these surveys, high school students who do not have positive experiences have access to support through school counselors and teams responding to at risk scores on the mySAEBRs universal screener.

High school grade soft skills survey 2024:

		2021-22	2022-23	2023-24
High School Soft Skills Survey: <i>The teachers at this school expect me to do my best</i>	Percent agree or strongly agree	85%	83%	88%
	Number Respondents	541	2611	362

Note: 2021-22 school year this question was asked to only 9th grade students.

		2021-22	2022-23	2023-24
High School Soft Skills Survey: <i>I feel respected by others</i>	Percent agree or strongly agree	67%	70%	66%
	Number Respondents	531	2642	343

Note: 2021-22 school year this question was asked to only 9th grade students.

		2021-22	2022-23	2023-24
High School Soft Skills Survey: <i>I feel safe expressing my opinions during class.</i>	Percent agree or strongly agree	60%	64%	61%
	Number Respondents	529	2632	339

		2022-23	2023-24	2024-25
High School Soft Skills Survey: <i>When at school I have been looked down on or treated badly based on my race.</i>	Percent agree or strongly agree	21%	26%	
	Number Respondents	2604	321	

		2022-23	2023-24	2024-25
High School Soft Skills Survey: <i>I feel acknowledged and respected for who I am and my background</i>	Percent agree or strongly agree	64%	61%	
	Number Respondents	2604	321	

		2022-23	2023-24	2024-25
High School Soft Skills Survey: <i>My school challenges me to consider my biases and how they influence the way I think about and interact with other people who are different than me.</i>	Percent agree or strongly agree	58%	64%	
	Number Respondents	2604	321	

		2023-24	2024-25	2025-26
High School Soft Skills Survey: <i>I feel emotionally safe/supported at school</i>	Percent agree or strongly agree	62%		
	Number Respondents	111		

		2023-24	2024-25	2025-26
High School Soft Skills Survey: <i>I feel a sense of belonging or fitting in at my school</i>	Percent agree or strongly agree	74%		
	Number Respondents	111		

		2023-24	2024-25	2025-26
High School Soft Skills Survey: <i>Places I feel most safe at school:</i>	Classroom	75%		
	Library	65%		
	Office	52%		
	Respondents	111		

		2023-24	2024-25	2025-26
High School Soft Skills Survey <i>Places I feel least safe at school:</i>	Bathroom	53%		
	Hallway/ Breezeway	25%		
	Lunchroom	25%		
	Stairwells	24%		
	Respondents	111		

District Senior Exit Surveys 2024 include a similar question on having one staff member showing genuine interest and support. The new question added in 2023-24 mirrors the question in other surveys and the Healthy Youth Survey. Student reports are presented below by high school.

Senior Exit Survey: *In general, I felt that at least one staff member took a genuine interest in me and personally helped me to be successful through my high school years.*

		2021-22	2022-23	2023-24
Gibson Ek	Percent agree/ strongly agree	87%	100%	85%
	Number respondents	23	15	26
Issaquah High	Percent agree/ strongly agree	87%	89%	80%
	Number respondents	533	287	144
Liberty High	Percent agree/ strongly agree	88%	87%	83%
	Respondents	142	174	160
Skyline High	Percent agree/ strongly agree	90%	87%	84%
	Respondents	507	358	362

Senior Exit Survey: *In general, I felt safe in high school*

		2023-24	2024-25	2025-26
Gibson Ek	Percent agree/ strongly agree	87%		
	Number respondents	23		
Issaquah High	Percent agree/ strongly agree	58%		
	Number respondents	144		
Liberty High	Percent agree/ strongly agree	80%		
	Respondents	161		
Skyline High	Percent agree/ strongly agree	77%		
	Respondents	357		

Senior Exit Survey: *In general, I felt a sense of belonging to my school during my high school years.*

		2023-24	2024-25	2025-26
Gibson Ek	Percent agree/ strongly agree	87%		
	Number respondents	23		
Issaquah High	Percent agree/ strongly agree	60%		
	Number respondents	146		
Liberty High	Percent agree/ strongly agree	65%		
	Respondents	158		
Skyline High	Percent agree/ strongly agree	62%		
	Respondents	356		

2.2 Provide an open and responsive environment that encourages parent involvement.

Interpretation:

I interpret this to mean the district establishes a culture of family partnership and consistently utilizes systems and structures to engage families in their child/children's educational journey.

Evidence:

- Developed in 2022-2023, the Strategic Plan, Priority 4 Authentic Engagement, Strategy 4b is to “Develop and foster relationships to forge purposeful partnerships” showing a commitment to authentic engagement through partnership advisory meetings and will seek new partnerships to collaborate around the district mission and services to students.
- Pre-K (ITK, ECE, ECEAP) and Kindergarten families participate in WA Kids Family Connections meetings held at schools before these programs start. This allows students and families to meet the teacher, ask questions, see where the student's desk and cubbie are, and allows school staff to welcome students and their caregivers to school in a personalized way.
- Curriculum Nights are held at all schools and are open to all families.
- Elementary parent teacher conferences are held during the first semester.
- 5th and 8th grade transition night events occur and provide an opportunity for students and caregivers to learn about and prepare for the move between levels.
- Principals host periodic meetings which are open to all and advertised through the weekly bulletin. Topics may include academic data analysis, behavior expectations, upcoming events, questions and answers, etc.
- The Communications Department engages families and the community with regular social media posts. [District Social Media Channel Statistics \(scroll to bottom of webpage\).](#)
- A Dual Language Program Parent Engagement Group was formed and met twice.
- In the 2023-2024 school year, the Special Services Department continued their focus on Family and Community Partnership and collaboration. Engagement opportunities included the reconvening of multiple groups of staff, parent partners, and community representatives to collaborate and work on authentic engagement opportunities, implementation of community recommendations, and provide feedback and input on initiatives to improve practices in special services. 2023-2024 Special Services Family and Community Partnerships included Parent Advisory, Student Advisory, Family and Community Partnership Committee, Early Learning Parent Series, and Literacy Continuum Committee.

- During the 2023-24 school year the work of community engagement and feedback within the Special Services Department 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.
 - 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
- Nine family information events were held to support our culturally and linguistically diverse families to access district school transitions, services, and programs. The information nights were held in seven languages. See comprehensive list here: [Family Partnership Events for 2023-2024](#)
- Family Partnership Liaisons support the engagement of families, especially those who may be new to the K-12 educational system in America.
- Family Connections Meetings were held to provide a space for all Issaquah School District parents to ask questions and get help. Liaisons invited families who are new to the school district to these meetings as families enroll in the district throughout the school year. The Family Partnership team answers questions on a variety of topics such:
 - school lunch (meal options and payment)
 - how to participate and join clubs and sports
 - how to use Family Access
 - how to translate documents that have been communicated by the district office
 - how to communicate and talk to teachers
 - The Highly Capable Program
 - how to get involved in supporting their student at school

Student surveys in 5th and 8th grade ask students about how feedback is shared with parents. Results from 2023-24 surveys are below:

		2021-22	2022-23	2023-24
5th Grade Exit Survey: <i>My teacher provide information to me and my family regarding my learning.</i>	Percent agree or strongly agree	95%	95%	91%
	Number Respondents	1403	1315	1207
		2021-22	2022-23	2023-24
8th Grade Exit Survey: <i>My teacher provide information to me and my family regarding my learning.</i>	Percent agree or strongly agree	79%	81%	74%
	Number Respondents	1009	1034	167

2.3. Maintain an organizational culture that is consistent with the following values:

- encourages exchange of opinion*
- reasonable inclusion of people in decisions that affect them;*
- open and honest communication in all written and interpersonal interaction;*
- focus on common achievement of the Board's Results policies.*

Interpretation:

I interpret this to mean that communications and engagement systems and structures affirm sharing of different opinions, facilitate dialogue about relevant decisions and topics of interest, and are supported by rationale and context which align to the Board's Vision and Ends. I further interpret this to mean that the district engages constituents in decisions that directly affect them to the greatest extent possible.

Evidence:

- Several engagement opportunities on the development of the Strategic Plan were conducted, with students, staff, and the community. The mission statement "All students thrive as they engage in meaningful learning that unlocks their passion and potential to positively impact the world" was crafted with input from many vested partners, with the final clause, selected from a variety of strong examples, was authored by students.
- Developed in 2022-2023, Strategic plan Priority 4b states "District leaders and staff will lead effective engagement practices and provide opportunity, partnership and access for all, while reaching diverse members of the community", highlighting district focus on specific engagement outcomes.
- Student representatives to the school board offer student insights and feedback on boards Ends policies and on student perspectives of the school program.
- The Financial Analysis Core Team (FACT) is a team of district leaders and community members whose purpose is to inform and collect input on the district's budget process.
- The Bond Advisory convened for eight planning sessions to advise the district about community priorities for a bond package recommendation to the Superintendent.
- In alignment with the Issaquah Education Association Collective Bargaining Agreement, each building submits their decision-making process to Human Resources prior to September 30th annually, this assures staff in individual buildings have the opportunity to provide feedback on decisions that affect them.
- The Equity Department sponsors several groups that engage the public—the Family Partnership Advisory Group, Parent Panels.
- The Instructional Materials Committee (IMC) includes parent/guardian representatives who provide valuable input. Additionally, an important step in the curriculum adoption process is the survey for input at the beginning of the adoption process and the public review of adopted materials. As a component of the strategic plan in Priority Area 2c, the public review of materials window will be open for the entire field study.
- Adoption committee work in the 2023-24 school year included: completing Elementary Literacy Adoption and the Middle School Math Adoption; and initiating MS/HS Social Studies Adoptions in World History, Northwest History and Geography.

2.4 Inform students and their parents or guardians of anticipated changes to the educational program that will significantly impact the educational pathways available to students.**Interpretation:**

I interpret this to mean that parents or guardians will receive clear communication of program offerings available to their students to ensure they have the opportunity to select pathways that support student passion and potential.

Evidence:

Pre-school parents and caregivers are provided information about the district's various pre-school programs through:

- Coordinated enrollment and recruitment for all district preschool programs are now on [one website](#) page, reducing the barrier of parents needing to know which program might fit their family best.
- Outreach through the Preschool Stakeholders Group, community preschool partners, fliers, events, etc.

Elementary caregivers are provided information about special programs such as Highly Capable, Dual Language and Science Tech through:

- District and school E-News [sample of e-news on testing window](#)
- ISD websites:
 - [Highly Capable Program](#)
 - [Dual Language Immersion Program](#)
 - [Science Technology Magnet Program](#)

Secondary students and caregivers are provided course enrollment information prior to registration through transition events for students and families, as well as documents presented on school and district websites. Course guides at both middle and high school show students and caregivers all the options for course selection. Principals survey students' interests to inform the course guide options, especially for electives.

- [Middle School Course Guide](#)
- [High School Course Guides](#)
- 5th and 8th grade transition nights, designed to inform students and caregivers about planning and course selection impacts both in the immediate and following school years.
- Developed in 2022-2023, Priority 2e Academic Opportunities, strategy specifically addresses the shared goal of "Create and communicate unique pathways to graduation that ensure students understand opportunities as aligned to their pathway and post-high school goals". Work on this strategy has begun and includes the development of new lessons to be delivered in class on the information in the High School and Beyond Plan.
- Developed in 2022-23, Priority 2e work team members led a Pathways to Graduation information night at Issaquah High School with the goal of informing 8th grade students and families about the High School and Beyond Plan framework for creating a personalized pathway to graduation and beyond. This information will be included in 8th grade transition nights going forward.

Annually, the School Board approves the graduation requirements embedded in regulation and procedure [2410](#) and [2410P](#), please see [Board Meeting Agenda 1-11-24](#).

2.5 Adequately monitor and control student access to and utilization of electronically distributed information.

Interpretation:

I interpret this to mean that student access to information and digital media provided by the district will be used in a safe, ethical, secure manner, and monitored for inappropriate use.

Evidence:

- The ISD uses Gaggle net to monitor school issued software and devices.
- The ISD has robust filters to minimize student exposure to developmentally inappropriate content.

- The district has two types of anonymous tips on its “Safety Concern” webpage, which allow safety concerns to be submitted via text, phone or website; or for reports of Harassment, Bullying or Intimidation. Using these options, anyone can report unsafe behavior. In the 2023-24 school year 143 concerns were submitted via the Vector Safety Concern and 121 via the HIB Reports portal, although not all were for safety or student concerns. When received, the tips are forward to the appropriate responder by whomever on the recipient list first sees the tip.
- Our student and staff databases are password protected and we have moved toward 2-step authentication where appropriate.
- Students and caregivers sign a student-friendly version of the Responsible Use Guidelines annually.
 - [K-5 Responsible Use Agreement](#)
 - [6-12 Responsible Use Agreement](#)
- Staff also read, review and sign off on the [Responsible Use Guidelines](#) as a part of their regular training cycle. In 2023-24, all staff completed this review. This training included not allowing inappropriate student access to information meant for staff.

2.6 Provide a process for the effective handling of complaints.

Interpretation:

I interpret this to mean that the district develops, promotes and sustains systems for community members, parents/guardians, students, and employees to bring complaints and concerns forward. The district will have clear and timely expectations communicated about next steps or responses/resolutions.

As a practical matter, employee appeal rights are noted, but are not treated in depth in this monitoring report. They are treated in more detail in the monitoring of [OE-3 Personnel Administration](#)

Evidence:

- The district website includes directions on how community members, parents/guardians, students and employees can share thoughts about issues, questions and concerns. [Issues, Questions or Concerns](#). Additionally, the School Board email account is monitored regularly, and forwarded to the appropriate person for response. Information about how to access the Office of the Education Ombuds (OEO) is on the district website.
- Administrators follow the IEA Collective Bargaining Agreement (CBA) when processing complaints about teachers.
- Per the IEA CBA, certificated staff are expected to respond to parents’ voice mails or emails within two working days of receipt.
- Other complaint processes involving fellow students are typically governed by district regulation and procedure like our HIB regulation and procedure [3207/P](#) or student discipline regulation [3241/P](#).
- [Policy 4220P](#) outlines the complaint process for staff or programs. In the annual monitoring of Operational Expectation 8 – Communication and Support to the Board [on 9/12/2024](#), it was noted in section 8.10 as evidence that there were six complaints received and one was appealed during the 2023-24 school year.
- When a complaint rises to the level of a complaint of staff misconduct, the Human Resources department issues a notice of investigation and follows the relevant Collective Bargaining Agreement section to assure the staff member’s due process rights. While staff have privacy rights that must be honored, Human Resource administrators respond to the complainant to explain when the investigative and/or discipline process is complete.

2.7 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:

- Students and caregivers sign they have read and understood the student handbook which is updated and published annually and include appeal rights.
 - [Elementary School Student Handbook](#)
 - [Middle School Student Handbook](#)
 - [High School Student Handbook](#)
- The formal process for resolution for allegations of discrimination is found in [3210P](#)
- For students who receive the support of McKinney Vento services, the [formal process](#) for the school placement decisions include the steps for parents/guardians to appeal the Best School Determination decision.
- Exclusion letters when students experience exclusion related to discipline include appeal rights. [Sample of emergency removal letter with appeal rights information](#).
- Students and families can appeal HIB findings through district procedure. The process for handling HIB complaints and with the complainants' findings letter, are included in the right to appeal found in procedure [3207P](#). In the 2023-24 school year, nine appeals were filed, and three appeals to the Board were made.

Harassment, Intimidation and Bullying reports

School Year	Number of HIB Reports	Number of HIB formal investigations	Number found to be HIB	Number appealed	Number appealed to the board
2022-2023	65	49	18	9	4
2023-2024	70	51	32	9	3

2.8 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:

- Human Resources received no claims of retaliation from anyone involving staff in the 2023-2024 school year.
- No student-to-student reports submitted as a formal complaint indicated retaliation. Of the 18 HIB reports (see 2.11) none indicated retaliation as the reason for reporting harassment, intimidation or bullying.

The Superintendent will not:

2.9 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 in a manner that will address and correct this situation.

Evidence:

- Criterion 5 of the state-approved Danielson framework for teacher evaluations is “Fostering and managing a safe, positive learning environment.” All staff in their first three years of teaching and all staff on the comprehensive evaluation are evaluated in Criteria 5.
- All administrators new to the district and/or to the Danielson framework are trained in a 6-part series sponsored by OSPI approved providers which includes training in Criterion 5 of the teacher evaluation.
- Criterion 1 and 2 of the state approved AWSP framework for administrators call for our administrators to “Create a Culture” that values and responds to the characteristics and needs of each learner and to “Ensure School Safety” including providing for social, emotional and intellectual safety. All administrators in their first three years are evaluated on these criteria. Additionally, all administrators rotate onto a comprehensive evaluation in accordance with state guidance. See data above in 2.1.
- Staff are trained or re-trained in Mandatory Reporting every three years per the current state law. New staff must have proof of this training to get their initial teaching certificate. In addition, administrators annually remind staff of this professional obligation and required district process, regulation and procedure. In 2023-24, staff accessed this training in the on-line platform available to us through our participation in the Risk Management group.

2.10 Permit any form of illegal discrimination.

Interpretation:

I interpret this to mean that the district works to prevent any form of illegal discrimination through education, training and discipline or corrective action.

Evidence:

- Non-discrimination statements are posted electronically on multiple platforms including the district website and our HRM hiring portal. [Non-Discrimination Statement - Issaquah School District 411 \(isd411.org\)](https://isd411.org)
- Staff are trained in lawful hiring practices prior to serving on or leading hiring teams.
- All hiring managers were trained on how to mitigate bias when leading hiring teams (Spring 2024).
- All new staff are provided with the non-discrimination regulations and procedures and returning staff are trained in our training cycle. In 2023-24, staff accessed required discrimination training on the on-line platform available to us through our participation in Risk Management.
- Three claims of discrimination were investigated. The district secured independent investigators to investigate claims of discrimination.

2.11 Use methods of managing information, including student information, that fail to protect confidentiality or protect against improper access.

Interpretation:

I interpret this to mean that the district maintains confidential student and staff information according to the following guidelines:

- maintenance in secure locations;
- accessibility only by authorized persons performing official duties;
- appropriately transmitted to or made available for review by the individuals to whom it pertains, or have a legitimate educational interest, including parents with the right of access to their student's records;
- lawfully archived and destroyed;
- password-protected when stored in electronic formats.

Evidence:

- The ISD securely stores critical staff and student data off site, and it is backed up regularly through our contract with Washington School Information Processing Co-op (WSIPC)
- The ISD, including the Human Resources Department, adheres to all state-required records retention rules for staff files and timely supplies records responsive to public records requests.
- Staff files are securely stored both physically and digitally and are password protected when in electronic format. For example, some files are protected by a second set of access limits created by our IT department upon request
- Student information stored in cumulative files at the building level follow district guidelines. Public Schools [Retention Schedule](#), Students Records section 6.4 p. 51-56.
- Student Information Systems department maintains a spreadsheet of staff who have been hired/re-signed/retired/transferred/ are contracted or agency Staff and inactivate their access to student information at the end of the appropriate period.
- Student Information Systems department annually adjusts student access permissions for staff such as Nurses, SLP's, OT's, etc., who may be moved each year to a new school building, to protect from unnecessary access to student information from previous schools.
- Principals verify annually through the Annual Building Survey that student information is maintained in secure locations. In 2023-24, all principals verified that records were properly maintained and protected.
- The district provides annual training on accessibility by only authorized persons performing official duties; examples include registrar training on the submission of the P223.
- Student Records [Regulation 3231](#) and [Procedure 3231/P](#) (most recent revision 3/20/23)
- Students and caregivers are annually notified of their rights under FERPA.
- Confidential records required to be kept as hard copy files, like transcripts, are maintained behind at least two locks.

2.12 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.

Evidence:

The ISD adheres to the records retention directives issued by the Office of the Secretary of State, including the lawful destruction of records on the appropriate cycle.

[Public Schools Retention Schedule, Version 8.4, April 2021](#)

- Student Records section 6.4 p.59-66
- Health Services section 7.2 p.72-74.

2.13. Permit the administration of corporal punishment.

Interpretation:

I interpret this to mean that there will be no corporal punishment administered to students.

Evidence:

- [District regulation 3244](#) expressly prohibits the use of corporal punishment. There were no reports of staff violating 3244.
- Any claims of unwarranted physical contact or physical contact with students that did not align with one's role, job description or training were thoroughly investigated and, if appropriate, staff were put on administrative leave.

Board acceptance: October 10, 2024



OE-3 Personnel Administration

Policy Type: Operational Expectation

The Board believes that student success is dependent on highly qualified staff who are able to work in a collaborative manner towards achieving the Board's Results for Students. Staff should receive relevant professional development and be appropriately compensated for their work.

The Superintendent shall assure the recruitment, employment, development, evaluation and compensation of district employees necessary to enable the organization to achieve its **Results** policies.

The Superintendent will:

- 3.1 Make mandatory background inquiries and checks prior to hiring any paid personnel.
- 3.2 Conduct reasonable background inquiries and checks prior to utilizing the services of any volunteers who have unsupervised contact with students.
- 3.3 Select the most highly qualified and best-suited candidates for all positions.
- 3.4 Administer clear personnel rules and procedures for employees, including rules protecting against wrongful conditions, such as nepotism and inequitably preferential treatment for personal reasons.
- 3.5 Effectively handle complaints and concerns.
- 3.6 Maintain adequate job descriptions for all positions.
- 3.7 Provide for appropriate due process.
- 3.8 Prepare staff to deal with emergency situations.
- 3.9 Protect confidential information.
- 3.10 Develop compensation and benefit plans to attract and retain the highest quality employees by compensating employees consistent with the applicable marketplace, including but not limited to organizations of comparable size and type and within available resources.

- 3.11 Consistent with the Superintendent's own evaluation, evaluate all employee performance according to their contribution toward achieving the Board's **Results** policies and their compliance with the Board's **Operational Expectations** policies.
- 3.12 Ensure that all staff members are qualified and trained to perform the responsibilities assigned to them in pursuit of achieving the **Results**.
- 3.13 Maintain an organizational culture that positively impacts the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support and courtesy.

The Superintendent will not:

- 3.14 Retaliate against any staff member for lawful, non-disruptive expression of dissent or for initiating a legitimate complaint.
- 3.15 Modify his or her own compensation or benefits.

December 14, 2005 – Adoption of Policy Governance

December 12, 2019 - Revised

July 11, 2024 – Converted to Coherent Governance

October 10, 2024 - Revised

Monitoring Method - Internal and Direct Inspection

Monitoring Frequency - Internal – Annually

Direct Inspection – October – (compensation and benefits, upon expiration of bargaining agreements)



OE-3 Personnel Administration
Policy Type: Operational Expectation
Monitoring Report

Annual Internal Review - September 12, 2024

The Board believes that student success is dependent on highly qualified staff who are able to work in a collaborative manner towards achieving the Board's Results for Students. Staff should receive relevant professional development and be appropriately compensated for their work.

The Superintendent certifies that the District is in compliance with EL-3 with no exceptions.

The Superintendent shall assure the recruitment, employment, development, evaluation and compensation of district employees necessary to enable the organization to achieve its **Results** policies.

General Interpretation:

I interpret this policy to mean that the District is ensuring effective recruitment, orientation, training, supervision and ongoing feedback and support for every employee. I also interpret this policy to mean that each employee understands their role and responsibility in fulfilling their stated duties to support the organization in alignment with its Results. Finally, I interpret this policy to mean that the District is maintaining a competitive position in attracting a diverse and qualified pool of applicants and keeping pace with compensation based on updated market information.

The Superintendent will:

3.1 Make mandatory background inquiries and checks prior to hiring any paid personnel.

Interpretation:

I interpret this to mean that District hiring processes and procedures ensure that no person with a history of disqualifying criminal activity will be recommended for District employment. In addition, I interpret this to mean that background checks and/or reference surveys and calls are completed for each applicant for any position.

Evidence of Compliance:

All paid employees as of October 1, 2024 are free from criminal activity that would disqualify them from employment in the Issaquah School District.

- Background inquiries and checks have been performed for all paid employees, including substitutes, coaches, assistant coaches and student teachers. Background inquiries and checks include application materials, interviews, reference checks, and Washington State Patrol and Federal Bureau of Investigation (FBI) fingerprinting.
- The District met its obligation for fingerprinting as specified in RCW 28A.400.303.
- The State of Washington Sexual Misconduct Form has been completed and filed for all new hires, including certificated substitutes, as required by law.

- CrossMatch provides electronic fingerprinting and electronic submission to the FBI, the District is routinely provided cleaner fingerprints, efficient and quick submission, and results from FBI within 72 hours.
- Every application for employment includes a reference survey and/or a follow-up phone call from a Human Resources (HR) technician prior to final hiring decisions are made.

3.2 Conduct reasonable background inquiries and checks prior to utilizing the services of any volunteers who have unsupervised contact with students.

Interpretation:

I interpret this to mean that the District will perform screening as set forth in District Regulations 5630—*Volunteers* and 5631—*Volunteers Assisting as Coaches*, and in accordance with Human Resources best practices for all volunteers who will have unsupervised contact with students.

Evidence of Compliance:

- Human Resources uses an online system through the HRM Plus portal for employee hiring to screen adult volunteers. The link to the portal is disseminated as part of the Enrollment Verification Process (EVP) and in the New Admission paperwork when families register their student to the district. In the 2023-24 school year, HR staff approved nearly 12,000 volunteers for service in the ISD.
- Through Risk Management resources and networking with other school districts, several questions were added to the volunteer application that pertain to whether a candidate has been involved in an investigation, for example, that will strengthen the total screening process of this important group.
- Volunteers with regular unsupervised contact with students were fingerprinted.
- Each school maintains a binder or file of screened volunteers who are cleared for service to the school's programs. Their cadre of volunteers is drawn from this source in keeping with District regulations. In addition, each school provides training for volunteers on building and field trip procedures.
- All chaperones on overnight field trips have cleared background checks through the Washington State Patrol. At the secondary levels, chaperones are housed separately. At the elementary level, if students go to Camp as a school-sponsored activity, two or three parent chaperones are assigned to each cabin of students.

3.3 Select the most highly qualified and best-suited candidates for all positions.

Interpretation:

I interpret this to mean that, within the framework of established State and District qualifications and contractual obligations, the District will create a pool of diverse and "most highly qualified" applicants for available positions. From that pool, interview teams representing supervisors, co-workers in related roles and, when appropriate, students, family and/or community members will assist the responsible hiring managers by exercising their collective judgment to recommend candidates who are best suited to meet local needs.

Evidence of Compliance:

- Regular proactive recruitment strategies include hosting job fairs, participating in regional job fairs, recruiting from local and other regional universities and colleges, posting positions on regional, state, and national professional association websites, and an on-line application process.
 - In the 2023-24 school year, the District attended 8 total recruiting events: large in-person job fairs in Spokane and Tacoma, two fairs at the University of Washington, one at City

- University, and hosted one District job fair to recruit classified staff. Weather prohibited the District from attending Central Washington University and are eager to attend again.
 - ISD issued 17.5 “golden tickets” to special education candidates at these fairs, representing an increase of 5.5 staff from the 2022-23 hiring season to respond to growth in this program. Golden tickets are an assurance of a contract following the on-site screening and interviewing at the job fair(s). Pending the results of reference and background checks, these candidates are offered a contract.
 - The Human Resources department used new platforms and strategies for the recruiting of certificated and classified staff including Handshake, university career centers, and other digital spaces as examples.
- The Human Resources staff conducted a part two training of all hiring managers on the prevention of bias in hiring processes
 - Human Resources staff created a screening tool to better equip hiring managers in mitigating bias as they screened large candidate pools.
- Quality checks are in place to support hiring managers and interview teams through reviewing interview documents by personnel in the Human Resources Department before a job offer.
- Interviews contain questions focused on equity and the pursuit of candidates who value and have a sensitivity to diversity. These questions are geared toward how candidates use classroom and pedagogical approaches that affirm student identity and foster a safe learning environment for all.

3.4 Administer clear personnel rules and procedures for employees, including rules protecting against wrongful conditions, such as nepotism and inequitably preferential treatment for personal reasons.

Interpretation:

I interpret this to mean the District keeps appropriate personnel Regulations and supporting procedures, contracts, and best practices updated and accessible to all staff for reference in the daily operation of the school district. These working documents will: (1) set forth expectations of employees, (2) describe timely, agreed-upon processes for addressing personnel concerns or complaints, and (3) prevent discriminatory or retaliatory employment practices.

Evidence of Compliance:

- Personnel Regulations specific to this Operational Expectation include:
 - 5000: Recruitment of Staff (last revised 8.2012)
 - 5010: Nondiscrimination and Affirmative Action (last revised 3.17.23)
 - 5013: Sexual Harassment - Personnel, Volunteers and Visitors (last revised 3.13.23)
 - 5207: Prohibition Against Harassment and Intimidation (last revised 3.13.23)
 - 5252: Staff Participation in Political Activities (last revised 8.7.15)
 - 5241: Whistle Blower Protection (last revised 10.1.15)
 - 5251: Conflict of Interest (last revised 3.13.23)
 - 5281: Disciplinary Action and Discharge (last revised 3.13.23)
 - 5282: Civility (last revised 3.13.23)
 - 5000-5642: Other personnel Regulations in the 5000 Series
- The 2023-2024 school year was a regulation read year for compliance training and re-training. All staff read:
 - 2022P Responsible Use Guidelines Procedure
 - 3207 Prohibition Against HIB Regulation & Procedure
 - 3211P Gender Inclusive Schools
 - 5010 Nondiscrimination and Affirmative Action Regulation & Procedure
 - 5013 Sexual Harassment Prohibited - Regulation & Procedure
 - 5201 Drug Free Workplace Regulation & Procedure

- 5207 Prohibition Against HIB Regulation & Procedure
- 5253 Maintaining Professional Staff-Student Boundaries Regulation & Procedure
- The Human Resources Specialists and the Directors of Human Resources facilitated training through *SafeSchools* for new to District employees upon hiring throughout the year regarding Personnel Regulations and state and federal law that promote a safe and positive workplace, such as Civility, Sexual Harassment, Staff/Student Boundaries and Prohibition Against Harassment and Gender Inclusive Schools.
- Negotiated contracts with employee unions include informal and formal grievance procedures and remedies.
- Specific appeal procedures are provided as protection in civility, discipline, nondiscrimination, employment and re-employment, harassment, intimidation and whistleblower.
- Human Resources staff completed WSPA (Washington School Personnel Association) and Aurora Advantage training on school law, leaves, reducing and eliminating bias in hiring process and attended training on S-275 reporting, WASWUG training (for Skyward users), Qmalitv training and the WSPA annual conference.

3.5 Effectively handle complaints and concerns.

Interpretation:

I interpret this to mean that complaints and concerns presented by employees, students, parents and members of the community who identify themselves and provide credible details will be examined thoroughly and appropriately and brought to resolution by the administration whenever possible, using applicable District Regulation(s), procedure(s) and contractual processes. There are instances when staff raise issues in one school year informally and then file a report or take a formal action in a different year. The absence of reporting should not be conflated as Evidence of Compliance: of success, but rather the presence of reporting and how these complaints and concerns are handled are of consequence to our ability to support all employees. If complaints rise to the level of a Board hearing or court procedure, background information and materials will be thoroughly and accurately prepared.

Evidence of Compliance:

- All employee grievances have been handled through grievance procedures established in applicable labor contracts. The District addressed 4 classified and 2 certificated grievances in the 2023-24 school year.
- All complaints of employee misconduct are investigated and resolved in keeping with applicable statutes, District Regulations and labor contracts. In the 2023-24 school year, the District addressed approximately 36 reports of misconduct involving 18 certificated and 18 classified employees.
- Of the 36 total reports of staff misconduct, some are still in process. Of those completed, three (3) resulted in discipline of certificated staff and four (4) resulted in discipline of classified staff. Three (3) complaints involving certificated staff resulted in non-disciplinary action and three (3) complaints involving classified staff resulted in the exoneration of those staff members. This is a sampling of possible outcomes after thorough investigation of each report. Specific outcomes for each report remain confidential.
- District Administrators regularly meet with Union Officers in Labor Management meetings to handle complaints and concerns proactively and collaboratively. For example, with one classified unit HR handled three (3) grievances. Two of them went to step two per the Collective Bargained Agreement and were resolved. One went to step three and was dismissed.
- Procedures are in place to address concerns in a progressive manner that directs the individual to the authority closest to the issue. For example, if a parent raises a concern about a coaching decision they are directed to speak with the coach initially with the understanding that if unresolved at that level, the building Athletic Director is the next step.

3.6 Maintain adequate job descriptions for all positions.

Interpretation:

I interpret this to mean that job descriptions will be created for all positions and updated as needed.

Evidence of Compliance:

District Regulation #5230—*Certificated and Classified Job Descriptions* sets forth this requirement. I certify that job descriptions are on file and updated or created as vacancies are posted.

3.7 Provide appropriate due process.

Interpretation:

I interpret this to mean that employees must be provided their rights to due process as required by law, District Regulation, and local labor collective bargaining agreements before being disciplined or terminated.

Evidence of Compliance:

I certify that (a) appropriate guidance for the protection of due process rights is in place for all supervisory personnel, including both written documents and training (b) currently the District has no complaints related to due process which remain unresolved. (Requirements are set forth in RCW 28A.400.300, District Policy #5280.1—*Termination of Employment*, and local labor contracts.)

3.8 Prepare staff to deal with emergency situations

Interpretation:

I interpret this to mean that staff will be trained in, know their role, and will have practiced emergency procedures. Additionally, I interpret this to mean that we have systems and structures, and ongoing communication with key personnel and government agencies to prepare for and respond to emergency situations.

Evidence of Compliance:

System preparedness:

- The District has developed and maintained an Executive Emergency Response Team Guide (EERT). The guide's purpose is to give Cabinet members and District level administrative staff an outlined approach to assisting school buildings and ancillary facilities during emergency events. The guide was updated for 2023-24, and tabletop exercises were conducted by the Superintendent and Executive Cabinet members before the school year started.
- Prior to the start of the 2023-24 school year, all elementary administrators were trained or retrained in emergency plan development or refinement and engaged in tabletop practices exercises. Similar activities were conducted with secondary administrators.
- The District has developed its Continuity of Operations Plan (COOP) per OSPI. This plan is in place to ensure that the District can conduct mission critical functions under all threats and conditions. This plan is used with the Building Emergency Operations Plans (EOP) and Executive Emergency Response Team Guide (EERT).
- The Superintendent and Cabinet team conducted and after action review (AAR) for all major, new, or complex incidents related to safety during the last year.

- The Executive Director of Operations is responsible for overseeing Safety and Security in all our schools and work sites. The District employs a full-time Director of Safety and Security. This position serves the primary role of training staff, implementing safety and security protocols, and ensuring the overall safety of students, staff, and district facilities.
- The District has assisted each school in developing, updating, and maintaining plans that identify specific duties and responsibilities, such as incident command, fire, earthquake, intruder, active shooter, student care, logistics, student comfort, student-parent reunification, first aid/AED/Narcan employment, and search and rescue. These plans, assigning tasks and responsibilities to specific staff members, are on file for each school and are periodically reviewed and improved.
- The District has standardized plans to provide greater consistency among locations. This minimizes confusion for first responders, central administrators, and others assisting in emergency situations. The District uses a standardized building emergency plan template created and distributed to school administrators. All principals have been trained and certified in incident command system from the Federal Emergency Management Agency (FEMA).
- During the 2023-24 school year, schools conducted no less than one safety-related drill each month the school was in session, school drills focused on three basic functional threat or hazard responses: shelter-in-place, lockdown and evacuation.
- Narcan is available at all schools.
- All secondary schools have Stop the Bleed kits installed and elementary schools will have the kits in fall of 2024.

Annual training:

- The District provides necessary training as a service to those staff members required to maintain specific levels of proficiency in First Aid, CPR/AED, Narcan, Stop the Bleed and Crisis Intervention. In 2023-24, opioid overdose training was added to the First Aid/CPR/AED training. This training will be added for all attendees at First Aid/CPR/AED training starting Fall of 2024.
- The District provides Run-Hide-Fight training to all school staff at the start of the school year. The training is designed by the Department of Homeland Security.
- Staff in every building are trained in the administration of Narcan including all school nurses, Health Room Specialists and School Security Officers and all BASC site coordinators,
- Ongoing nurse training includes Basic Life Support (BLS).
- District nurses and School Safety Officers participated in Stop the Bleed training and practiced with the tools in the Stop the Bleed kits.
- The District provides, as space permits, additional desired training to staff in First Aid, CPR/AED, Narcan, Stop the Bleed, Youth Mental Health First Aid, and Crisis Intervention.
- The District also works closely with our local first responders to provide staff training and current information related to crisis response.

3.9 Protect confidential information.

Interpretation:

I interpret this to mean that the District must maintain and protect the confidential records and information of all employees.

Evidence of Compliance:

- All personnel records are maintained and protected to the extent of the law and in keeping with collective bargaining agreements. This includes privileged and legal documents, application materials, investigative records, and personnel files.

- Requests for Public Records are handled by the Public Records Officer with guidance from the Assistant Superintendent of Human Resources, the Chief Financial Officer/Chief Operating Officer, and outside counsel as appropriate. During this monitoring period, requested records have been appropriately released according to RCW 42.56.
- Regulation 5260 – *Certificated and Classified Staff Personnel Records* establishes standards for personnel records. Secure storage, both physical and digital, is provided for effective management of personnel records.

3.10 Develop compensation and benefit plans to attract and retain the highest quality employees by compensating employees consistent with the applicable marketplace, including but not limited to organizations of comparable size and type and within available resources.

Interpretation:

I interpret this to mean that the District must maintain a competitive compensation package that will attract and retain highly qualified employees and based on the local market. I further interpret this to mean that in a dynamic financial and labor market we are continuously analyzing all appropriate data on compensation.

Evidence of Compliance:

- The District annually collects negotiated agreements from surrounding districts to study settlement patterns to attract and retain the highest quality employees.
- Comparability studies of employees' compensation are completed periodically and/or during appropriate bargaining cycles. In the 2023-24 school year, this work was completed during the SEIU and Foods Services bargains.
- The District follows state laws RCW 28A.400.200 (Compensation) and RCW 28A.400.280 (Benefits).

3.11 Consistent with the Superintendent's own evaluation, evaluate all employee performance according to their contribution toward achieving the Board's Results policies and their compliance with the Board's Operational Expectations policies.

Interpretation:

I interpret this to mean that employee evaluation methods, tools, processes and procedures are developed and implemented in consideration of the Board's Results and Operational Results policies and must be on file for all employees.

Evidence of Compliance:

- The evaluation standards for certificated classroom teachers are fully aligned with the OSPI approved-Danielson Framework.
- In 2023-24 the District adopted the state-approved, updated Student Growth Goal rubrics. To that end, the District partnered with WEA to train all administrators and all certificated staff on the updated rubrics during the in-service time in August of 2023. Many of our teacher leaders were crucial to the delivery of this important content.
- Classified employees and Administrators (both classified and certificated) are evaluated based on their performance as it corresponds to their job description.
- The evaluation standards for principals are fully aligned with the OSPI-approved AWSP Framework.
- The evaluation standards for certificated support staff, including certificated specialists and Teachers on Special Assignment, are fully aligned with a modified framework based upon Danielson's Framework.
- The District tracks and reviews the completion of all evaluations and the distribution of ratings by employee group.

3.12 Ensure that all staff members are qualified and trained to perform the responsibilities assigned to them in pursuit of achieving the Results.

Interpretation:

I interpret this to mean that prospective staff members must meet the formal qualifications for their positions or possess alternative qualifications deemed acceptable by the professional team recommending employment. Additionally, the District is responsible for providing training as needed by staff to build District capacity in selected skill areas in order to achieve the Board's Results.

Evidence of Compliance:

Leadership qualifications and training:

- All building administrators new to the District receive administrative mentors for their first year. All building administrators who transition to new schools or to a different level within the District receive administrative mentors for one (1) year following the move to the new assignment.
- In 2023-24, the District supported 8 certificated staff through their administrative internships.
- In 2023-24, principals and supervisors were trained in anti-biased hiring practices, Universal Design for Learning and Cultural Competency.
- District leadership provides district and job specific training to certificated staff members on the Learning Improvement Day (LID), non-student days (NSD) during the school year and requires specific training conducted by principals through monthly staff meetings.

Certificated staff qualification and training:

- Under the Washington State Endorsement and Certification Guidelines all of the certificated staff have met the Washington State standards set by the PESB to begin the school year.
- Certificated substitutes have met the Washington standards for endorsement and licensing as set by the PESB.
- During the 2023-24 school year, eight teachers were in the initial National Boards Certification (NBC) process and eight completed. Twenty-two (22) teachers renewed their National Board Certification credential.
 - The district has approximately 172 NBC teachers.
 - The District National Boards program is approved by OSPI and has a state-recognized facilitator. NBC is well aligned with the District initiative to implement the Danielson Framework and State Eight or State Five Criteria.
- New to Profession Academy (NTPA) provides an intensive year-long mentoring program for certificated classroom teachers and certificated support personnel in their first year of work in the District. In 2023-24, Teaching and Learning Services matched 59 mentors to 62 new K-5 teachers and matched 33 mentors to 35 new 6-12 teachers.
 - The NTPA is delivered eight seminars on topics key to instructional mastery and that are hosted at the administration building.
 - In-building mentors for classroom teachers support curricula implementation and instructional support on the grade-level teams and by department mentors who support implementation of program.

Classified qualifications and training:

- Human Resources has two Paraprofessional Professional Learning Coaches. They are charged with training new staff in the multiple modules from the Professional Educator Standards Board (PSEB) to meet paraprofessional certification mandates. The Paraprofessional Learning Coaches mentor and train all new paraprofessionals across the district on appropriate supervision of students, data-

taking, supporting students with challenging behaviors, and how to work with certificated and administrative staff.

- All Paraprofessionals hired in the 2023-24 school year comply with the minimum employment requirements outlined in HB1115.
- The Paraprofessional Learning Coaches continued with the implementation of the Fundamental Course of Study (FCS) and the General Paraeducator Certificate, with 362 completing the FCS twenty-eight (28) hours, 169 completing the General Paraeducator Certificate, 332 completing the twenty (20) hours of the Special Education Subject Matter Certificate and 314 completing the twenty (20) hours of the English Language Learner Subject Matter Certificate as of September 1, 2024.

3.13 Maintain an organizational culture that positively impacts the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support and courtesy.

Interpretation:

I interpret this to require the development and maintenance of a strong, positive District culture characterized by mutual respect, civility, collaboration, and open communication.

Evidence of Compliance:

- District Regulations express high commitment to and expectations for maintaining civil, respectful, collaborative behavior by all members of the school district community. These policies include but not limited to: *Regulation #5282 – Civility; Regulation #5013 - Sexual Harassment Prohibited; Regulation #5014 - Prohibition Against Harassment and Intimidation.*
- The work begun by District staff for the strategic plan in Priority Area 3 “Diverse Talent” should continue to further the work of welcoming, including and retaining high quality staff.
 - In 2023-24, the District supported the attendance of 11 staff at the Puget Sound Educational Service District’s Educators of Color Leadership Community. These staff continued into year two of that commitment.
 - 7 of these staff have volunteered to serve as BIPOC mentors for new staff who identify as staff of color and want a BIPOC mentor.
 - From the Stay Survey, conducted by Human Resources:
 - 83% of certificated staff reported being satisfied (S) or very satisfied (VS) with communication and treatment from their supervisors; this metric was 82% for classified staff
 - 92% of certificated staff reported being satisfied (S) or very satisfied (VS) with treatment by coworkers; this metric was 90% for classified staff
 - 91% of certificated staff reported being satisfied (S) or very satisfied (VS) with teamwork with their colleagues; this metric was 88% for classified staff
- Negotiated contracts specifically protect staff rights and create collaborative structures to ensure their ongoing voice in District decisions.
 - HR actively encouraged the makeup of interview teams to represent many voices, backgrounds and lived experiences, and we encourage these opportunities be made available to staff broadly so that many staff are exposed to the experience of hiring.
- Input structures exist throughout the District to ensure staff voice in decision-making and strong collaboration in all program areas.
- The District’s *Regulation #4220P- Complaints Concerning Staff and Programs* is an important procedural mechanism which fosters honest, open dialog and protects culture while managing complaints and concerns. Most 4220 complaints are handled by Executive Directors. In the 2023-24 school year, the Exec Director of Secondary schools received zero complaints via the 4220 process.

Executive Directors of Elementary schools received seven complaints via the process outlined in 4220/P and while the Executive Directors consulted with Human Resources staff in some of these cases, these complaints did not warrant Human Resources ongoing involvement. Any complaints that indicate staff only concerns or indicate staff misconduct may be handled by Human Resources.

- Human Resources staff mediated one complaint from cert staff about cert staff. Human Resources staff addressed one complaint from an external partner regarding certificated staff behavior and responded to one certificated staff concern that a hiring process may not have been followed with integrity; this claim was determined to be unfounded. Additionally, Human Resources staff managed eight complaints from classified staff about classified staff.

The Superintendent will not:

3.14 Retaliate against any staff member for lawful, non-disruptive expressions of dissent or for initiating a legitimate complaint.

Interpretation:

I interpret this to mean that I will not permit, directly or indirectly, by act or omission, any adverse action against an employee for the lawful and prudent exercise of his/her rights as an employee.

Evidence of Compliance:

No claim of retaliation has been filed through any appeal, grievance process or legal channel by any employee or union acting on behalf of employees during the last twelve (12) months.

3.15 Modify his or her own compensation or benefits.

Interpretation:

I interpret this to mean that I will not modify my compensation or benefits.

Evidence:

I have not modified my compensation or benefits.

Board Approval: September 12, 2024



OE-4 Financial Planning and Budgeting

Policy Type: Operational Expectation

The Board believes that the District's planning and budgeting should be comprehensive, transparent, and part of a long-term plan to achieve the Board's Results for Students. The District should be fiscally responsible and expenditures should be kept within projected revenues.

The Superintendent shall develop and present to the Board a multi-year financial plan that is related directly to the Board's **Results** priorities and **Operational Expectations** goals, and that avoids long-term fiscal jeopardy to the District.

The Superintendent will develop a budget that:

- 4.1 Includes credible projection of revenues and expenses, separation of capital and operational items, cash flow, and disclosure of planning assumptions.
- 4.2 Shows the amount spent in each budget category for the most recently completed fiscal year, the amount budgeted for each category for the current fiscal year and the amount budgeted for the next fiscal year.
- 4.3 Reflects anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increases and benefits.
- 4.4 Is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the **Results** priorities for the year.
- 4.5 Ensures fiscal soundness in future years, including provisions for reasonable contingencies.
- 4.6 Provides necessary information to the Board on matters with significant budgetary impact, allowing the Board adequate time to consider the information presented.
- 4.7 Is based on reasonable consultation with appropriate constituent groups.

The Superintendent will not develop a budget that:

- 4.8 Risks incurring those situations or conditions described as unacceptable in the Board policy OE-5, Financial Administration.
- 4.9 Provides less for Board prerogatives during the year than is set forth in the Board developed budget for GC-9, Cost of Governance.

4.10 Plans for the expenditure in any fiscal year of more funds than are conservatively projected to be available during the year.

December 14, 2005 – Adoption of Policy Governance

December 12, 2019 – Revised

July 11, 2024 – Converted to Coherent Governance

Monitoring Method - Internal report

Monitoring Frequency - Annually

**Issaquah School District
Executive Limitations Monitoring Report**

**EL-4 FINANCIAL PLANNING AND BUDGETING
(Internal Annual Report) August 22, 2024**

The Superintendent certifies that the District is in compliance with EL-4 with no exceptions.

Financial planning for any fiscal year or the remaining part of any fiscal year shall not deviate materially from the Board's Ends priorities, risk fiscal jeopardy, or fail to be derived from a multi-year plan.

Interpretation:

I interpret adequate financial planning to mean a Board-adopted budget that incorporates the following major elements:

- [Board's Budget Development Guidelines \(adopted on 1-11-24\)](#)
- Multi-year financial planning ([4 year levies](#)), multi-year [Capital Bonds](#), 3-to-4-year collective bargaining agreements, review of 2-year biennial legislative budgets as available
- Five-year enrollment projections, 2024-25 [Annual Budget Guide](#)
- Compensation and benefits built on [negotiated agreements](#) and enacted legislative budgets

Evidence of Compliance:

The above-named documents were enacted by the Board, provided to the Board/community, and are fully incorporated into the current (2023-24) and the Draft 2024-25 Budget, which includes a Four-Year Outlook.

- 1. The Superintendent shall not allow budgeting that risks incurring those situations or conditions described as unacceptable in the Board policy entitled "Financial Conditions and Activities."***

Interpretation:

I interpret this to mean that the adopted budget must provide adequate resources to:

- Settle known District obligations (payroll and operating),
- Collect funds owed the District,
- Maintain reserves as set forth by the Board, and

- Ensure sufficient funding to complete building projects in progress.

Evidence of Compliance:

The inspection of all relevant documents from July 1, 2023—June 30, 2024 continue to show compliance with these requirements. Additionally, compliance is [demonstrated by monthly financial reports](#) provided to the Board, as provided in the Draft [2024-25 Budget](#) and the [most recent year-end financial statements](#).

2. *The Superintendent shall not allow budgeting that omits credible projection of revenues and expenses, separation of capital and operational items, cash flow and disclosure of planning assumptions.*

Interpretation:

I interpret this to mean that the budget must be based on reliable planning assumptions that are made transparent to the Board and general public; cash flow must be appropriately managed for timely response to District needs, and the integrity of capital and operational budgets must be maintained.

Evidence of Compliance:

The budget development process contains numerous systems to guarantee reliable revenue/expenditure projections and communicates these to the public. The following documents and processes fulfill this requirement in annual cycles. Projected/actual dates are noted:

- Five-Year enrollment projection ([Annual Budget Guide, 2024-25](#))
- Revenue projections based on enrollment ([Annual Budget Guide, 2024-25](#))
- Compensation and benefit budgets built on [current negotiated agreements](#)
- Distribution of building budgets based on enrollment projections (will be adjusted to actual enrollment on October 1, 2024)
- Public hearings conducted to confirm community values and priorities (ongoing).
- Adoption and implementation of Board Budget Guidelines ([January 2024](#))
- Historical fund balance analysis with monthly reporting ([ongoing reports](#))
- Separation of operational funds from debt service, capital projects, and ASB funds (ongoing reports)
- Maintenance of reserves to cover start-up operating costs associated with opening new schools (as needed) ([certified in year-end financial report – August 31, 2023 and ongoing reports](#))
- Continuous monitoring of enrollment, revenue and expenditure budgets in order to manage any fluctuations from projections ([ongoing reports](#))

- Work with legislators, administrators, staff, and community to create an understanding of the District processes outlined above (ongoing)
- Continued online presence regarding the [budget, finances, and opportunities for community involvement](#).

3. *The Superintendent shall not allow budgeting that provides less for Board prerogatives during the year than is set forth in the Board-developed budget for Cost of Governance.*

Interpretation:

I interpret this to mean that the budget established by the Board must be incorporated into the adopted budget.

Evidence of Compliance:

The Board via discussion and governance policy has provided guidance to the administration regarding a Board Operating Budget for 2024-25. I certify that these identified requirements have been incorporated into the District budget. There may also be physical inspection by the Board of its budget, upon request.

4. *The Superintendent shall not allow budgeting that fails to show the amount spent in each budget category for the most recently completed fiscal year and the amount budgeted for each category for the current fiscal year.*

Interpretation:

I interpret this to mean that the budget (Proposed 2024-25 F-195 Budget) submitted to the Board must show this information in the following categories:

- Summary of Budget (All Funds)
- Summary of Revenues (All Funds)
- Summary of Expenditures by Program (General Fund)
- Summary of Expenditures by Activity (General Fund)
- Summary of Expenditures by Object (General Fund)

Evidence of Compliance:

These comparisons are provided in the [2024-25 Budget](#) submitted for adoption.

5. *The Superintendent shall not allow budgeting that plans for the expenditure in any fiscal year of more funds than are conservatively projected to be available during the year.*

Interpretation:

I interpret this to mean that the budget submitted to the Board must balance revenues and expenditures in a way that meets the Board's targeted goals for reserves.

Evidence of Compliance:

The proposed 2024-25 General Fund Operating Budget targets an unassigned (unreserved) ending fund balance of 3.93% of budgeted expenditures. The budget sets aside \$6,500,000 for future school facilities, \$1,500,000 reserved for unexpended and obligated building funds, \$500,000 restricted for food service carryover, committed amount of \$108,170 for petty cash accounts, \$7,000,000 designated for uninsured risk/inventory pre-paid items (required in accounting standards), \$1,000,000 for board reserve, and \$500,000 for other contingencies. Total equity reserves are projected to decline with an estimated beginning fund balance of \$48,300,114 (12.48% of 2023-24 budgeted expenditures) to an estimated \$41,600,114 (10.17% of 2024-25 operating expenses).

6. *The Superintendent shall not allow budgeting that fails to reflect anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increases and benefits.*

Interpretation:

I interpret this to mean that the budget submitted to the Board must include all anticipated employee compensation costs including any changes resulting from:

- Legislative Action for FY 2024-25
- Local bargaining
- Step increases for education and/or experience
- Performance/Market increases, if applicable
- Health insurance contributions
- Pension contribution costs

Evidence of Compliance:

The budget submitted to the Board for adoption on August 22, 2024 includes all anticipated costs associated with employee compensation. The administration followed the Board's budget development parameters and incorporated the guidelines into the 2024-25 budget. The administration held board retreats, board meeting budget presentations, Cabinet budget reflection meetings, Financial Advisory Core Team meetings, and a [public hearing](#).

7. *The Superintendent shall not allow budgeting that is not in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the Ends priorities for the year.*

Interpretation:

I interpret this to mean that the budget document for any fiscal year will be summarized for ease of understanding and will specifically support the Board's Ends priorities.

Evidence of Compliance:

Along with the [2024-25 annual budget](#) (to be submitted for approval on August 22, 2024), the Administration provided a 2024-25 Annual Budget Guide. This is an updated version of the previous annual Guide to Understanding the Budget. It maintains a summary of the budget in a straightforward narrative and includes simplified charts and tables. These documents directly tie the budget to the [Board's Ends priorities for the District](#).

Board Approval: August 22, 2024

**Issaquah School District
Executive Limitations Monitoring Report**

**EL-5 Actual Financial Condition and Activities
External Annual Report – August 22, 2024**

The Superintendent certifies that the District is in compliance with EL-5 with exception, as underlined below.

With respect to the actual, ongoing financial condition and activities of the District, the Superintendent shall not cause or allow the development of fiscal jeopardy or material deviation of actual expenditures from Board priorities established in Ends policies.

Interpretation:

I interpret this to mean that we will manage the District's program and budget to avoid any risk of fiscal jeopardy or material deviation of budgeted expenditures.

Evidence of Compliance:

The District is not at risk of financial jeopardy as demonstrated by periodic financial reports.

The Board has been provided electronic copies of the [2022-23 Financial Statement and Single Audit Report](#). This report states that the District is accountable for public resources and has complied with applicable state laws, regulations and its own policies, and provided adequate controls over the safeguarding of public assets with exception.

The District received a Federal audit finding related to federal [Child Nutrition Supply Chain Assistance funds](#).

The [2022-23 Accountability Audit Report](#) was released on August 8th, 2024. The report states the District is accountable for public resources and has complied with applicable state laws, regulations and its own policies, and provided adequate controls over the safeguarding of public assets.

Audit standards (SAS 114) require that audit results be directly communicated by the State Auditor's Office to all members of the governing body of the entity. This audit standard adds another line of communication to all members of the governing body, ensuring timely receipt of the annual audit reports.

Board acceptance: August 22, 2024



OE-5 Financial Administration

Policy Type: Operational Expectation

The Board believes in strong financial controls and in providing the community with an accurate, full and transparent accounting of how taxpayer dollars are spent in support of the Issaquah School District.

The Superintendent shall not cause or allow any financial activity or condition that materially deviates from the budget adopted by the Board, cause or allow any fiscal condition that is inconsistent with achieving the Board's **Results** priorities or meeting any **Operational Expectations** goals, or places the long-term financial health of the district in jeopardy.

The Superintendent will:

- 5.1 Settle payroll and legitimate debts in a timely manner.
- 5.2 Follow aggressive bidding procedures which maximize value to the District.
- 5.3 Aggressively pursue receivables after a reasonable grace period.
- 5.4 Maintain an unrestricted reserve fund within the range of **3-7%** of the general fund budget.
- 5.5 Coordinate and cooperate with the financial auditor for an annual audit of all district funds and accounts.
- 5.6 Maintain sufficient reserves for start-up operating costs associated with new schools.
- 5.7 Assure that any purchase is based upon prudent judgment and sound financial practice, including:
 - a. Precaution against conflict of interest
 - b. Comparative prices based on items of similar quality
 - c. Balance between long-term quality and cost.
- 5.8 Keep complete and accurate financial records by funds and accounts in accordance with generally accepted accounting principles.
- 5.9 Publish a financial condition statement annually.

The Superintendent will not:

- 5.10 Allow tax payments or other government ordered payments or filings to be overdue or inaccurately filed.
- 5.11 Use the Board-designated \$1,000,000 emergency reserve fund for any purpose other than emergency capital equipment or facility repair/replacement needs, nor fail to maintain the fund at an adequate level.
- 5.12 Undertake capital building projects without assurance of available funding.
- 5.13 Expend more funds than have been received in the fiscal year unless revenues are made available through other legal means, including the use of fund balances and the Board authorized transfer of funds from reserve funds.
- 5.14 Indebt the organization or create obligations over a longer term than revenues can be safely projected or fail to establish provisions for modifying obligations in the event of revenue loss.
- 5.15 Permanently transfer unencumbered monies from one fund to another.
- 5.16 Receive, process or disburse funds under controls that are insufficient under generally accepted accounting principles.

December 14, 2005 – Adoption of Policy Governance

August 31, 2011 – Monitored, revised

August 27, 2014 – Monitored, revised

December 12, 2019- Revised

July 11, 2024 – Converted to Coherent Governance

Monitoring Method - Internal and External reports

Monitoring Frequency - Semi-annually

- Internal – Annually

- External – Annually in June (upon receipt of state audit report)



OE-5 Financial Administration
Policy Type: Operational Expectation

Annual Monitoring Report (Internal) – September 12, 2024

The Board believes in strong financial controls and in providing the community with an accurate, full and transparent accounting of how taxpayer dollars are spent in support of the Issaquah School District.

The Superintendent certifies that the District is in compliance with OE-5 with an exception, as underlined below.

The Superintendent shall not cause or allow any financial activity or condition that materially deviates from the budget adopted by the Board, cause or allow any fiscal condition that is inconsistent with achieving the Board's Results priorities or meeting any Operational Expectations goals, or places the long-term financial health of the district in jeopardy.

Interpretation:

I interpret this to mean that we will manage the District's program and budget to avoid any risk of fiscal jeopardy or material deviation of actual expenditures from the Board-adopted budget.

Evidence:

The Board has been provided electronic copies of the [2022-23 Financial Statement and Federal Single Audit Report](#). This report states that the District is accountable for public resources and has complied with applicable state laws, regulations and its own policies, and provided adequate controls over the safeguarding of public assets with an exception.

The District received a Federal audit finding related to the [Child Nutrition Supply Chain Assistance funds](#).

The [2022-23 Accountability Audit Report](#) was released on August 8th, 2024. The report states the District is accountable for public resources and has complied with applicable state laws, regulations and its own policies, and provided adequate controls over the safeguarding of public assets.

The Superintendent will:

5.1 Settle payroll and legitimate debts in a timely manner.

Interpretation:

I interpret this to mean that all staff salaries, payroll taxes and benefits shall be processed and paid according to timelines established by law, District regulation and negotiated agreements.

Evidence:

All payroll obligations, including payroll taxes and benefits were processed and paid in a timely manner during the period of July 1, 2023 to June 30, 2024.

Additional Information:

Payroll is processed on a monthly basis and employees are paid on the last “banking day” of the month. Contracts and timesheets submitted by the Human Resources Department and by employees are audited by the Payroll Department to ensure accuracy and appropriate authorization. The payroll process is completed at least three working days in advance of payday to ensure that all employees are paid in a timely manner. Ninety-nine percent of employees are paid by electronic deposit directly to their bank accounts. For staff participating in this process, it has eliminated late payroll checks due to delayed delivery by the postal service. Payment of income tax deductions, social security taxes and retirement taxes are also submitted electronically in order to ensure timeliness.

Payments to vendors are processed weekly in order to ensure timely payment and eligibility for discounts. All invoices are reviewed and audited to verify receipt of goods or services. All payments are separated by General Fund, Capital Projects Fund, Transportation Fund or ASB Fund in order to maintain separation of capital and operational items.

Procedures have been established to ensure compliance with generally accepted accounting principles, District regulation and governmental laws. Internal controls have been implemented to maintain separation of duties, timely depositing/processing, adequate supporting documentation, and adequate review/supervision.

Payments on principal for long-term debt along with accrued interest are processed directly by King County through the Bank of New York in the months of December and June.

5.2 Follow aggressive bidding procedures which maximize value to the District.**Interpretation:**

I interpret this to mean that the District will strictly follow state law and District regulation in regard to purchasing bidding

Evidence:

The District maintained strict compliance with state law and District regulation regarding purchasing and bidding during the period of July 1, 2023 to June 30, 2024.

Additional Information:

The District maintains a very aggressive bidding and purchasing program. The vast majority of District purchases fall under the scope of items purchased under bid. State law and District regulation require that, when the cost of supplies or equipment exceeds \$40,000 or a public works contract exceeds \$100,000, quotes or formal bids will be called for. Supplies and equipment purchases between \$40,000 and \$75,000 require quotations from three different sources. Supplies and equipment purchases exceeding \$75,000 require public notice in a newspaper and formal bids. Public Works projects may also utilize the District’s Small Works Roster. The District also utilizes KCDA, the Washington State

Department of Enterprise Services (DES), the OMNIA purchasing co-op, and other inter-governmental agreements (piggybacking) to ensure we are complying with applicable state bid law and procuring the best product at the best price point.

Both quotation and bid processes allow vendors to bid items of different brands, but of equal quality. The Purchasing Department and Capital Projects Department (for construction-related projects) evaluates the writing of bid specifications to ensure that long-term quality is a criteria included when appropriate. The District works with architects and consultants for assistance in maintaining specifications for high quality and long-life buildings and equipment when there is a cost benefit to doing so.

One function of the Purchasing Department is to safeguard the District against conflict of interest. Staff making purchasing recommendations may not have a personal interest in recommending the award of a contract for materials or services.

Between 95% and 100% of items in the following list are purchased by bid process:

- Office supplies and equipment
- Classroom supplies and equipment
- Computers and peripheral equipment
- Vehicles
- School buses
- Fuel
- Milk
- Bread
- Pizza
- Beverages
- Audio visual equipment
- Yearbooks
- Construction projects
- Major replacement or repairs of roofs, carpets, wall coverings, parking lots, sidewalks, HVAC, etc.

5.3 Aggressively pursue receivables after a reasonable grace period.

Interpretation:

I interpret this to mean that the District will promptly discontinue services being provided for tuition or fees when there is failure to pay. The District makes a reasonable amount of attempts to set-up payment arrangements with a parent or business before turning over to a collection agency.

Evidence:

The District maintained a very prudent collection practice during the time period of July 1, 2023 to June 30, 2024. Customers were contacted immediately when an account became past due. All accounts were turned over to a collection agency if an individual did not make arrangements for payment of the debt. The administration also brings forward uncollected receivables to the Board on an annual basis. In December of 2023, the District via [Resolution 1213](#) removed \$27,373 of uncollectible debt. This is 0.22% of all invoiced revenue for fiscal year 2022-23.

Additional Information:

The District also has several online payment platforms in the areas of [School Age Care](#), [Food Service](#), and building related fees.

The major area generating accounts receivable issues is School Age Care. The uncollectible accounts receivable trend for School Age Care is as follows:

	18-19	19-20	20-21	21-22	22-23
Uncollectible Amount	\$ 11,407	\$ 18,632	\$ 8,652	\$ 10,837	\$ 8,703
Revenue	\$ 10,348,225	\$ 7,251,997	\$ 3,115,767	\$ 7,489,102	\$ 8,065,183
% of Revenue	0.11%	0.26%	0.28%	0.14%	0.11%

5.4 Maintain an unrestricted reserve fund within the range of 3-7% of the general fund budget.**Interpretation:**

I interpret this to mean that the District will maintain an unrestricted reserve fund within the range of 3-7% of the general fund budget.

Evidence:Actual Ending 2022-23

The District's actual total fund balance at the end of fiscal year 2022-23 was [\\$44,440,114](#) with the following *unrestricted undesignated (unassigned)* reserve:

- \$20,526,691 (5.52% of the 2022-23 general fund budget of \$371,610,355)

5.5 Coordinate and cooperate with the financial auditor for an annual audit of all district funds and accounts.**Interpretation**

I interpret this to mean that the District will ensure full cooperation and transparency with the auditors by providing timely access to all necessary documentation, records, and personnel in order to facilitate a thorough and accurate audit of all district funds and accounts. The District will also work to address any findings or recommendations from the audit to maintain compliance with state laws, regulations, and best practices.

Evidence

The District has successfully completed the 2022-23 annual financial audit conducted by the state auditor's office, as documented in the Financial Statement [& Federal Single Audit](#) and [Accountability Audit Reports](#). Regular communication and meetings were held between the district's finance team and the auditors to ensure all inquiries and audit procedures were properly handled. The required financial records, reports, and supporting documentation were provided to the auditors within the prescribed deadlines to facilitate a smooth and timely audit process.

The District received the audit report on August 8th, 2024, which confirmed that the District complied with state laws and regulations regarding financial management, with the exception noted in the Child Nutrition Supply Chain Assistance funds. Auditors recommended the District ensure it retains sufficient documentation to demonstrate that costs charged to the federal program are supported, allowable and comply with program requirements. Specific to this grant, the recommendation was to retain all packing slips for products received. The recommendations from the audit were promptly addressed by the administration, with corrective actions implemented where necessary.

5.6 Maintain sufficient reserves for start-up operating costs associated with new schools.

Interpretation:

I interpret this to mean that the District will maintain sufficient reserves to cover the initial start-up costs of opening a new school. This cost continues on a prorated basis until the District gains a growth in enrollment equal to the housing capacity of the new school.

Evidence:

The District opened Cougar Mountain Middle School and Cedar Trails Elementary in 2021-22. The District maintained the reservation of fund balance for the opening of a new high school of \$6,000,000 in the 2023-24 and 2024-25 budget. This fund balance reservation will increase/decrease depending upon enrollment growth and the timing of the opening of the new facilities.

5.7 Assure that any purchase is based upon prudent judgment and sound financial practice, including:

- a. Precaution against conflict of interest**
- b. Comparative prices based on items of similar quality**
- c. Balance between long-term quality and cost.**

Interpretation

I interpret this to mean that the District will make all purchasing decisions by prioritizing transparency, fairness, and financial responsibility. This includes:

- Ensuring that there are safeguards in place to avoid any potential conflicts of interest in procurement decisions.
- Comparing prices for goods and services from different vendors to ensure the District receives the best value for money, while also ensuring that items of similar quality are assessed.
- Considering not only the immediate cost of purchases but also their long-term value and quality to ensure sustainability and cost-effectiveness over time.

Evidence

The District strictly followed Regulation 6220, which governs purchasing, bids, and contracts, ensuring compliance with state law and District regulations. One function of the Purchasing Department is to safeguard the District against conflict of interest. Staff making purchasing recommendations may not have a personal interest in recommending the award of a contract for materials or services.

The District utilized purchasing cooperatives like KCDA, OMNIA, and the Washington State Department of Enterprise Services (DES) to ensure competitive pricing on bulk orders of supplies, equipment, and services. For larger purchases, the District collaborated with architects, engineers, and consultants to

evaluate bids based not only on price but also on the long-term durability and performance of materials and equipment. For example, the selection of roofing materials and HVAC systems was made with consideration of long-term maintenance and cost savings. A notable example of prudent financial management is seen in curriculum adoption, where significant payment savings were realized by purchasing materials for multiple years at once, reducing long-term costs for the District.

5.8 Keep complete and accurate financial records by funds and accounts in accordance with generally accepted accounting principles.

Interpretation

I interpret this to mean that the District will maintain financial records that are complete, accurate, and organized according to the Washington Office of Superintendent of Public Instruction (OSPI) Accounting Manual for Public School Districts in the State of Washington. This includes ensuring that all financial transactions are properly documented, classified by the appropriate fund or account, and regularly reviewed to ensure compliance with state laws, regulations, and financial reporting standards.

Evidence

The WA State Auditor issued an unmodified opinion of the fair presentation of the District's 2022-23 financial statements in accordance with its regulatory basis of accounting in the 2022-23 Financial Statement Audit.

5.9 Publish a financial condition statement annually.

Interpretation

I interpret this to mean the District's financial condition is assessed annually and reported upon to provide a clear picture of the District's fiscal health.

Evidence

The Washington State Auditor examined the District's financial condition during the 2022-23 Accountability Audit and reviewed the District for indications of financial distress. The audit did not note any indications of financial distress.

The Superintendent will not:

5.10 Allow tax payments or other government ordered payments or filings to be overdue or inaccurately filed.

Interpretation:

I interpret this to mean that all government payments and reports shall be processed within the timelines prescribed.

Evidence:

All government payments and reports were processed and/or paid in a timely manner during the period of July 1, 2023 to June 30, 2024.

Additional Information:

The District has numerous city, county, state and federal reports, grant applications or payments to process. The Finance Department monitors reports and filings that are essential to District operations and/or have funding attached to them. During the last year the District has not lost or jeopardized any funding due to the timeliness or accuracy of these reports. Following is a list of the major required reports or grant applications:

- [Budget \(F195\)](#)
- [Annual Financial Statement \(F196\)](#)
- [Enrollment reporting for funding \(P223 and P223H\)](#)
- [State, federal and private grant applications/claims](#)
- Elementary and Secondary Relief Fund (ESSER) claims
- Payroll reports for taxes and benefits
- Accident and claim reports for insurance purposes

5.11 Use the Board-designated \$1,000,000 emergency reserve fund for any purpose other than emergency capital equipment or facility repair/replacement needs, nor fail to maintain the fund at an adequate level.

Interpretation:

I interpret this to mean that the District will maintain an emergency reserve fund of \$1,000,000 for the purposes of this monitoring period; unless otherwise authorized by the Board.

Evidence:

The District emergency reserve fund is \$1,000,000, as demonstrated by the most recent financial report.

5.12 Undertake capital building projects without assurance of available funding.

Interpretation:

I interpret this to mean that the administration will not recommend that the Board award a bid for a building project without assurance of available funding.

Evidence:

All current building projects have sufficient available funding to complete the projects. Current projects and resources are reflected in the most recent financial report.

Additional Information:

Funding for all projects is determined prior to a bid award. The Board receives monthly [Budget Status Reports](#) detailing current projects and resources. In instances where the District anticipates available funding is inadequate, additional funding is acquired or a plan is put in place prior to a bid award.

5.13 Expend more funds than have been received in the fiscal year unless revenues are made available through other legal means, including the use of fund balances and the authorized transfer of funds from reserve funds.

Interpretation:

I interpret this to mean that the administration will not manage the budget of the District in a manner that causes the depletion of fund balances and reserve funds to a greater degree than the parameters established in #5 of this delineation.

Evidence:

Actual Ending 2022-23

Unrestricted, undesignated (unassigned) reserves at fiscal year-end 2022-23 were within the 3% to 7% target set by the Board and parameters established in #5 of this delineation. The District finished the year with fund balance as a percentage of 2022-23 operating budget (\$371,610,355) as follows:

<i>Unreserved/Unassigned Fund Balance</i>	<i>20,526,691</i>	<i>5.52%</i>
Restricted for Carryover of Food Service Revenue, Other	928,378	0.25%
Emergency Board Reserve	1,000,000	0.27%
Restricted for Inventory/Prepays	7,876,325	2.12%
Building Carryover	1,500,000	0.40%
Reserve for Uninsured Risks	500,000	0.13%
Reserve for Facility Assessments, Future Schools, Other	12,000,000	3.23%
Imprest Cash Reserve	108,720	0.03%
<hr/>		
Total Fund Balance	\$44,440,114	11.95%

Note: All reservations of fund balance are evaluated on an ongoing basis, depending on financial volatility and District needs assessment. Equity reserves are adjusted at fiscal year-end pursuant to the approved budget and final financial statement amounts.

5.14 Indebt the organization or create obligations over a longer term than revenues can be safely projected or fail to establish provisions for modifying obligations in the event of revenue loss.

Interpretation:

I interpret this to mean that the administration will not recommend approval of contracts or other obligations that would draw the District's unrestricted undesignated fund balance below 3%.

Evidence:

All current obligations can be met within parameters of projected revenues.

5.15 Permanently transfer unencumbered monies from one fund to another.

Interpretation:

The District budget is made up of five funds: General, Capital Projects, Debt Service, ASB, and Transportation. I interpret this to mean that, without Board action, the administration will not transfer money from one fund to another in an amount that exceeds the amount authorized in the annual budget.

Evidence:

The District administration has not transferred unencumbered money from one fund to another that exceeds the amount authorized by the Board in the annual budget.

5.16 Receive, process or disburse funds under controls that are insufficient under generally accepted accounting principles.

Interpretation

I interpret this to mean that the District will implement and maintain internal controls that ensure all funds received, processed, or disbursed are managed in accordance with its regulatory basis of accounting. This includes proper documentation, authorization, segregation of duties, and regular reviews to prevent errors, fraud, or mismanagement of District resources.

Evidence

The District received an unmodified opinion on the fair presentation of the District's Financial Statements in accordance with its regulatory basis of accounting, according to the Washington Office of Superintendent of Public Instruction (OSPI) Accounting Manual for Public School Districts in the State of Washington, for the 2022-23 Financial Statement Audit. This includes ensuring that all financial transactions are properly documented, classified by the appropriate fund or account, and regularly reviewed to ensure compliance with state laws, regulations, and financial reporting standards.

Board Approval: 9/12/2024



OE-6 Asset Protection

Policy Type: Operational Expectation

The Board believes that all district assets (buildings, equipment, information/records, and financial assets) should be adequately protected against damage, loss, liability and theft.

The Superintendent shall assure that all district assets are adequately protected, properly maintained, appropriately used and not placed at undue risk.

The Superintendent will:

- 6.1 Insure, to an adequate level, against theft and casualty losses and liability losses to Board members, staff and the organization itself. These protections shall be at least the average for comparable school districts.
- 6.2 Protect intellectual property, information, files and fixed assets from loss or significant damage.
- 6.3 Properly preserve and dispose of all records related to affairs or business of the district.

The Superintendent will not:

- 6.4 Allow unbonded personnel access to material amounts of funds.
- 6.5 Permit facilities and equipment to be subject to improper use or insufficient maintenance.
- 6.6 Unnecessarily expose the organization, its Board or staff to claims of liability.
- 6.7 Receive, process, or disburse funds under controls that are insufficient to meet the state auditor's standards.
- 6.8 Compromise the independence of the Board's audit or other external monitoring or advice. Except as authorized by the Board, the Superintendent will not engage parties already chosen by the Board as consultants or advisers.
- 6.9 Endanger the organization's public image or credibility.
- 6.10 Purchase, lease or sell real estate, including land and buildings.
- 6.11 Permit the disposal of any district property other than property deemed to be obsolete.

December 14, 2005 – Adoption of Policy Governance
December 12, 2019- Revised
July 11, 2024 – Converted to Coherent Governance

Monitoring Method - Internal report
Monitoring Frequency - Annually

**Issaquah School District
Executive Limitations Monitoring Report**

**EL-6 ASSET PROTECTION
Internal Annual Report – August 22, 2024**

The Superintendent certifies that the District is in compliance with EL-6 with an exception, as underlined below.

The Superintendent shall not cause or allow corporate assets to be unprotected, inadequately maintained or unnecessarily risked.

Interpretation:

I interpret corporate assets to include financial assets, real property, facilities, equipment, staff, elected directors, and the District's local and statewide reputation as a quality school district. Evidence is included for each section of this monitoring report.

Further, without limiting the scope of the foregoing by this enumeration:

1. The Superintendent shall not fail to insure to an adequate level against theft and casualty losses and liability losses to Board members, staff and the organization itself. These protections shall be at least the average for comparable school districts.

Interpretation:

I interpret this to mean that insurance coverage must be equal to the average coverage for comparable school districts in the region.

Evidence:

- The Issaquah School District's level of protection is comparable to other districts in the Puget Sound Region and is reviewed annually to ensure adequacy. Issaquah School District is one of 80+ school districts that have formed an inter-local cooperative to provide self-insurance coverage through the [Washington Schools Risk Management Pool](#). Property losses, including theft, are covered on a replacement cost basis, up to \$500 million per occurrence, subject to a \$1,000 deductible.
- The Washington Schools Risk Management Pool provides the District, Board members, employees and volunteers with liability coverage, in course and scope of duty, up to \$15 million per occurrence with no deductible. This includes coverage for Errors & Omissions for Board members in the course and scope of their duties up to a \$15 million per occurrence limit. This coverage is on an *occurrence basis*, meaning that coverage would apply based on when the incident happened, as opposed to when it is reported. This occurrence-based coverage serves the District more effectively than the claims-made coverage offered by the insurance industry.

2. *The Superintendent shall not allow unbonded personnel access to material amounts of funds.*

Interpretation:

I interpret this to mean that no employees shall have access to funds beyond the limits of coverage.

Evidence:

- The District's systems of financial control tightly limit direct access to cash and securities by anyone in the District. All property tax and state funding transactions and more than 100% of federal money transactions are handled directly by the King County Treasurer's Office. Together these sources represent 90+% of all receipts.
- The Washington Schools Risk Management Pool provides a Blanket Liability Endorsement for all District employees in the amount of \$25,000 per occurrence for money and securities crimes. Further, all employees are covered with a \$250,000 Blanket Employee Dishonesty and Faithful Performance Coverage Endorsement.
- Beyond blanket protection, the District specifically bonds the Superintendent, Chief of Finance and Operations, Executive Director of Finance & Budget, Director of Purchasing, and Director of Payroll & Benefits for \$50,000 through The Hartford Company.

3. *The Superintendent shall not subject plant and equipment to improper wear and tear or insufficient maintenance.*

Interpretation:

I interpret this to mean that the District will; (a) carry out a responsible, long-range plan of major critical repairs and preventive maintenance; (b) efficiently complete repair/replacement work orders during the school year submitted, using customer feedback loops to help set priorities and measure satisfaction; and (c) maintain equipment, including school buses, to the extent of safe, useful life as determined by the administration.

Evidence:

- Long-range planning for critical repairs and preventative maintenance involves consideration of projects that can be completed through capital bonds, critical repairs levies, and the annual general fund operating budget.
- A capital bond in the [amount of \\$533.5 million was approved by voters in April of 2016](#). The package provided for new schools, the property for the new buildings, and complete rebuild of one middle school. This also included modernization of six elementary schools and will reduce needed critical repairs and maintenance/replacement of District facilities over time.
- In June 2023, the district provided an [emergency monitoring report for EL-13](#). Preparation for this report included the Capital Projects and Maintenance departments visiting all building and reviewing completed projects to the original 2018 critical repairs levy list of projects. Staff reconstructed a complete 2018 [critical repairs levy project status list](#) based on historical levy documents, expenditures reports, and monthly budget status reports. The Capital Projects Department has been working diligently on completing all remaining 2018 critical

repairs levy items during the 2023-2024 fiscal year. Status reports for the 2022 critical repairs levy projects have also been created with updates provided during regular board meetings and on the [construction website](#).

- For any future capital bonds, the Capital Projects Department will commission a complete assessment of all district buildings using contracted experts. These assessments will be used to create a more robust six to twelve year plan for bond project recommendations, critical repairs, and annual preventative maintenance.
- In 2022, the District passed a Critical Repairs levy. The levy provides ongoing funding for technology and critical repairs projects running from 2023-26. Progress on all capital projects is provided via monthly reports to the Board as part of the Budget Status report, presentations to the Board in open public meeting, and project status updates on the [Capital Projects website](#).
- From December 2023 through February 2024, the district commissioned an extensive facility assessment study on all buildings. The study identified near, intermediate, and long-term facility needs with associated costs. This information was used to inform the work of the [2024 Bond Advisory Committee](#).
- In 2023-24, ten vehicle maintenance technicians completed 3,600 work orders on school buses driven 1,334,334 miles and 77 other District vehicles driven more than 338,765 miles. The Transportation Department's vehicle safety inspections by the State showed results of 100% compliance with State safety standards for the winter inspection and 100% for the summer inspection.
- Preventative maintenance is also addressed through the annual general fund maintenance and custodial budgets. A computerized work order system allows building staff to submit work orders online. The Department plans and schedules preventive maintenance and work order status is tracked electronically. 93+% of the over 4900+ work orders submitted during the monitoring period were completed by a staff of 22 technical tradespeople.
- The Transportation Department uses an electronic database system to manage maintenance of the school bus fleet and District motor pool. The system receives vehicle usage information from drivers when they refuel. The fuel pump operating system updates the data base electronically and alerts the motor pool manager when service is due. School buses are inspected and serviced every 1,500 miles and other vehicles are inspected and serviced every 3,000 miles.
- We employ a grounds crew of 17 people to maintain nearly 500+ acres.

4. The Superintendent shall not unnecessarily expose the organization, its Board or staff to claims of liability.

Interpretation:

I interpret this to mean that the District shall: (a) conduct background checks when hiring; (b) investigate reports of staff or volunteer conduct that represent inappropriate risk, and respond appropriately; (b) maintain facilities to limit liability exposure; (b) provide risk management training to staff in order to limit liability exposure; (c) identify safe walkways for students and plan District services accordingly; and (d) identify and limit or eliminate risk exposures related to student activities.

Evidence:

- The District conducts background checks on all new employees, including fingerprinting and review by the Washington State Patrol for criminal history.
- Administrators who have been trained to investigate alleged misconduct systematically follow-up on all such reports; follow-up action is determined in consultation with the Superintendent and/or Cabinet supervisor and legal counsel.
- The District provides a coordinated risk management program through the [Washington Schools Risk Management Pool](#), including risk assessment and appropriate staff training. Risk assessment and reduction is a major responsibility for each Department or Program Director/Supervisor. This includes special emphasis on walking surfaces and the operation of playgrounds and parking lots, which represent broad risk exposure. Specific examples of staff training provided to limit liability exposure includes but is not limited to:
 - Athletic Liability for Coaches
 - Blood-Borne Pathogens
 - Bus Accident Investigation Training
 - CPR
 - Chemical Materials Handling and Disposal
 - Crossing Guard Training
 - Cultural Diversity Training
 - Cyber Bullying
 - Defibrillator Use
 - Driver Training for School Bus Drivers
 - Employment Liability Training
 - Fall Restraint Training
 - First Aid Training
 - Financial Internal Controls/Legal Requirements
 - Fork Lift Use Certification
 - Fall Hazard Protection
 - Gender Inclusive Schools
 - Lift Training
 - Harassment, Intimidation & Bullying
 - Hazardous Material Handling

- Hearing Loss Prevention
 - Pesticide Application/Certification
 - School Safety Patrol Training
 - School Security Officer Training
 - Sexual Harassment Training
 - Student Supervision Expectations
 - Use of Personal Protection Equipment
 - Run, Hide and Fight
- The Transportation Department identifies safe walking routes for students and recommends crossing guard services for high traffic areas that present major safety concerns.
 - The District routinely works with legal counsel, Washington Schools Risk Management Pool, and the State Auditor's Office to identify problem areas that require improved systems of internal control and/or supervision.

5. Receive, process, or disburse funds under controls that are insufficient to meet the state auditor's standards.

Interpretation:

I interpret this to mean that District operation shall be consistent with Washington State Audit standards for accountability of public resources, legal and financial management requirements.

Evidence:

- The District is audited annually by the Washington State Auditor's Office. The areas examined are those representing the highest risk of noncompliance, misappropriation or misuse. Other areas are audited on a rotating basis over the course of several years. The following areas were examined for the September 1, 2022 through August 31, 2023 school year financial statement audit:

Financial Management Compliance

- Associated Student Body activities
- Use of restricted funds
- Compliance with supplemental contracts for enrichment activities
- Open public meetings
- Financial condition

Major Federal Programs

- 10.553 Child Nutrition Cluster – School Breakfast Program
- 10.555 Child Nutrition Cluster - National School Lunch Program
- 84.027 Special Education Cluster (IDEA) – Special Education Grants to States
- 84.027 COVID-19 Special Education Cluster (IDEA) – Special Education Grants to States
- 84.173 Special Education Cluster (IDEA) – Special Education Preschool Grants

- 84.173 COVID-19 Special Education Cluster (IDEA) – Special Education Preschool Grants
- The State Auditor issued an unmodified opinion on the District’s financial statements.
- This report states that the District is accountable for public resources and has complied with applicable state laws, regulations and its own policies, and provided adequate controls over the safeguarding of public assets with exception, for underlined below.
 - The District received a Federal audit finding related to the [Child Nutrition Supply Chain Assistance funds](#).

6. The Superintendent shall not compromise the independence of the Board’s audit or other external monitoring or advice. Except as authorized by the Board, engaging parties already chosen by the Board as consultants or advisers is unacceptable.

Interpretation:

I interpret this executive limitation to mean that the administration may not contract with the State Auditor for purposes other than those defined by the Board of Directors or State legislature.

Evidence:

The District has not engaged the Washington State Auditor for any services other than those defined by the Board of Directors and State Legislature. The audit standard of [SAS 114](#) also ensures direct communication to the Board of Directors. This standard requires direct communication of audit results and process to the governance body of the district.

7. The Superintendent shall not endanger the organization’s public image, credibility, or its ability to accomplish Ends.

Interpretation:

I interpret this to mean that District management demonstrates to the public (a) a high-quality educational program, (b) sound resource management, and (c) overall staff conduct that is legal, ethical, and prudent as related to job performance.

Evidence:

- Student achievement reporting continues to show high overall performance and student growth, reflecting quality programs at all levels throughout the District.
- Sound resource management is reflected in all of the following:
 - The 2024-25 budget successfully responds to Board parameters, reflects community values, and provides for all multi-year labor contracts.

- Revenue enhancement goals and action plans continually move forward, including collaborative work with education partners, the Issaquah Schools Foundation, the School Alliance and the Puget Sound Schools' Coalition.
- In April of 2016 the District passed a \$533.5 million bond issue.
- In April of 2022 the District passed three levy measures.
- Appropriate staff conduct is ensured through supervision, mentorship, daily support, consultation with legal, financial, and other expert advisors, and corrective action as necessary.
- All of the following are current avenues of communication that help to foster broad-based knowledge, credibility, confidence, and ability to accomplish the Ends:
 - School Site Councils
 - Website communications, including intranet communications for staff
 - FOCUS publication
 - District Emergency Information publications
 - District calendar
 - School newsletters
 - ISD Facebook Account
 - ISD X (formerly Twitter) Account
 - You Tube Account
 - Vimeo Video Account
 - Enews System
 - School Messenger System
 - Flash Alert Bussing/Transportation Messaging System
 - ISD Mobile Device Application
 - Superintendent or designee participation:
 - Issaquah Schools Foundation Board
 - Chamber of Commerce
 - Rotary
 - Kiwanis Club of Issaquah
 - National/Statewide education leadership and presentations
 - Monthly meetings of the Superintendent with:
 - PTSA Council Co-Presidents
 - PTSA Council
 - IEA leadership
 - Center for Collaborative Support (Tahoma, Snoqualmie Valley, Riverview and Issaquah)

8. The Superintendent shall not fail to plan for continuity of leadership.

Interpretation:

I interpret this to mean that administrative planning should generally provide for continuity of leadership in administrative assignments. Administrative planning must, therefore, include: (a) general encouragement and support of qualified employees seeking career progression; (b) selection of administrators, in part, for long-term growth potential; (c) effective mentorship at all levels of administration; (d) assignment of extra and temporary duties to help develop individuals for career progression; (d) invitational opportunities for administrators and interns that foster professional growth, and (e) transitional support for administrators new to their positions.

Evidence:

- All administrators with new responsibilities have been provided transitional support.
- All new building administrators are assigned a mentor with successful experience in a similar position.
- The District routinely seeks interested staff members for state-funded internship positions.
- Each year, Cabinet members individually provide orientations and support interns in understanding various administrative skills and functions.

9. The Superintendent shall not name or rename schools or mascots.

Interpretation:

Because it is not within the purview of staff to name or rename schools or mascots, I interpret this to mean that recommendations by staff, incorporating input from students and community, will be presented to the Board for approval.

Evidence:

During the period of this report no schools or mascots were named by the Superintendent.

10. The Superintendent shall not fail to protect intellectual property, information, files and fixed assets from loss or significant damage.

Interpretation:

I interpret this to mean that copyrighted intellectual property must be protected against infringement. Information assets and files must be protected from damage or loss, and fixed assets must be adequately secured and insured.

Evidence:

At this time, the Issaquah School District does not have copyrighted intellectual property. We have firewall and virus protection for our computers and software systems. All of our financial and student records systems reside on computers at WSIPC and are backed up daily. Administrative files

in the Central Office are backed up daily. Data backup at both WSIPC and the Central Office is stored off-site or in fireproof locations in separate buildings.

11. The Superintendent shall not acquire, encumber or dispose of real property.

Interpretation:

Because it is not within the purview of staff to acquire or dispose of real property, I interpret this to mean that the acquiring, long-term leasing or disposal of real property will be presented to the Board for approval.

Evidence:

For the 2023-24 school year, all purchases/sale of long-term leases or disposal of real property have been presented to and authorized by the Board.

12. The Superintendent shall not fail to properly preserve and dispose of all records related to affairs or business of the district.

Interpretation:

I interpret this to mean that all District documents will be retained according to the schedule established by the Division of Archives and Records Management of the State of Washington. Disposition of all confidential and/or sensitive materials will be accomplished by shredding.

Evidence:

I certify that District records are being maintained according to the schedule established by the Secretary of State with no exception. I do certify that all confidential or sensitive materials are shredded at time of disposal as the District provides secure shredding bins at all locations and contracts with a secure mobile shredding company for annual disposition of materials housed at central archives.

Board Approval: 8/22/2024



OE-7 Emergency Superintendent Succession

Policy Type: Operational Expectation

The Board believes that continuity of district leadership is vital to ongoing operations.

In order to protect the Board from the sudden loss of Superintendent services, the Superintendent shall have no fewer than two other executives sufficiently familiar with the Board's governance process and District/Superintendent issues and processes to enable either to assume Superintendent responsibilities on an emergency basis.

December 14, 2005 – Adoption of Policy Governance

December 12, 2019 - Revised

July 11, 2024 – Converted to Coherent Governance

Monitoring Method - Internal report

Monitoring Frequency - Annually



OE-7 Emergency Superintendent Succession

Policy Type: Operational Expectation

Annual Monitoring Report - September 12, 2024

The Board believes that continuity of district leadership is vital to ongoing operations.

The Superintendent certifies that the District is in compliance with OE-7 with no exceptions.

In order to protect the Board from the sudden loss of Superintendent services, the Superintendent shall have no fewer than two other executives sufficiently familiar with the Board's governance process and District/Superintendent issues and processes to enable either to assume Superintendent responsibilities on an emergency basis.

Interpretation

I interpret this policy to require the identification and preparation of at least two current executives to manage essential school district functions and urgent matters temporarily in the loss of or gap in Superintendent services. Two or more executive-level administrators will be prepared to temporarily fulfill the duties and responsibilities of the Superintendent including the support of the Cabinet and the Board.

This interpretation excludes long-term planning, decision-making about the organizational structure, expectations of the Superintendent's office currently in effect, and the Superintendent's professional roles outside the District, including relationships with government agencies and elected officials, community partners, Puget Sound Educational Service District (PSESD), Office of Superintendent of Public Instruction (OSPI) and Washington Association of School Administrators (WASA).

I further interpret this to mean there are systems and structures in place, and appropriate documentation and clear roles, support functions and responsibilities for Board processes and Cabinet protocols to transition duties temporarily.

Evidence of Compliance

The organizational structure divided the work of the District across the following groups for the 2023-24 school year:

- Academic and Student Success (inclusive of Special Services, and Teaching and Learning Services, and Schools)
- Business, Finance and Operations (inclusive of Capital Projects, Facilities, Nutrition Services, Safety and Security, and Technology)
- Communications and Digital Media

- Equity, Belonging and Family Partnership (inclusive of Counseling and VOICE Mentor Program)
- Human Resources

The Chief Financial Officer/Chief Operating Officer, Chief Academic and Student Success Officer, Assistant Superintendent of Human Resources, and Senior Advisory and Strategy Lead are sufficiently familiar and experienced with Board and Superintendent relations and processes, including managing Board meetings in accordance with the Open Public Meetings Act (OPMA) of the State of Washington.

I met weekly with this group to stay informed about Board and Superintendent issues. During any nonwork or sick days, I communicated to the Board and Cabinet about the assignment and rotation of who is responsible on-site and in-person during my absence.

Cabinet team members served as the District's first team and engaged in weekly meetings, school visits and retreats for the purpose of providing leadership and supervision to all administrators and staff. In addition, Cabinet ensured collaboration, communication and overall cohesion around District priorities and the strategic plan. Cabinet team members have knowledge of essential matters across the District and are supported by the Superintendent's Executive Assistant and Administrative Assistant team for calendar coordination, preparation for agenda items for upcoming Board meetings, archival of information and document retrieval related to past Board meetings. This team receives the semi-weekly Friday updates from the Superintendent to the Board. Cabinet team members work directly with and contribute to the following essential functions of the Superintendent:

- Support to the Board of Directors, including the preparation of materials for Board meetings, retreats and work studies.
- Attendance at every Board meeting is expected, unless excused by the Superintendent.
- Follow-up from Board meetings.
- Monitoring and implementation planning for Ends and Executive Limitations and related requirements of Policy Governance.

Board Approval: 9/12/2024



OE-8 Communication and Support to the Board

Policy Type: Operational Expectation

The Board believes that District Administration should be fully transparent with the School Board and keep the Board informed of all significant issues relating to the District. We value an open and effective relationship between the Superintendent and the Board as a whole.

The Superintendent shall assure that the Board is fully supported and adequately informed about matters relating to Board work and significant district concerns.

The Superintendent will:

- 8.1 Submit required monitoring data (BSR-5, Monitoring Superintendent Performance) in a timely, accurate, understandable, non-defensive and unbiased fashion, directly addressing provisions of Board policies being monitored and justifying his/her interpretation.
- 8.2 Report in a timely manner an actual or anticipated noncompliance with any policy of the Board.
- 8.3 Submit decision information required periodically by the Board and inform the Board of relevant trends.
- 8.4 Advise the Board of any incidental information it requires, including anticipated media coverage, threatened or pending claims or lawsuits and material internal changes.
- 8.5 Advise the Board if, in the Superintendent's opinion, the Board or any of its members are not in compliance with its own policies on **Governance Culture** or **Board Superintendent Relationship**, particularly in the case of Board or Board member behavior that is detrimental to the working relationship between the Board and the Superintendent.
- 8.6 Provide a workable mechanism for official Board, Board officer, or Board committee communications.
- 8.7 Deal with the Board as a whole, even when fulfilling individual requests for information.
- 8.8 Supply for the Board's consent agenda, along with applicable monitoring information, all decisions delegated to the Superintendent yet required by law, regulation, or contract to be Board-approved.

- 8.9 Advise the Board of significant transfers of money within funds or other changes substantially affecting the district's financial condition.
- 8.10 Establish a procedure for informing the Board in a timely manner of the administrative disposition of complaints presented to the Superintendent by the Board.
- 8.11 Inform the Board in advance of any deletions of, additions to or significant modifications to any instructional programs.
- 8.12 Inform the Board of any significant changes in District Regulations, either deletions, additions or amendments.
- 8.13 Provide support and/or information necessary for the Board to perform its advocacy and community engagement role.

The Superintendent will not:

- 8.14 Present information in unnecessarily complex or lengthy form or in a form that fails to differentiate among information of three types: monitoring, decision preparation, and incidental.

December 14, 2005 – Adoption of Policy Governance
September 14, 2016 – Revised
December 12, 2019 – Revised
July 11, 2024 – Converted to Coherent Governance

Monitoring Method - Internal report
Monitoring Frequency - Annually



OE-8 Communication and Support to the Board

Policy Type: Operational Expectation

Annual Monitoring Report – September 12, 2024

The Board believes that District Administration should be fully transparent with the School Board and keep the Board informed of all significant issues relating to the District. We value an open and effective relationship between the Superintendent and the Board as a whole.

The Superintendent certifies that the District is in compliance with OE-8 with an exception, as underlined below.

The Superintendent shall assure that the Board is fully supported and adequately informed about matters relating to Board work and significant district concerns.

GENERAL INTREPRETATION

I interpret this to mean that I will provide information for Board discussion, action and monitoring of the Operational Expectations and Results conducted at public Board meetings, work studies and retreats.

Evidence of Compliance

- I ensure all information and support of Board meetings, the fulfillment of Board legal requirements, Board decision-making information and documentation, Board committee work and materials, Board official documentation and records, Board webpage on the district website and communications, calendars, workflow, and meeting logistics have been prepared and submitted in accordance with Open Public Meetings Act (OPMA) and all Washington state codes and laws.
- The District ensures the Board and Superintendent attend (OPMA) and Public Records Act (PRA) training. Previously, this was provided and attended by all Directors and the Superintendent on 8/23/2022. With new Board members and support staff to the Board, this training occurred at the WSSDA Annual Conference in Bellevue, WA on 11/16/2023. The next year the full Board needs to complete OPMA and PRA training is in the fall of 2026.
- The Superintendent and Superintendent's Cabinet work together to make sure the Board is informed and updated regularly through email, phone calls and meetings.
- The Board was provided with frequent budget updates in preparation for Board meetings.
- In 2023-2024, significant information was provided about the work of the Bond Advisory Committee to support the Superintendent's recommendation to the Board, and the Board resolution for a bond initiative slated for 11/5/2024.

- Executive sessions were utilized to update the Board on pending litigation, personnel matters or union negotiations.

The Superintendent will:

8.1 Submit required monitoring data (BSR-4 Delegation to the Superintendent) in a timely, accurate, understandable, non-defensive and unbiased fashion, directly addressing provisions of Board policies being monitored and justifying his/her interpretation.

Interpretation

I interpret this to mean that I will submit all monitoring reports and data with reasonable allowance for emergencies, available data and capacity, and unforeseen circumstances. Further, all data, information, and Board materials will be presented clearly and concisely in support and include relevant context or reference to the feedback provided in the prior year.

Evidence of Compliance

- All monitoring reports were submitted for the 2023-2024 school year with the exception of reports that relied on the audit – for example EL-5 (External).
- Work studies were held on all Ends and several Executive Limitations during the 2023-2024 school year. Monitoring reports are available and archived on the District’s website.

8.2 Report in a timely manner an actual or anticipated noncompliance with any policy of the Board.

Interpretation

I interpret this to mean that any actual or anticipated noncompliance with a Board policy will be disclosed to the Board when it happens or in anticipation of when it may happen. Any noncompliance will be noted in the relevant monitoring report with a proposed plan to address such noncompliance.

Evidence of Compliance

- I notified the Board of updates through written emails, meetings and phone calls.
- All 2023-2024 monitoring reports put forward to the Board were approved by the Board.

8.3 Submit decision information required periodically by the Board and inform the Board of relevant trends.

Interpretation

I interpret this to mean that I will provide information and data required for Board decision and action. In addition, I interpret this to mean that I will provide updates to the Board about trends in public education on a local and national level, innovative ideas for district operations, trends within and across District schools, and on evidence-based practices in support of student learning and well-being.

Evidence of Compliance

- Regular meeting agenda items included capital projects updates, bond updates, secondary innovation and budget updates.
- Enrollment data was provided monthly via emailed P223 data by location, grade level, and elementary class size.
- District and school level data was provided to the school board, including SBA results, School Improvement Plan data dashboard, and during Results and Operational Expectations monitoring, specifically Results 2.
- The Superintendent provided an opportunity for the Board in April 2024 to attend ASU+GSV to engage in learning about education technology and Artificial Intelligence (AI) in education. The conference registration was fully sponsored by the organizers.

8.4 Advise the Board of any incidental information it requires, including anticipated media coverage, threatened or pending claims or lawsuits and material internal changes.

Interpretation

Whenever possible, I interpret this to mean that I will keep the Board informed of essential and relevant information related to media coverage, pending and/or current litigation and organizational responsibilities. The Superintendent may provide incidental information as agreed upon by the Board and Superintendent in written form. The Board will clarify in advance what information the entire Board requires.

Evidence of Compliance

- My routine communications (Superintendent Friday Updates, emails, texts, phone calls, etc.) to the Board were designed to meet the “no surprises” standard as it relates to litigation, personnel matters of a sensitive nature, significant personnel changes, matters likely to result in significant media coverage, student safety and welfare, changes to regulations and procedures, and calendar of events and commitments, to name a few. Major topics last year included AI-generated images, student safety, prayer club, Echo Glen and student walkouts.
- Personnel who support this effort to keep the Board informed include the Executive Assistant, Executive Director of Communications, members of the Cabinet, and occasionally other members of the administration. Regular updates and emails document this information flow.
- Changes to the Superintendent’s Cabinet and administrative positions were shared with the Board.
- The Board met in executive session several times during the 2023-24 school year related to threatened or pending claims or lawsuits.

8.5 Advise the Board if, in the Superintendent’s opinion, the Board or any of its members are not in compliance with its own policies on Governance Culture or Board Superintendent Relationship, particularly in the case of Board or Board member behavior that is detrimental to the working relationship between the Board and the Superintendent.

Interpretation

I interpret this to mean that I will communicate directly about any noncompliance by the Board or individual Board members directly to the full Board or to individual Board members, as needed.

Evidence of Compliance

- There were regular conversations that included feedback and two evaluation conversations to sustain a positive working relationship between the Board and the Superintendent.
- I requested ongoing feedback about individual communication preferences.

8.6 Provide a workable mechanism for official Board, Board officer, or Board committee communications.

Interpretation

I interpret this to mean that there are effective systems and structures established to support the Board, the Board President and any committee communications.

Evidence of Compliance

- The Superintendent and Board President held regular communication by phone, email and in-person. The Board President and Immediate Past President held agenda planning meetings to ensure board meetings, retreats and work studies were well planned and productive, and to discuss any feedback.
- The Board has procedures to receive all emails sent to the Board and to their individual District accounts. The Board publicly reports out on these emails during Announcements and Correspondence at board meetings and correspondence is recorded in the minutes.
- The Superintendent and team provided numerous opportunities for the board to engage via work studies, board meetings, and retreats. Thirteen work studies were held over the 2023-2024 school year.
- Zoom options were provided for work study sessions, executive sessions and regular Board meetings when individuals could not be present at meetings in person or needed to attend portions of the meeting.
- A system for follow up to Board requests was implemented to track requests and share follow up actions and/or timelines.
- The Board receives numerous informal updates about district operations and highlights via email.

8.7 Deal with the Board as a whole, even when fulfilling individual requests for information.

Interpretation

Five individual elected board members comprise “the Board.” I interpret this to mean that if one Board member requests information, it shall be provided to all Board members as appropriate. I further interpret this to mean requests or inquiries from one Board member shall not be treated as a directive from the Board but redirected to the Board for consideration. However, when “the Board” has decided to direct the Superintendent, it shall become the work of the Superintendent to comply and accomplish the directive.

Evidence

Upon direction from the Board as a whole, information and materials are provided and distributed electronically in the same way, at the same time, to all members. Most of these are provided with Friday Updates, and supported by email as requests are made or responses are provided.

8.8 Supply for the Board’s consent agenda, along with applicable monitoring information, all decisions delegated to the Superintendent yet required by law, regulation, or contract to be Board approved.

Interpretation

I interpret this to mean that the District will include consent agenda items that fulfill the Board’s legal, contractual and regulatory responsibilities. I also interpret this to mean that if the Superintendent complies with all Board policies, they are free to lead the District as stated in [Board-Superintendent Relationship - BSR 4](#).

Evidence of Compliance

- When Board approval is required on items including, but not limited to: administrative policies, personnel actions, and contracts, those items are put on the consent agenda for board approval. Background information on those items was provided to the Board in advance of board meetings.

8.9 Advise the Board of significant transfers of money within funds or other changes substantially affecting the district’s financial condition.

Interpretation

I interpret this to mean that the District will notify or advise the Board of significant transfers of money. The District will also provide the Board with a monthly financial status report and other financial documents as appropriate. The monthly budget status reports will be regularly included on the Consent Agenda.

Evidence of Compliance

- Budget status reports were provided monthly in an expanded format from the previous year. This provided additional financial information by fund and specifically by Capital Projects.

8.10 Establish a procedure for informing the Board in a timely manner of the administrative disposition of complaints presented to the Superintendent by the Board.

Interpretation

I interpret this to mean that the District informs the Board of the handling of community concerns and complaints.

Evidence of Compliance

Concerns and complaints come in several forms and through a variety of forms. Formally, anyone may submit a complaint utilizing District Regulation 4220 and 4220P and submission template. Six complaints were submitted based on data collected by the Executive Directors of schools during the 2023-2024 school year. Below is an approximate distribution of these complaints over the past five years (and will be updated next year for past three years, per Board feedback last year):

District Regulation 4220 Complaints Received (July 1-June 30)					
2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
6	4	0	0	0	0

For overall questions and concerns at a school level, families can see a flow chart for how to resolve issues, questions and concerns through the following website pathway “About Us --> Contact Us --> Issues, Questions or Concerns” and this [hyperlink](#). This is also easily available by each school website pathway “XX School Website --> Families & Community --> Issues, Questions or Concerns”. Please see the [Apollo website](#) as an example.

Informally, complaints or concerns are also raised by email and phone calls. The School Board receives these emails and emails receive an auto-response. The School Board also receives the email response or resolution, if applicable, and the collection of correspondence for board meetings.

The District has a section at the top of all website pages for “Safety Concern” and constituents can report a “Safety Concern Tip” or a “Harassment, Bullying or Intimidation Report.” The “Safety Concern Tip” uses the the Vector Alert Tip Reporting system to allow for quick, easy and anonymous reports of concerns in the district and can be reported via text message, email or the website. Every tip that we can follow up on based on information provided or requested is logged and routed to the appropriate district administrator. The [safety concern tab](#) is located at the top of the main page of the district website. Last year, the district received 143 Vector Safety Concerns and 121 HIB Reports via Qualtrics form.

Additional evidence is represented in the annual monitoring of Operational Expectations “OE-3 Personnel Administration” and “OE-11 Discipline”.

8.11 Inform the Board in advance of any deletions of, additions to or significant modifications to any instructional programs.

Interpretation

I interpret this to mean that the District informs the Board of significant instructional and curriculum changes in the District.

Evidence of Compliance

- Used board communications such as work studies, works in progress and Friday Updates to keep the board apprised of decisions regarding educational programming such resumption of curriculum adoptions and additions of intervention programs.
- All district course adoptions followed the adoption procedure including submission for board approval.
- At the 9/28/23 Board meeting, the District presented the changes for a universal screener for Social Emotional Learning from the BIESY and SDQ to SAEBRs and mySAEBRS for 2023-2024.
- In the spring, notification to the Board about the replacement of gymnastics with badminton and flag football.
- Exception: As a follow up to the March Board Retreat, the acceleration of the implementation plan for Executive Limitation 12 (EL-12 Learning Environment) led to proposed changes for grading that were significant. Insufficient communication to the Board about district planning and proposals, and the plan to engage with staff resulted in the Board not having current or complete information on this topic.

8.12 Inform the Board of any significant changes in District Regulations, either deletions, additions or amendments.

Interpretation

I interpret this to mean that the District informs the Board of significant changes to District Regulations. I further interpret this to mean that the Board wants to be in the communication loop and that we honor the “no surprise” rule.

Evidence of Compliance

- Updates for regulations are emailed or included in Friday Updates to the Board. This practice started in September 2023.

8.13 Provide support and/or information necessary for the Board to perform its advocacy and community engagement role.

Interpretation

I interpret this to mean that the I, or a delegate, provide information, respond to requests for information, attend events with the Board, and support logistics for Board members to advocate and engage with the community.

Evidence of Compliance

This language was added and approved in July 2024, and evidence will be included in the monitoring report for the 2024-2025 school year. However, last year, the Board conducted listening sessions over breakfast and support was provided to the Board for these sessions.

The Superintendent will not:

8.14 Present information in unnecessarily complex or lengthy form or in a form that fails to differentiate among information of three types: monitoring, decision preparation and incidental.

Interpretation

I interpret this to mean that all presentations will be relevant, concise, clear and coherent, and differentiated for three types of information.

Evidence of Compliance

- The Superintendent supported Administrators in providing presentations at Board meetings and focused on keeping works in progress updates concise and under fifteen minutes.
- The Superintendent was provided with feedback after meetings, work studies and retreats on presentations and prepared materials by Board members and adjusted accordingly.
- Ends and Executive Limitations monitoring reports continue to be modified to be more concise and framed with big picture evidence, supported by fewer but more meaningful data points and details, and with hyperlinks to data sources.
- Each year the Board receives a copy of the school year's Guide to Understanding the Budget.

Board approval: 9/12/2024



OE-9 Communicating with the Public
Policy Type: Operational Expectation

Annual Monitoring Report for School Year 2023-2024 – January 16, 2025

The Board believes that the school district community should be well-informed of student performance and the financial condition of the district. Information should be communicated in a clear and easy-to-understand format.

The Superintendent certifies that the district is in compliance with OE-9 without exception.

The Superintendent shall ensure that the community is informed about the condition of the district and is engaged in defining and supporting its direction.

The Superintendent will:

9.1 Ensure the timely flow of information, appropriate input, and strategic two-way communication between the district and the community that builds understanding and support for district efforts.

Interpretation:

I interpret this to mean that the district is intentional, timely and responsive in the sharing of information with the community about key district efforts. The district seeks input at appropriate times and for appropriate topics, and there is follow-up and communication about the feedback and input provided, and how feedback is, or is not, being used.

Proposed and Sample Evidence:

This Operational Expectation was updated in July 2024 and evidence for next year's monitoring report could include efforts to support the 2024 School Modernization & Construction Bond, the 2025 School Bond which includes the use of Thought Exchanges, the publication of the work on empathy interviews and community listening sessions.

For the 2023-24 school year, the district used a variety of traditional and digital communication channels to ensure the timely flow of information and opportunities for two-way communication. The primary set of activities included empathy interviews and engagement on three core topics: secondary innovation, equity-based budgeting and the Bond Advisory Committee. Much of this effort was driven by the strategic plan's priority area focus on engagement.

In addition, the district engaged in two-way communication to foster understanding and support for district initiatives through its "Family Advisory Group" through the Equity Department. This group comprises culturally, linguistically, and religiously diverse community members representing various feeder patterns within the district. The group serves as a bridge between the community and the district, providing valuable input on district programs and sharing their lived experiences with these initiatives.

District departments were invited to present their programs to the Family Advisory Group, which offered feedback and suggestions, and raised concerns to ensure the programs meet the needs of all students and

families. For instance, last year, the Family Advisory Group provided input on critical topics such as the Strategic Plan, the November 2024 Bond, Elementary Report Card revisions, and Harassment, Intimidation, and Bullying (HIB) initiatives.

9.2 Maintain family engagement that recognizes the needs of our diverse students and ensures active participation of students' families.

Interpretation:

I interpret this to mean that the district ensures that communications are tailored and incorporate the preferred languages and cultures of our families to encourage active participation across all demographics.

Proposed and Sample Evidence:

This Operational Expectation was updated in July 2024 and evidence for next year's monitoring report could include efforts to increase participation and partnership with cultural brokers.

For the 2023-24 school year, the family partnership team hosted a variety of family information nights, the district worked in partnership with the PTSA Council, the district hired its first Language Access Coordinator and planned the district's first Back-to-School Resource Fair, which was hosted at the beginning of the 2024-25 school year.

The Language Access Coordinator, funded via the Language Access Grant, was introduced in February 2024 to provide equitable communication to better support Limited English Proficient (LEP) families. Key achievements include implementing the district's Language Access Plan to provide resources to support more than 90 languages spoken in the district, training staff and promoting culturally responsive practices. Future efforts will focus on regulatory compliance and training, providing translation devices and increasing support at the school level, and fostering stronger community connections.

[The Family Partnership Team's family information nights](#) are designed and based on feedback from the Family Partnership Advisory group and from Parent Panels held in the schools. Families new to the U.S. public schools have shared that they have many questions and experience confusion in understanding the basic policies, procedures and systems in schools since it is all so unfamiliar. Based on that feedback, the Equity Department team designed the "Tips and Resources for New Families" information event. We presented these sessions for elementary, middle and high school so they focused on the practices and key differences in each of these systems. Topics such as lunch, transportation, communications with school, school calendar, role of school counselors and other key staff are covered.

9.3 Develop connections and strategic partnerships throughout the larger community focused on understanding and contributing to district efforts to help all students achieve the Board's Results policies.

Interpretation:

I interpret this to mean that the district fosters connections and partnership throughout the community and works together around mutually beneficial goals that support all students.

Proposed and Sample Evidence:

This Operational Expectation was updated in July 2024 and evidence for next year's monitoring report could include our approach to partnership, a recap of strategic partnerships and additional information related to the November 2024 Bomb Cyclone in partnership with the City of Issaquah.

In 2023-24, the district began new partnerships with Care Solace and with Communities in Schools to strengthen community connections and to meet the needs of our larger community and at some of our larger secondary schools; the district continued its ongoing partnerships with Issaquah Schools Foundation, Swedish Mental Health, the Garage, and others.

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 finds therapists, programs, navigate insurance (including no insurance), and coordinates future appointments and care. This service is free of charge to students, families, staff, and families of staff, and is available 24 hours per day, every day of the year in many languages.

Communities in Schools (CIS) provided support to students at Issaquah High and Issaquah Middle school. Their mission is to “surround students with a community of support, empowering them to stay in school and achieve in life.” At each school, a full-time site CIS coordinator provided Multi-Tiered System of Supports (MTSS) to students as a part of the CIS model that in particular focuses on tier 2 supports and attendance. They also helped connect students and families with resources in the community. For example, at IMS, the CIS staff has helped families find after-school programming for students. The CIS staff have been engaged partners in supporting the needs of students and families in both schools.

Swedish School-Based Mental Health Counseling Program (SBMHC) provided licensed Clinical Social Workers for in-person services at schools. The social workers' primary role is to provide mental health counseling and tier 2 support for students with mild to moderate mental health concerns. Support is time limited, and prevention focused. Services through SBMHC also include:

- Referrals to community-based services for students needing more intensive and/or specialized treatment.
- Consultation with staff, participation on school-based threat assessment teams, crisis response, presentations and mental health education.
- Consultative services to the Early Childhood and Assistance Program staff and families.

The Garage has been a collaborative partner in planning the district’s Back-to-School Resource Fair and Community Advisory Board for the 2024-25 school year. During the 2023-2024 school year, Counseling and Student Well-Being/Equity, Belonging and Family Partnership team met quarterly with the Garage staff to discuss program updates, community resources and emerging needs in the community.

9.4 Ensure that district successes are shared within the local community and with other appropriate audiences.

Interpretation:

I interpret this to mean the district ensures that we use consistent, predictable communication channels and methods to share the success of students, staff and our overall efforts as a district. Specifically, the methods we use are also being evaluated for accessibility, reach and engagement.

Proposed and Sample Evidence:

This Operational Expectation was updated in July 2024 and evidence for next year’s monitoring report could include efforts to increase reach and engagement via print publications, website, email bulletins, social media, and use of video.

In the 2023-24 school year, the Communications Team published the district “Weekly Bulletin: The 411” on Mondays when school was in session, along with special bulletins as needed. Other regular communication methods include: Horizons news, an occasional digital publication designed to share stories of excellence, achievement and engagement; FOCUS print newsletter, which is mailed to all residents of the district twice per year; regular updates to the district website and school building websites; an annual Student Art Calendar; the ISD Insider, a twice-monthly bulletin for district staff; and weekly “Rave Reviews” from staff members to other staff members. The team also publishes to district social media platforms including Facebook, Instagram, YouTube, X (Twitter) and LinkedIn.

- The district bulletin has open rates averaging 55-65%; and click rates averaging 5-20%. These metrics are significantly above national standards.

Also in the 2023-24 school year, the Communications Team earned seven awards from the National School Public Relations Association (NSPRA) for:

- Excellence in Writing: “Hard Work, Dedication Helped I.H.S. Senior Overcome Obstacles” and “Student’s Smile is Best Part of Each School Day, Para Says”
- Video Series Award of Excellence for Superintendent Community Updates
- Single Video Award of Excellence: “Voice MentorQ with Kaili” and “The Skyline Shooting Stars”
- Award of Merit: Monthly Financial Report and “Horizons” Digital Newsletter

9.5 Prepare and publish, on behalf of the Board, an annual progress report to the public that includes the following items:

- **Student performance data indicating student progress toward accomplishing the Board’s Results policies.**
- **Information about school district strategies, programs and operations intended to accomplish the Board’s Results policies.**
- **Information about the district’s financial condition, including revenues, expenditures and costs of major programs.**

Interpretation:

The Issaquah School District will publish and advertise an online annual report for the community, which will be available in print format when requested. The report will include information about the School Board’s Operational Expectations and Results with links to monitoring reports, which provide evidence of annual reasonable progress toward accomplishing the Results. In addition, the annual report will make explicit any linkages to the strategic plan.

The report will include student achievement information that gives readers a high-level overview of the progress being made at each grade level in federal Elementary and Secondary Education Act (ESEA) content areas, as well as stories included in the programs and services section that highlight select examples about how our students are developing toward additional Ends in areas of civic engagement, and life management and personal awareness.

We will also share a summary of the District’s financial condition with information about revenues, expenditures, and major cost centers.

The District will ensure that the annual report to the community aligns with other state and District publications to ensure compliance with all public reporting laws and regulations.

Evidence:

- **Publication:** The online Annual Report was published on the district's website on Jan. 9, 2025. The

Communications Department advertised the annual report in the district bulletin on Jan. 13, 2025, along with a link to the report located in the Reports and Surveys section of the district website; and in the school bulletins on Jan. 16, 2025. Each year, the district shares the report on its social media channels after approval by the School Board.

- **Student Achievement:** The Annual Report includes an overview of student achievement, a grade-by-grade look at student progress in federal ESEA content areas on the Smarter Balanced tests in English Language Arts (ELA) and Math for grades 3-8 and 10, Science in grades 5, 8, and 11, as well as a summary of some of the accomplishments of students not reflected in test data, a link to post-graduate data, and other links for more in-depth information.
- **Programs and Services:** The Annual Report contains an overview of district programs, services, and educational programs employed for students who are struggling, performing and excelling. These programs and services highlight our students' civic engagement, life management and personal awareness.
- **Financial:** The Annual Report contains an overview of the state of district finances, including a summary of how public schools receive funding and build budgets; charts showing major cost and revenue sources; and links to the [Finance webpage](#), which includes the annual "Guide to Understanding the Budget." Additionally, the District prepares and makes available monthly budget status reports and a statement of revenues, expenditures, and changes in fund balance to the Board of Directors for approval. For those who are interested in learning more about Capital Projects, the [website](#) has tiles for specific projects and with clear information about estimates and budgets, and regular status updates are provided to the Board – please see this [example of a status update for the critical repairs portion of the 2022 Capital Levy](#).
- **Annual Report:** Updated for the 2023-24 school year: [Annual Community Report - Issaquah School District 411](#)

Board Approval: 1/16/2025



OE-9 Communicating with the Public

Policy Type: Operational Expectation

The Board believes that the school district community should be well-informed of student performance and the financial condition of the district. Information should be communicated in a clear and easy-to-understand format.

The Superintendent shall ensure that the community is informed about the condition of the district and is engaged in defining and supporting its direction.

The Superintendent will:

- 9.1 Ensure the timely flow of information, appropriate input, and strategic two-way communication between the district and the community that builds understanding and support for district efforts.
- 9.2 Maintain family engagement that recognizes the needs of our diverse students and ensures active participation of students' families.
- 9.3 Develop connections and strategic partnerships throughout the larger community focused on understanding and contributing to district efforts to help all students achieve the Board's **Results** policies.
- 9.4 Ensure that district successes are shared within the local community and with other appropriate audiences.
- 9.5 Prepare and publish, on behalf of the Board, an annual progress report to the public that includes the following items:
 - a. Student performance data indicating student progress toward accomplishing the Board's **Results** policies
 - b. Information about school district strategies, programs and operations intended to accomplish the Board's **Results** policies
 - c. Information about the district's financial condition, including revenues, expenditures, and costs of major programs.

December 14, 2005 – Adoption of Policy Governance
December 12, 2019 – Revised
July 11, 2024 – Converted to Coherent Governance

Monitoring Method – Internal Report

Monitoring Frequency - Annually



OE-10 Structure of Schools

Policy Type: Operational Expectation

The Board believes that all students should have the benefit of an effective and efficient learning environment that offers a balance between academic and co-curricular activities while safeguarding student health.

The Superintendent shall maintain a K-12 structure of schools that ensures an effective environment that supports challenging and relevant opportunities for all students to achieve at levels defined in the Board's **Results** policies.

The Superintendent will:

- 10.1 Adopt a district calendar for the school year that best serves the learning needs of students and achieves the Board's **Results** policies.
- 10.2 Select bell times that meet district and state requirements while considering students' instructional (academic) needs, co-curricular and extra-curricular activities, and health and well-being at a reasonable cost.

The Superintendent will not:

- 10.3 Allow instructional time for students to be interrupted by unnecessary intrusions, by unnecessary teacher time out of the classroom, or by activities that can be scheduled during other times.
- 10.4 Change the basic grade level configuration of schools (K-5 elementary schools, 6-8 middle schools, and 9-12 high schools) used in the district without Board approval.
- 10.5 Make significant changes to any secondary school building schedule configuration (e.g. block schedule, 6-period day, semester or trimester schedule) without Board approval.

December 14, 2005 – Adoption of Policy Governance
March 8, 2006 – Revised
June 25, 2008 – Revised
June 22, 2011 – Revised
November 28, 2012 – Revised

September 14, 2016 – Revised
March 8, 2017 – Revised
December 12, 2019 – Revised
July 11, 2024 – Converted to Coherent Governance

Monitoring Method - Internal report
Monitoring Frequency - Annually



OE-10 STRUCTURE OF SCHOOLS

Policy Type: Operational Expectation

Annual Monitoring Report - September 26, 2024

The Board believes that all students should have the benefit of an effective and efficient learning environment that offers a balance between academic and co-curricular activities while safeguarding student health.

The Superintendent certifies that the District is in compliance with OE-10 with no exceptions.

The Superintendent shall maintain a K-12 structure of schools that ensures an effective environment that supports challenging and relevant opportunities for all students to achieve at levels defined in the Board's Results policies.

The Superintendent will:

10.1 Adopt a district calendar for the school year that best serves the learning needs of students and achieves the Board's Results policies.

Interpretation:

The district has an existing collective bargaining agreement requiring the annual calendar to be negotiated with Issaquah Education Association (IEA) and this practice is supported by Washington State Public Education Relations Commission (PERC). I interpret this policy to require the administration to identify calendar elements that impact student learning in partnership with the Board, and in consideration of staff and family input, and work through negotiations process toward a series of calendars.

Evidence of Compliance:

Issaquah School District (ISD) and Issaquah Education Association (IEA) agreed on school calendars for three school years through 2025-2026 which were ratified on 11/10/22.

10.2 Select bell times that meet District and state requirements while considering students' instructional (academic) needs, co-curricular and extra-curricular activities, and health and well-being at a reasonable cost.

Interpretation:

I interpret this to mean that the district has bell times for the start and end of the day that meet state requirements for instructional minutes as required under the Basic Education Act (BEA). The bell times allow for dedicated time for announcements and additional student support in the form of morning circle, homeroom, and flex time. This ensures that building schedules can minimize interruptions to the academic program while balancing the student health needs, well-being, co-curricular and extra-

curricular activities at a reasonable cost to the system. It is within the district's purview to make the case for changes to our bell times pending Board approval for any significant secondary school schedules and provided the changes meet the parameters outlined in EL-10.

Evidence of Compliance:

The attached BEA Compliance Report shows that the bell times for ISD schools meet state requirements.

[ISD BEA Compliance Report 2023-24](#)

[ISD BEA Compliance Report Detail 2023-24](#)

Every building schedule allows time for students needs to be met through welcome activities, Social Emotional Learning (SEL) lessons, co-curricular and extracurricular activities.

Tier 1 SEL activities vary across levels and are in place to support overall student well-being. K-8 activities include 15 consistent Second Step lessons. Embedded SEL activities were delivered at the high schools. In 2023-24 the focus areas were Self Awareness and Self-Management.

Clubs and activities at the schools are in place to support opportunities for connection and engagement and are offered in ways that do not interrupt the learning program. Specific occasions such as regional music competitions, and elementary field trips may impact class time, and these are carefully considered to evaluate the impact versus cost of the activity. Typically, club and activity events occur after school. Generally, the schedule for daily co-curricular activities such as practice or club meetings occurs after school. High school students involved in competitive activities such as DECA, Robotics, etc., may miss school time for annual contests. Field trips scheduled during the school day are vetted by the principals and follow district Regulation [2320](#) and the corresponding Procedure [2320p](#). These provide guidance for the types of activities that warrant missing class time.

Extra-curricular athletics at the middle school level do not result in missed class time, as these activities occur after school and away game travel is limited to district schools. Typically, high school athletic practices are outside of the school day. Occasionally, student athletes may miss class time at the end of the day to travel to away meets. High school student athletes who play in playoff games and matches may miss school for these events.

The Superintendent will not:

10.3 Allow instructional time for students to be interrupted by unnecessary intrusions, by unnecessary teacher time out of the classroom, or by activities that can be scheduled during other times.

Interpretation:

I interpret this to mean that district administrators and principals develop and communicate guidelines and protocols that minimize interruptions to classroom instruction and teacher absence. I further interpret this to mean that student activities are scheduled intentionally and professional learning for teachers is vetted and approved.

Evidence of Compliance:

To provide professional development opportunities for all staff, while setting a tone of maximizing instructional time, district leadership coordinates district-wide professional development, fully using non-student days in August, October, and January. Professional development delivered on non-student days for the 2023-24 school year included; technology training, Middle School Social Institute Training

(our adopted digital citizenship and safety curriculum), training on cultural competency, diversity, equity and inclusion (7-hours required by the state), annual mandatory training to ensure safe and inclusive schools, and a WEA training on setting culturally responsive student growth goals as part of the teacher evaluation system.

Mandatory professional development for specific groups must be delivered within the workday to ensure the content is both aligned to district priorities and is research-informed, utilizes best practices, and can be delivered with fidelity across the district. District release days for mandatory professional development is generally limited to 35 substitutes per school day. Optional professional development in the form of after-school meetings, book studies, and virtual training opportunities remain a component of the overall district professional development plan and are offered outside of the school day.

No more than 25 certificated classroom staff may use personal leave on a Friday, on a day before or after a major break, or on a workday before or after a district-recognized holiday. Staff members not requiring a sub are not counted in the limit of 25. Certificated staff may be refused a request for personal leave on the first five and last five student days of the school year. Messages to staff about procedures are routinely sent, as an example, [here is a message from HR on 9/9/24](#)

Certificated and classified staff are allowed access to their available sick leave and other state and federal leaves for which they may be eligible. (Note: Labor and Industries' rulings have prevented HR staff from addressing patterns of staff absence. If staff have the leave, short of prove-able, fraudulent use, they may use the time.) In 2023-24, HR staff facilitated the coverage of 140 long-term leaves by 91 certificated subs.

10.4 Change the basic grade level configuration of schools (K-5 elementary schools, 6-8 middle schools, and 9-12 high schools) used in the District without Board approval.

Interpretation:

I interpret this to mean that the Board approves the grade level configuration of schools.

Evidence of Compliance:

There were no changes to the grade level configuration of schools in the 2023-2024 school year.

10.5 Make significant changes to any secondary school building schedule configuration (e.g. block schedule, 6-period day, semester or trimester schedule) without Board approval.

Interpretation:

I interpret this to mean that the Board approves significant changes to secondary school building configurations supported by input, research and recommendations provided by the district.

Evidence of Compliance:

In 2023-24, no changes were made to any secondary school building schedule configurations. All comprehensive high schools are on a 7-period day schedule.

Board Acceptance: 10-10-2024



OE-11 Discipline

Policy Type: Operational Expectation

The Board believes in providing all students with a school environment that is safe and conducive to learning. District policies around student discipline should be clearly communicated to all students and equitably enforced.

The Superintendent shall establish and consistently enforce policies to maintain a learning environment that is safe, welcoming, inclusive, and conducive to effective learning for all students.

The Superintendent will:

- 11.1 Ensure that all policies and procedures regarding discipline are restorative in nature, culturally responsive, collaboratively developed (including teachers, administrators, students and the community) when possible, appropriately communicated to students and parents, and enforced consistently using reasonable judgment.
- 11.2 Address behaviors that disrupt learning.
- 11.3 Implement a plan to remove systemic inequities in discipline practices and disproportionate outcomes.
- 11.4 Ensure that all staff are trained annually on district policies and procedures related to student safety. Staff interactions with students must be professional, responsive, respectful, and trauma-informed.
- 11.5 Ensure the annual distribution to each student of a student handbook which outlines the student discipline policy.
- 11.6 Ensure that a copy of the student discipline policy, and any significant changes to it, are posted on the district website and available for inspection in each school building.

The Superintendent will not:

- 11.7 Permit student behaviors that disrupt learning or that are dangerous, either on school property or at school-sponsored events. Prohibited behaviors include:
 - a. The use of alcohol, tobacco products, or other illegal drugs
 - b. The presence of firearms or other dangerous weapons
 - c. Any form of violence.

December 14, 2005 – Adoption of Policy Governance
December 12, 2019 - Revised
July 11, 2024 – Converted to Coherent Governance
September 12, 2024 - First Read
September 26, 2024 - Second Read
October 10, 2024 - Revised

Monitoring Method - Internal report
Monitoring Frequency - Annually



OE–11 Discipline

Policy Type: Operational Expectation

Annual Monitoring Report for School Year 2023-2024 – November 14, 2024

The Board believes in providing all students with a school environment that is safe and conducive to learning. District policies around student discipline should be clearly communicated to all students and equitably enforced.

The Superintendent certifies that the District is in compliance with OE-11 with no exceptions.

The Superintendent shall establish and consistently enforce policies to maintain a learning environment that is safe, welcoming, inclusive, and conducive to effective learning for all students.

General Interpretation:

I interpret this policy to be primarily focused on maintaining a safe environment that is conducive to learning for all students while protecting student rights as individuals, and tailoring discipline policies to the state code grade bands of kindergarten to grade 4, and grades 5 to 12. This requires the district to have clear student discipline rules and procedures that are clearly communicated in multiple ways and formats, and consistently enforced, and a system that allows district leaders and school building leaders to provide clear expectations and supports to ensure our teachers, staff and students each understand their respective roles and responsibilities. The district will adjust discipline rules and procedures on a regular basis in compliance with state regulation and law. Notably, the law for discipline changed significantly in the 2019-2020 school year in which the first response for discipline was to provide interventions and supports rather than exclusions and suspensions (unless the first offense is a crime). Please refer to [Chapter 392-400 WAC](#).

Based on feedback from the Board in the past few years, the value statement and interpretation of equitable enforcement is meant to ensure consistent enforcement but with a system of monitoring that identifies and responds to inequitable or disproportionate treatment of students through the discipline process.

I further interpret this policy to mean that regulations and procedures are effective in maintaining a physically and psychologically safe learning environment. Staff awareness and understanding of an inclusive culture based on affirmation and belonging, student discipline rules and procedures, must be effectively implemented to achieve the desired result of addressing root causes. There must also be a process for appeals that is objective and supportive of students and families. Further, implementation by staff must be fair and consistent in order to be supported by district officials and, if necessary, upheld by the courts.

Evidence of Compliance:

In the 2023-24 school year, 158 students received in-school or out-of-school exclusionary discipline, representing less than 1% of the district student body (using the June 1, 2024 enrollment count). Exclusionary discipline is provided below for the past three years, disaggregated by race, program and level.

District leadership believes that non-exclusionary responses to student behavior is an investment in supporting students' learning about the impact of their behavior on their own learning and the learning of

others. This further supports students' well-being and sense of belonging at school through teaching specific skills in regulating and re-regulating their individual emotional state. While not historically an element of this monitoring report, supporting students in the teachable moment prior to an exclusionary discipline is visible in the variety of Tier 1 and Tier 2 strategies used by school administrators throughout this process. Using the Tiered model, where it would be expected that 3-5% of students in any organization might need individualized or [Tier 3](#) support in behavior, less than 1% of all district students receiving an exclusionary discipline indicates that the work at Tier 1 and Tier 2 are working to meet the needs of most students.

Tier 1 Strategies

- The district's [Code of Equitable Conduct](#) is taught to every student in every school.
- The Equity Pledge lesson is delivered each fall to the entire elementary school(s) where students commit to the expected behaviors of treating people who are different than themselves with respect and kindness.
- Second Step lessons include explicit teaching of respect and kindness toward those who may be different from yourself. This a proactive step aligned to teaching of expected behaviors at the tier 1 level.
- Schools support culture that promotes affirmation and belonging, focusing on Tier 1 elements available to all students and families. Examples include the following:
 - Elementary: Meet the Teacher, Curriculum Night, STEM, Math &/or Literacy family events.
 - Secondary: Events led by Student Leadership focus on promoting belonging. Specific examples include WEB (Where Everyone Belongs), ASB leadership, SEL (Social Emotional Learning) lessons and through the administrator led "planner talks".
- All schools establish and publish positively stated school-wide expectations including behavioral expectations, and include specific recognition systems connected to expected behaviors
- The district's attorney annually reviews student handbook language, district regulations related to student discipline, and our training materials for administrators. This was completed for the 2023-24 school year.

Overall, district leaders continue to monitor and address the disproportionate exclusionary discipline in our system, specifically with students who identify as Latino or Hispanic, Black or African American, Two or More Races as well as Students with Disabilities, Multilingual learners and students who self-report as low income through leadership collaboration, examination of data at the systems level and ongoing coaching about alternatives to exclusionary discipline with building leaders.

Discipline Reports for 2023-24:

Exclusionary discipline data is reported below in district totals by student, (number of students who received an exclusionary discipline) instance, (number of times a student received an exclusion) and if the exclusion was in-, or out-of-school. Data is further disaggregated by race and program.

District data for out-of-school exclusionary discipline decreased from 332 instances in 2023 to 224 instances in 2024, representing a decrease of approximately 30% of the students in the district receiving an out-of-school exclusionary discipline. District data for in-school suspensions decreased from 229 instances in 2023 to 134 instances in 2024, representing a decrease of approximately a 40% reduction in students receiving an in-school exclusionary discipline. This data shows that .8% of all district students received an exclusionary discipline of either kind.

OSPI suppression rules are in place to protect student privacy. For all data presented in this monitoring report, if the number of students in any category or cell is less than 10, this data will be suppressed.

2023 - 2024 Suspensions: District Totals								
	Enrollment ¹		Students with Suspensions ²		Incidents that Result in Suspension ³		Suspension Breakdown	
Demographic	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	2,108	10.79%	42	26.58%	123	36.50%	40	88
American Indian/Alaskan Native	41	0.21%	n<10	N/A	N<10	N/A	n<10	N/A
Asian	6,972	35.69%	19	12.03%	28	8.31%	15	14
Black/African American	508	2.60%	31	19.62%	71	21.07%	34	41
Native Hawaiian/Other Pacific Islander	29	0.15%	N<10	N/A	n<10	N/A	N<10	n<10
White	7,943	40.66%	45	28.48%	69	20.47%	28	46
Two or More Races	1,932	9.89%	21	13.29%	46	13.65%	15	32
Totals	19,533	100%	161	100%	342	100.00%	134	224
Programs/Attributes ⁴								
Students with Disabilities	1,954	10.00%	76	48.10%	187	55.49%	70	124
Low-Income	2,825	14.46%	107	67.72%	252	74.78%	87	175
English Language Learners	1,544	7.90%	22	13.92%	55	16.32%	19	38

2022 - 2023 Suspensions: District Totals

Demographic	Enrollments		Students with Suspensions ²		Incidents that Result in Suspensions ³		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	1,985	10.25%	65	27.43%	179	35.03%	53	135
American Indian/Alaskan Native	47	0.24%	N<10	N/A	N<10	N/A	N<10	N<10
Asian	6,777	35.00%	20	8.44%	38	7.44%	23	18
Black/African American	470	2.43%	47	19.83%	101	19.77%	47	66
Native Hawaiian/Other Pacific Islander	36	0.19%	N<10	N/A	N<10	N/A	N<10	N<10
White	8,159	42.14%	78	32.91%	143	27.98%	85	70
Two or More Races	1,889	9.76%	22	9.28%	43	8.41%	19	28
Totals	19,363	100%	237	100%	511	100.00%	229	332
Programs/Attributes⁴								
Students with Disabilities	1,756	9.07%	94	39.66%	213	41.68%	102	131
Low-Income	2,356	12.17%	133	56.12%	340	66.54%	135	234
English Language Learners	1,385	7.15%	34	14.35%	91	17.81%	36	59

¹OSPI's Oct 1 Enrollment numbers from the 16 elementary schools, 6 middle schools, 3 comprehensive high schools, and 1

² Number of students in demographic group that received 1+ suspensions during the school year divided by total # of students who received suspensions.

³Total number of incidents that resulted in a suspension. If an incident involved more than one student, each student who received a suspension is counted separately. Incidents can result in more than one suspension per student. All Discipline data is from Skyward.

⁴Students identified in program/or attribute per OSPI. Percentages are divided by the total number of suspensions.

2021 - 2022 Suspensions: District Totals

Demographic	Enrollments		Students with Suspensions ²		Incidents that Result in Suspensions ³		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	1,939	9.96%	71	25.00%	133	26.44%	68	75
American Indian/Alaskan Native	46	0.24%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Asian	6,646	34.14%	27	9.51%	32	6.36%	23	N < 10
Black/African American	434	2.23%	44	15.49%	110	21.87%	63	77
Native Hawaiian/Other Pacific Islander	36	0.18%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
White	8,528	43.81%	101	35.56%	154	30.62%	88	81
Two or More Races	1,838	9.44%	39	13.73%	71	14.12%	48	38
Totals	19,467	100.00%	284	100.00%	503	100.00%	292	281
Programs/Attributes⁴								
Students with Disabilities	1,716	8.81%	107	37.68%	214	42.54%	104	138
Low-Income	2,213	11.37%	128	45.07%	281	55.86%	145	184
English Language Learners	1,425	7.32%	41	14.44%	73	14.51%	40	41

Exclusionary discipline data is reported by Washington State behavior types below. This data shows the frequency of different types of behavior incidences that administrators deemed necessary to issue exclusionary discipline. Any expulsion data is not included in this data set.

2023 - 2024 Students Suspended by Behavior State Type				
Behavior State Type	Elem	Middle	High	Total
Failure to Cooperate	2	20	34	56
Violence Without Major Injury	28	17	3	48
Disruptive Conduct	11	11	6	28
Fighting Without Major Injury	3	16	8	27
Threat to Other	5	4	4	13
Tobacco	2	3	5	10
Cannabis		2	7	9
Violence With Major Injury		2	6	8
Possession of a Weapon	4	1		5
Alcohol		2	2	4
Discriminatory Harassment		3	1	4
Destruction of Property/ Vandalism		3		3
Sexually Inappropriate Conduct		2		2
Theft or Possession of Stolen Property			2	2
Illicit Drug			1	1
Bullying	1			1
Arson		1		1

2022 - 2023 Students Suspended by Behavior State Type

Behavior State Type	Elem	Middle	High	Total
Failure to Cooperate	2	16	51	69
Violence Without Major Injury	24	31	3	58
Disruptive Conduct	13	24	17	54
Threat to Other	4	19	27	50
Fighting Without Major Injury	2	33	6	41
Possession of a Weapon	4	5	3	12
Illicit Drug		1	9	10
Intentional property damage		4	5	9
Violence with Major Injury	1	1	7	9
Intimidation/Non-Sexual Harass	1	2	5	8
Marijuana		1	7	8
Tobacco	1	2	5	8
Unwelcome sexual conduct		4	1	5
Taking property of others		2	2	4
Discriminatory threat/hostile	1	2		3
Alcohol			2	2
Arson		2		2
Obscene acts/expressions			1	1

2021 - 2022 Students Suspended by Behavior State Type

Behavior State Type	Elem	Middle	High	Total
Violence Without Major Injury	51	96	11	158
Disruptive Conduct	11	42	39	92
Failure to Cooperate	8	17	40	65
Threat to Other	18	15	21	54
Fighting Without Major Injury	6	29	16	51
Violence with Major Injury	3	6	13	22
Possession of a Weapon	4	9	1	14
Theft or possession of stolen property		6	2	8
Intimidation/Non-Sexual Harass	1	1	5	7
Marijuana		2	4	6
Discriminatory Harassment		2	3	5
Destruction of Property			3	3
Sexual Harassment		1	1	2
Tobacco		1	1	2
Illicit Drug	1			1
Alcohol			1	1

Elementary school exclusionary discipline data is reported below by student, (number of students who received an exclusionary discipline) instance (number of times a student received an exclusion) and if the exclusion was in-, or out-of-school. Data is further disaggregated by race and program.

Elementary data for out-of-school exclusionary discipline increased from 27 instances in 2023 to 44 instances in 2024, representing an increase of elementary students in the district receiving an out-of-school exclusionary discipline. Elementary data for in-school suspensions decreased from 36 instances in 2023 to 27 instances in 2024, representing a decrease of approximately a 25% reduction in students receiving an in-school exclusionary discipline. This increase in out-of-school exclusionary discipline was noted throughout the year by Elementary leadership, and collaboration on these instances was consistent. This data indicates that .6% of district elementary students received exclusionary discipline of either kind. This would indicate that the proactive measures and day to day coaching of students is successful for most elementary aged students.

2023 - 2024 Suspensions: All Elementary Schools								
Demographic	Enrollment ¹		Students with Suspensions ²		Incidents that Result in Suspension ³		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	950	11.40%	n<10	N/A	n<10	N/A	n<10	n<10
American Indian/Alaskan Native	15	0.18%	n<10	N/A	n<10	N/A	n<10	n<10
Asian	3,184	38.20%	n<10	N/A	n<10	N/A	n<10	n<10
Black/African American	215	2.58%	n<10	N/A	11	20.00%	n<10	n<10
Native Hawaiian/Other Pacific Islander	10	0.12%	n<10	N/A	n<10	N/A	n<10	n<10
White	3,111	37.32%	18	36.73%	24	43.64%	n<10	17
Two or More Races	850	10.20%	n<10	N/A	20	36.36%	n<10	14
Totals	8,335	100%	49	100%	55	70.00%	27	44
Programs/Attributes ⁴								
Students with Disabilities	901	10.81%	23	46.94%	32	58.18%	15	18
Low-Income	1,243	14.91%	27	55.10%	41	74.55%	14	28
English Language Learners	1,048	12.57%	n<10	N/A	n<10	N/A	n>10	n<10

2022 - 2023 Suspensions: All Elementary Schools								
Demographic	Enrollments ¹		Students with Suspensions ²		Incidents that Result in Suspensions ³		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	876	10.48%	N<10	N/A	N<10	N/A	N<10	N<10
American Indian/Alaskan Native	20	0.24%	N<10	N/A	N<10	N/A	N<10	N<10
Asian	3,150	37.67%	N<10	N/A	10	16.13%	N<10	N<10
Black/African American	194	2.32%	N<10	N/A	N<10	N/A	N<10	N<10
Native Hawaiian/Other Pacific Islander	11	0.13%	N<10	N/A	N<10	N/A	N<10	N<10
White	3,245	38.81%	23	46.00%	30	48.39%	17	14
Two or More Races	865	10.35%	N<10	N/A	N<10	N/A	N<10	N<10
Totals	8,361	100%	50	100%	62	100.00%	36	27
Programs/Attributes ⁴								
Students with Disabilities	797	9.53%	33	66.00%	43	69.35%	22	22
Low-Income	1,038	12.41%	22	44.00%	30	48.39%	16	14
English Language Learners	981	11.73%	N<10	N/A	11	17.74%	N<10	N<10

2021 - 2022 Suspensions: All Elementary Schools								
Demographic	Enrollments ¹		Students with Suspensions ²		Incidents that Result in Suspensions ³		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	821	9.87%	12	16.67%	15	14.56%	11	N < 10
American Indian/Alaskan Native	22	0.26%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Asian	3,064	36.84%	N < 10	N/A	10	9.71%	N < 10	N < 10
Black/African American	170	2.04%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Native Hawaiian/Other Pacific Islander	11	0.13%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
White	3,406	40.95%	34	47.22%	51	49.51%	26	26
Two or More Races	824	9.91%	12	16.67%	18	17.48%	N < 10	N < 10
Totals	8,318	100.00%	72	100.00%	103	100.00%	57	49
Programs/Attributes ⁴								
Students with Disabilities	748	8.99%	34	47.22%	59	57.28%	26	35
Low-Income	961	11.55%	28	38.89%	49	47.57%	20	31
English Language Learners	1,007	12.11%	13	18.06%	19	18.45%	11	10

Middle school exclusionary discipline data is reported below by student (number of students who received an exclusionary discipline) instance (number of times a student received an exclusion) and if the exclusion was in, or out of school. Data is further disaggregated by race and program.

Middle school data for out-of-school exclusionary discipline decreased from 123 instances in 2023 to 88 instances in 2024, representing approximately a 28% reduction of students receiving an out-of-school exclusionary discipline. Middle school data for in-school exclusionary discipline decreased from 131 instances in 2023 to 56 instances in 2024, representing approximately a 57% reduction in students receiving an in-school exclusionary discipline. This data indicates that 1.1% of district middle school students received exclusionary discipline of either kind. This would indicate that the proactive measures and day to day coaching of students is successful for most middle school students.

2023 - 2024 Suspensions: All Middle Schools								
Demographic	Enrollment ¹		Students with Suspensions ²		Incidents that Result in Suspension ³		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	474	10.12%	12	33.33%	42	31.82%	13	32
American Indian/Alaskan Native	9	0.19%	n<10	N/A	n>10	N/A	n<10	n<10
Asian	1,674	35.72%	n<10	N/A	15	11.36%	n<10	n<10
Black/African American	137	2.92%	13	36.11%	36	27.27%	18	20
Native Hawaiian/Other Pacific Islander	7	0.15%	n<10	N/A	n<10	N/A	n<10	n<10
White	1,932	41.23%	11	30.56%	21	15.91%	12	13
Two or More Races	453	9.67%	n<10	N/A	18	13.64%	n<10	13
Totals	4,686	100%	53	N/A	134	100.00%	56	88
Programs/Attributes ⁴								
Students with Disabilities	460	9.82%	27	50.94%	87	64.93%	31	59
Low-Income	700	14.94%	36	67.92%	100	75.63%	35	69
English Language Learners	243	5.19%	N<10	N/A	14	10.45%	N<10	12

2022 - 2023 Suspensions: All Middle Schools								
Demographic	Enrollment ¹		Students with Suspensions ²		Incidents that Result in Suspensions ³		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	452	9.70%	19	20.21%	49	22.37%	25	30
Indian/Alaskan	9	0.19%	N<10	N/A	N<10	N/A	N<10	N<10
Asian	1,615	34.65%	10	10.64%	26	11.87%	17	12
Black/African American	129	2.77%	26	27.66%	58	26.48%	36	34
Native Hawaiian/Other Pacific Islander	5	0.11%	N<10	N/A	N<10	N/A	N<10	N<10
White	2,016	43.25%	29	30.85%	63	28.77%	39	34
Two or More Races	435	9.33%	10	10.64%	23	10.50%	14	13
Totals	4,661	100%	94	100%	219	100.00%	131	123
Programs/Attributes ⁴								
Students with Disabilities	442	9.48%	31	32.98%	84	38.36%	17	15
Low-Income	559	11.99%	54	57.45%	143	65.30%	80	89
English Language Learners	197	4.23%	N<10	N/A	27	12.33%	15	15

2021 - 2022 Suspensions: All Middle Schools								
Demographic	Enrollment ¹		Students with Suspensions ²		Incidents that Result in Suspensions ³		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	451	9.53%	24	18.90%	34	14.23%	24	15
Indian/Alaskan	11	0.23%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Asian	1,604	33.88%	11	8.66%	13	5.44%	11	N < 10
Black/African American	122	2.58%	27	21.26%	79	33.05%	50	53
Native Hawaiian/Other Pacific Islander	N < 10	N/A	N < 10	N/A	N < 10	N/A	N < 10	N < 10
White	2,083	44.00%	46	36.22%	72	30.13%	51	33
Two or More Races	459	9.70%	18	14.17%	40	16.74%	34	20
Totals	4,734	100.00%	127	100.00%	239	100.00%	171	123
Programs/Attributes ⁴								
Students with Disabilities	430	9.08%	45	35.43%	101	42.26%	59	62
Low-Income	530	11.20%	52	40.94%	131	54.81%	89	80
English Language Learners	195	4.12%	11	8.66%	16	6.69%	12	N < 10

High school exclusionary discipline data is reported below by student (number of students who received an exclusionary discipline) instance (number of times a student received an exclusion) and if the exclusion was in, or out of school. Data is further disaggregated by race and program.

High school data for out-of-school exclusionary discipline decreased from 172 instances in 2023 to 92 instances in 2024, representing approximately a 46% reduction of students receiving an out-of-school exclusionary discipline. High school data for in-school exclusionary discipline decreased from 62 instances in 2023 to 51 instances in 2024, representing approximately a 18% reduction in students receiving an in-school exclusionary discipline. This data indicates that .9% of district high school students received exclusionary discipline of either kind. This would indicate that the proactive measures and day to day coaching of students is successful for most middle school students.

2023 - 2024 Suspensions: All High Schools								
Demographic	Enrollment ¹		Students with Suspensions ²		Incidents that Result in Suspension ³		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	684	10.50%	23	46.94%	74	60.66%	24	52
American Indian/Alaskan Native	17	0.26%	n<10	N/A	n<10	N/A	n<10	n>10
Asian	2,114	32.46%	n<10	N/A	n<10	N/A	n<10	n>10
Black/African American	156	2.40%	10	20.41%	24	19.67%	n<10	17
Native Hawaiian/Other Pacific Islander	12	0.18%	n<10	N/A	n<10	N/A	n<10	n>10
White	2,900	44.53%	16	32.65%	24	19.67%	n<10	16
Two or More Races	629	9.66%	n<10	N/A	n<10	N/A	n<10	n<10
Totals	6,512	100%	59	100%	138	100.00%	51	92
Programs/Attributes ⁴								
Students with Disabilities	593	9.11%	26	53.06%	68	55.74%	24	47
Low-Income	882	13.54%	44	89.80%	111	90.98%	38	78
English Language Learners	253	3.89%	10	20.41%	33	27.05%	12	22

2022 - 2023 Suspensions: All High Schools								
	Enrollment ₁		Students with Suspensions ₂		Incidents that Result in Suspensions ₃		Suspension Breakdown	
Demographic	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	657	10.36%	41	44.09%	125	54.35%	26	102
Indian/Alaskan American	18	0.28%	N<10	N/A	N<10	N/A	N<10	N<10
Asian	2,012	31.73%	N<10	N/A	N<10	N/A	N<10	N<10
Black/African American	147	2.32%	15	16.13%	35	15.22%	N<10	29
Native Hawaiian/Other Pacific Islander	20	0.32%	N<10	N/A	N<10	N/A	N<10	N<10
White	2,898	45.70%	26	27.96%	50	21.74%	29	22
Two or More Races	589	9.29%	N<10	N/A	13	5.65%	N<10	12
Totals	6,341	100%	93	100%	230	100.00%	62	172
Programs/Attributes ₄								
Students with Disabilities	517	8.15%	30	32.26%	86	37.39%	29	58
Low-Income	759	11.97%	57	61.29%	167	72.61%	39	131
English Language Learners	207	3.26%	17	18.28%	53	23.04%	14	40

2021 - 2022 Suspensions: All High Schools								
	Enrollment ₁		Students with Suspensions ₂		Incidents that Result in Suspensions ₃		Suspension Breakdown	
Demographic	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	667	10.40%	35	41.18%	84	52.17%	33	54
Indian/Alaskan American	13	0.20%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Asian	1,978	30.83%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Black/African American	142	2.21%	11	12.94%	22	13.66%	N < 10	19
Native Hawaiian/Other Pacific Islander	21	0.33%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
White	3,039	47.37%	21	24.71%	31	19.25%	11	22
Two or More Races	555	8.65%	N < 10	N/A	13	8.07%	N < 10	N < 10
Totals	6,415	100%	85	100.00%	161	100.00%	64	109
Programs/Attributes ₄								
Students with Disabilities	538	8.39%	28	32.94%	54	33.54%	19	41
Low-Income	722	11.25%	48	56.47%	101	62.73%	36	73
English Language Learners	223	3.48%	17	20.00%	38	23.60%	17	24

The Superintendent will:

11.1 Ensure that all policies and procedures regarding discipline are restorative in nature, culturally responsive, collaboratively developed (including teachers, administrators, students and the community) when possible, appropriately communicated to students and parents, and enforced consistently using reasonable judgment.

Interpretation:

I interpret this to mean there is consistent implementation of policies and procedures regarding discipline rooted in regular review of data by the Superintendent's leadership team and cabinet in partnership with school administrators. This review includes a calibration across levels and buildings to support a positive and welcoming student and school culture, and responses to infractions. I further interpret this to be supported by ongoing training, and the provision of supports to ensure consistency in the use of discipline across the district and through the lens of equity to ensure there is not a disproportionate impact on student groups by demographics or program characteristics. Going forward, the district will use this information as a foundation to review student discipline policy on an annual basis to engage with teachers, administrators, unions, students and the community to reflect on the data and lessons learned from the prior school year and adjust to legal or regulatory changes.

Evidence of Compliance:

- Executive Directors of Schools proactively utilized check-ins with building leaders and sectionals to review and discuss discipline, physical, intellectual, psychological and identity safety. As cases arose, Executive Directors also worked with individual schools to support discipline interventions, supports and responses. Human Resources staff were available to support Executive Directors and Schools as needed, especially if personnel were involved
- The AWSP Principal Evaluation Framework, Criterion 2, Ensuring School Safety, is reviewed by Principals. This criterion includes physical, social, emotional and intellectual safety, as well as identity safety
- The Academic Cabinet reviews district threat assessments to evaluate consistency in the use of this tool at the building level
- All School Psychologists annually receive updated training on Manifestation Determination meetings to include considerations for conducting updated Functional Behavior Assessments and revising Behavior Intervention Plans
- Students receive HIB training at the beginning of the school year to understand how to report to a building administrator, or trusted school staff member if there is a safety concern, including any HIB reports. October is National Bullying Prevention Month and many of the counselors, ASB student groups, as well as teachers share information and resources. Our website includes many ways for students to report anonymous tips that can help inform a response
- All Administrators and school Counselors receive suicide intervention protocol training which includes re-entry support for students. Safety plans for students who experience suicide ideation are created to include ongoing support to students and the larger community of schools
- District staff receive HIB training annually through our compliance cycle. A HIB compliance officer is accessible to staff and parents for consultation and is trained annually through monthly OSPI training, OSPI office hours and regular webinars presented on zoom and recorded for future reference
- The Issaquah Education Association and district Discipline Committee met on 11/15/23, 1/24/24, 3/27/24 and 5/15/24 to review the legal changes and calibrate System-Wide Information System (SWIS) definitions, response and communication expectations

11.2 Address behaviors that disrupt learning.**Interpretation:**

I interpret this to mean that there is a clear expectation communicated about what positive classroom and school culture means for students and that there are consequences when there is disruptive learning at

school, on a bus, at a school-sponsored activity or in a classroom. I am defining disruptive learning as activity that prevents a student from being able to fully participate in class whether this is due to any known in-class behaviors or due to interpersonal interactions in-person or virtually during the school day. Therefore, I interpret this to mean that principals and staff may not allow any known instance of disruptive behavior by any persons to remain unaddressed.

Evidence of Compliance:

- School staff implement a Positive Behavior Instruction Support (PBIS) philosophy and approach to explicitly teach social emotional learning strategies. In grades K-8, the adopted curriculum follows the state scope and sequence for Social Emotional Learning (SEL). These lessons support students with skills and strategies to help address issues and respond to conflicts
- Classroom management is found in the teacher evaluation Danielson model in several criterion
- Tier 1 schoolwide systems are in place at the elementary schools to reinforce positive behavior, build relationships and culture, and establish clear expectations for student behavior. Schools celebrate this work through special weeklong events. Clark Elementary has been a leader in this work and provides other elementary school leaders an opportunity to learn how to do a weeklong celebration such as “Clark Shark Week”, which is repeated throughout the year to reinforce behavioral expectations in a fun and positive ways To address diversity, equity and inclusion, and foster a culture of affirmation and belonging for all students, staff participated in the following activities that proactively addresses student engagement and will also serve as evidence of our work to comply with OE-16:
 - Building and district administrators attended two professional development sessions facilitated by Courageous Conversation. Key takeaways from building and district leaders were:
 - The importance of leading for racial equity
 - How to have conversations about race and racism with students, staff, and families
 - The importance of understanding their own racial identity as well as the racial identity of others
 - the importance of creating classroom, building, and district environments that are welcoming, safe, and representative of the those we serve.
 - Teachers reported that this professional development gave them tools and strategies to address systemic and institutional inequities
 - Certificated staff attended a professional development session on Culturally Responsive Education focused on creating engaging classroom instruction as a follow-up to what students presented during the listening session. Additionally, a High Leverage Instructional Practices document was created with engagement and relationships being a lens in which teachers should focus all Tier 1 instruction through
 - Building staff received training on Courageous Conversations which equips them with tools and strategies for interrupting, calling in and calling out racist, biased, prejudice and hateful behavior and/or comments towards peers and staff
 - Building staff received training on LGBTQIA+ which equips them with the knowledge, awareness, and tools for supporting students and creating welcoming environments for students who identify as LGBTQIA+
 - K-12 certificated staff received training on culturally responsive and inclusive classroom practices that foster engagement, rigor, and a sense of belonging for all our students
 - Elementary and Secondary staff were offered an opportunity to have a cohort of certificated staff participate in a three-day professional development session with Dr. Adeyemi Stembridge focused on creating culturally responsive instructional practices

- Digital citizenship and safety lessons are consistently taught. In elementary, this is taught through the K-5 Library Scope and Sequence. Middle school health curriculum also includes lessons on digital media and health and wellness. Resources on technology safety can be found [here](#)
- Secondary Social Emotional Learning (SEL) committees 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
- Cyber bullying and virtual conflicts, including social media issues that overlap with the school day were addressed through our regular disciplinary practices, additionally supported through the anonymous tip reporting system and Gaggle content review, analysis and reporting system
- The district's responsible use agreement ([K-5](#) and [6-12](#)), provides clear expectations for appropriate and safe use of school-related technology. This agreement is signed by all staff and all students prior to accessing district technology
- Key staff received crisis management training to provide the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity and safety. The crisis intervention tool is trauma informed. This tool offers differentiated classes which can be accessed by additional staff in half-day training opportunities and in 1–2-hour de-escalation training - appropriate for a full staff. Seven schools have had this training for all certificated staff

11.3 Implement a plan to remove systemic inequities in discipline practices and disproportionate outcomes.

Interpretation

I interpret this to mean that the district has a plan that is updated with goals and milestones that reduce inequities and disproportionate outcomes with the goal of no gaps.

Evidence of Compliance

This is an addition to this operational expectation and will be monitored for the 2024-25 school year in the next annual monitoring cycle.

11.4 Ensure that all staff are trained annually on district policies and procedures related to student safety. Staff interactions with students must be professional, responsive, respectful, and trauma-informed.

Interpretation

I interpret this to mean that we have an annual training on policies and procedures and this takes into account the mindsets, skills and knowledge required to support students in culturally responsive and trauma-informed methods.

Evidence of Compliance

This is an addition to this operational expectation and will be monitored for the 2024-25 school year in the next annual monitoring cycle.

11.5 Ensure the annual distribution to each student of a student handbook which outlines the student discipline policy.

11.6 Ensure that a copy of the student discipline policy, and any significant changes to it, are posted on the district website and available for inspection in each school building.

Interpretation for 11.5 and 11.6

Note: These two items are combined for 2023-2024 monitoring year and will adjust next year due to changes from policy to coherent governance.

I interpret this to mean that the district develops and distributes written procedures for administering corrective action to address student discipline. The district adheres to law and regulation as the guardrails for the student discipline policy while considering best practices to promote positive student behavior and values of diversity, equity and inclusion to reduce disproportionality. The district uses multiple formats and methods to distribute the student handbook, to notify all about any changes and to ensure the information is easily accessible.

Evidence of Compliance for 11.5 and 11.6

- All schools teach and regularly review the school's behavior expectations through handbook talks, and videos.
- As part of the Tier 1 schoolwide behavior expectation process, new students meet with a school representative to learn the expectations
- Student handbooks are distributed prior to the beginning of the year and to students enrolling throughout the year. Students and families agree to these guidelines through the Enrollment Verification Process (EVP). Multilingual families can request an in-person translator to complete this process
- Student handbooks are also posted on the district website, which allows for translation to other languages.
 - [High school](#)
 - [Middle school](#)
 - [Elementary school](#)
- Tier 1 teams review and update behavior expectations regularly, and specifically following an exclusion through the required re-entry conference following suspensions

The Superintendent will not:

11.7 Permit student behaviors that disrupt learning or that are dangerous, either on school property or at school-sponsored events. Prohibited behaviors include:

- a. The use of alcohol, tobacco products, or other illegal drugs
- b. The presence of firearms or other dangerous weapons
- c. Any form of violence.

Interpretation:

I interpret this to mean that rules and procedures must clearly prohibit all student and/or adult behaviors named above; any infractions must be addressed in accordance with school rules in a manner that reaffirms prohibitions in these areas, and when necessary, in partnership with law enforcement.

Evidence of Compliance:

- Principals and district administrators have verified through regularly scheduled meetings and frequent discussions with their supervisors that all reported incidents of misconduct resulting in disruptive behavior by any persons at school, on a school bus, or at a school sponsored event have been appropriately addressed
- Principals and Deans attend discipline training each year
- Transportation leadership responds to misconduct on school buses and solicits building support as needed
- Principals have access to Executive Directors, Compliance Officers and legal counsel when needed to collaborate on issues concerning student conduct
- Training for students and staff occurs in the fall on how to report incidences of Harassment, Intimidation and Bullying (HIB). The district adopted curriculum, [Second Step](#), includes specific lessons to address bystander effect, anti-bullying and reporting skills
- To ensure physical environment safety, schools utilize a variety of best practices as evidenced by monthly safety drills, emergency kits, building safety plans, maps and directions, a visitor check-in system with daily badges, fob access systems, security cameras, and staff identification badges. All schools are equipped with Stop the Bleed Kits, Narcan, and AED's
- The district maintains close partnerships with the six police agencies that serve schools. The safety and security team partners with local law enforcement as needed and maintains communication on a weekly basis
- It is standard practice to hold a re-entry conference with a student and administrator following an exclusionary discipline. This allows for a resetting of expectations and a welcome return to school
- The district has a threat assessment protocol, based on the structure provided by the Puget Sound Educational Service District and Salem Kaizer and has been reviewed by ISD legal counsel. All Administrators, school counselors, Swedish School Based Mental Health Counselors, school psychologists, secondary LRC 1 special education teachers and School Security Officers received training on the Threat Assessment Protocol which includes safety and re-entry plans created for students who need additional support
- The 2023 Healthy Youth Survey data showed a static use of substances for cigarette and e-cigarette use and cannabis, and a 5% reduction in alcohol use at the 12th grade. Healthy Youth Survey data for the district is available [here](#)

2023 Healthy Youth Survey								
	6 th grade n=1394		8 th grade n=1348		10 th grade n=1175		12 th grade n=683	
	2021	2023	2021	2023	2021	2023	2021	2023
Cigarette use	< 1%	< 1%	<1%	1%	<1%	1%	1%	2%
Cigarette use at school	N/A	< 1%	<1%	< 1%	<1%	< 1%	<1%	1%
E-cigarette use	1%	< 1%	1%	1%	4%	3%	8%	8%
E-cigarette use at school	N/A	N/A	1%	1%	1%	1%	4%	2%
Alcohol use	1%	1%	1%	2%	5%	4%	18%	13%
Alcohol use at school	N/A	N/A	<1%	<1%	<1%	1%	1%	1%
Cannabis use	<1%	<1%	1%	1%	3%	4%	10%	9%

Board acceptance: 11/14/2024



OE-12 Learning Environment

Policy Type: Operational Expectation

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

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.
- 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.
- 12.3 Solicit regular feedback from stakeholders on grading and homework practices, with consideration for overall student workload.
- 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.
- 12.5 Consider student opinion in academic remediation and acceleration opportunities.
- 12.6 Ensure that opportunities for social-emotional learning are embedded throughout the K-12 experience.

- 12.7 Provide adequate access to counseling and mental health supports.
- 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.

December 14, 2005 – Adoption of Policy Governance
June 25, 2008 – Revised
December 12, 2019 – Revised
April 22, 2021 – Revised
July 11, 2024 – Converted to Coherent Governance
October 10, 2024 - Revised

Monitoring Method - Internal report
Monitoring Frequency - Annually



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.

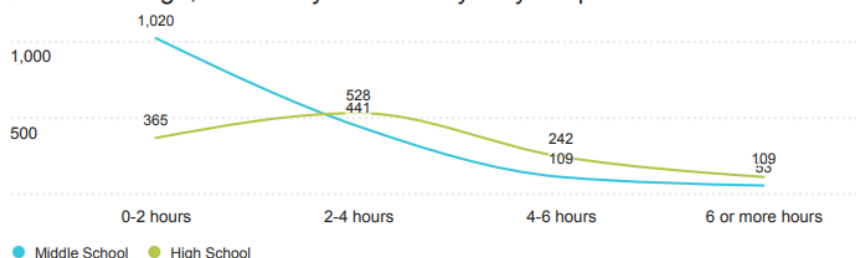
Interpretation:

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

Field	Responses	Percentage
0-2 hours	1,020	62.85%
2-4 hours	441	27.17%
4-6 hours	109	6.72%
6 or more hours	53	3.27%

High School

Field	Responses	Percentage
0-2 hours	365	29.34%
2-4 hours	528	42.44%
4-6 hours	242	19.45%
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: 12/12/2024



OE-13 Facilities

Policy Type: Operational Expectation

The Board believes that student learning is enhanced when school facilities are safe, clean and properly maintained, and when there is adequate classroom space to provide learning opportunities for all students.

The Superintendent shall assure that physical facilities support the accomplishment of the Board's **Results** policies, and are safe and properly maintained.

The Superintendent will:

- 13.1 Develop a plan and establish priorities for construction, renovation and maintenance projects. In setting priorities, the Superintendent will:
 - a. Assign highest priority to the correction of unsafe conditions
 - b. Include maintenance costs as necessary to enable facilities to reach their intended life cycles
 - c. Plan for and schedule preventive maintenance
 - d. Plan for and schedule system replacement when new schools open, schools are renovated or systems replaced
 - e. Disclose assumptions on which the plan is based, including growth patterns and the financial and human capital impact individual projects will have on other parts of the organization.
- 13.2 Project life-cycle costs as capital decisions are made.
- 13.3 Develop and consistently administer facilities use guidelines delineating:
 - a. Permitted uses
 - b. The applicable fee structure
 - c. Clear user expectations, including behavior, cleanup, security, insurance and damage repair
 - d. Consequences and enforcement procedures for public users who fail to follow the established rules.

The Superintendent will not:

- 13.4 Build or renovate buildings without Board approval.
- 13.5 Name or rename schools or mascots.

- 13.6 Recommend land acquisition without first determining growth patterns, comparative costs, construction and transportation factors, and any extraordinary contingency costs due to potential natural and man-made risks.
- 13.7 Authorize construction schedules and change orders that significantly increase cost or reduce quality, without Board approval.
- 13.8 Allow facilities to be unclean, unsanitary, or unsafe.
- 13.9 Unreasonably deny the public's use of facilities as long as student safety, student functions, and the instructional program are not compromised.

December 14, 2005 – Adoption of Policy Governance
December 12, 2019 - Revised
July 11, 2024 – Converted to Coherent Governance

Monitoring Method - Internal report
Monitoring Frequency - Annually



OE-13 FACILITIES

Policy Type: Operational Expectation

Annual Monitoring Report – October 24, 2024

The Board believes that student learning is enhanced when school facilities are safe, clean and properly maintained, and when there is adequate classroom space to provide learning opportunities for all students.

The Superintendent certifies that the District is in compliance with OE-13 with no exceptions.

*The Superintendent shall assure that physical facilities support the accomplishment of the Board's **Results** policies, and are safe and properly maintained.*

General Interpretation:

I interpret physical facilities to include all buildings, equipment, grounds, sports fields and parking lots.

The Superintendent will:

13.1 Develop a plan and establish priorities for construction, renovation and maintenance projects. In setting priorities, the Superintendent will:

- a. Assign highest priority to the correction of unsafe conditions
- b. Include maintenance costs as necessary to enable facilities to reach their intended life cycles
- c. Plan for and schedule preventive maintenance
- d. Plan for and schedule system replacement when new schools open, schools are renovated or systems replaced
- e. Disclose assumptions on which the plan is based, including growth patterns and the financial and human capital impact individual projects will have on other parts of the organization.

Interpretation:

I interpret this to mean that the district will plan for, at a minimum, a [five-year forward-looking strategy](#) that ensures unsafe conditions are treated as priorities, preventive maintenance is planned and implemented, and system replacements are scheduled as appropriate. Physical facilities include all buildings, equipment, grounds, sports fields and parking lots, and equipment includes school buses. In addition, I interpret this to mean that the district implements the capital/maintenance plan to appropriately address priorities, and the goal is to complete 90% of repair/replacement work orders during the school year in which they are submitted, using customer feedback loops to help set priorities and measure satisfaction.

Evidence of Compliance:

Facilities Work Order System: A computerized work order system allows building staff to submit work orders online. The Department plans and schedules, and preventive maintenance and work order status is tracked electronically. For FY 2023-24 (September 1, 2023 through August 31, 2024), the Facilities Services Department received 6,272 work orders (this represents a 24% increase in the number of work orders submitted from FY 2022-23). Of these work orders, 5,883 or 93.8% were completed by a staff of 22 (twenty-two) technical tradespeople (this represents a 24.6% increase in the number of work orders completed from FY 2022-23).

Maintenance of Grounds: The District employs a grounds crew of 16 people to maintain nearly 542 acres. Our grounds crew priority is the maintenance of lawn areas, shrubs and flower beds. In many locations throughout the district, volunteers assist in tending flower beds. The district works closely with building administrators to determine how and when volunteer groups will be mobilized. We have also taken steps in new construction to plant low maintenance shrubbery with installed irrigation systems.

Vehicle Maintenance System: For 2023-24, ten vehicle maintenance technicians completed 3,600 plus work orders on 171 school buses driven 1,334,334 miles, 77 other District vehicles driven 338,765 miles, and 26 trailers. The Transportation Department's vehicle safety inspections by the State showed results of 100% compliance with State safety standards for the winter inspection and 100% for the summer inspection.

- The Transportation Department uses an electronic database system to manage maintenance of the school bus fleet and District motor pool. The system receives vehicle usage information from drivers when they refuel. The fuel pump operating system updates the database electronically and alerts the motor pool manager when service is due. School buses are inspected and serviced every 1,500 miles and other vehicles are inspected and serviced every 3,000 miles.
- The district also utilizes Zonar GPS services for enhanced fleet management, which facilitates efficient routing, minimization of idle time, increased safety, and provides real time engine diagnostics for effective preventive maintenance.

Levy Planning: The district convened a Levy Development Committee in spring 2021 to form a recommendation for a Capital/Critical Repairs measure to address additional preventative maintenance and replacement needs in the years 2023-2026. The measure passed in April 2022. Information regarding these projects and prior levy and bonds is provided on monthly budget status reports provided to the Board of Directors.

13.2 Project life cycle costs as capital decisions are made.

Interpretation:

I interpret this to mean that the district will plan for, at a minimum, a five-year forward-looking [strategy](#) that ensures timely planning and implementation of preventive maintenance and appropriately scheduled system replacement, and this includes making plans to provide capital revenue streams for construction, renovation and maintenance of physical facilities.

Evidence of Compliance:

- Large scale projects or system replacements are historically funded through Capital Bonds. The 2012 Bond issue was approved by the community for \$219M and voters approved a \$533.5M bond issue with a 71.39% “yes” vote in April of 2016.
- The district has also continued to update and grow its preventative maintenance schedules and passed four-year capital levies in 2018 (2019-2022) and 2022 (2023-2026) which contained funding earmarked for preventative maintenance and critical repair needs.
- In the Fall of 2023, the district commissioned detailed facility assessments on all buildings. The results of these assessments were used to inform the [2024 Bond Advisory Committee](#) work in recommending a bond package for the November 5, 2024 ballot. The committee recommendation prioritized facility needs in the next six years. The committee presented their recommended bond package to the superintendent who subsequently provided her recommendation to the board of directors on [May 9, 2024](#). The Board of Directors passed bond resolution #1223 on [May 23, 2024](#).
- Starting in September 2022, the district began displaying and tracking all 2022 critical repairs levy projects on the monthly budget status report. A status worksheet of in process and remaining projects is [available here](#).
- During FY2022-23, the district also began the process of developing and maintaining project status summary worksheets to be added to the public website. Currently, the district has status summary worksheets for projects in process. These are available now on the [capital projects website](#).
- To increase capacity for adequate tracking and monitoring of capital projects, the district hired a capital projects fund accountant in July 2023.

13.3 Develop and consistently administer facilities use guidelines delineating:

- a. Permitted uses
- b. The applicable fee structure
- c. Clear user expectations, including behavior, cleanup, security, insurance and damage repair
- d. Consequences and enforcement procedures for public users who fail to follow the established rules.

Interpretation:

I interpret this to mean that we shall follow the district’s facility use regulation and accommodate community and public use as outlined in the regulation.

Evidence of Compliance:

I certify that the facility use regulation is used to manage the district's fee structure and communicate user expectations and is accessible on the [District website](#). Failure of users to follow regulation results in financial remuneration to the district and/or suspension of user privileges.

The Superintendent will not:

13.4 Build or renovate buildings without Board approval.

Interpretation:

I interpret this to mean that contracts to build or majorly renovate buildings shall not be issued without Board approval.

Evidence of Compliance:

I certify that all major construction or renovation contracts (\$350,000 or greater which require formal public bid) for 2023-24 (9-1-2023 to 08-31-2024) fiscal year were presented to and approved by the Board. Transportation HVAC Upgrades Project is an example of a project that was provided to the Board for action, approval, award or completion.

The Board is provided monthly Budget Status Reports that include ongoing project information. Capital Projects updates are also provided to the Board and the community in public meetings and updated on the [District's Capital Projects website](#).

13.5 Name or rename schools or mascots.

Interpretation

I interpret this to mean no new or existing school or mascot will be named or renamed without Board approval.

Evidence

There were no changes to school or mascot names in the 2023-2024 monitoring period.

13.6 Recommend land acquisition without first determining growth patterns, comparative costs, construction and transportation factors and any extraordinary contingency costs due to potential natural and man-made risks.

Interpretation:

I interpret this to mean that prior to the acquisition of land for school sites, the Board be provided sufficient/compelling information regarding the need for and location of a school site.

Evidence of Compliance:

During this monitoring period, the district has not publicly recommended the purchase of any property relating to school construction. Additionally, we have kept the Board apprised of potential

changes to land use regulation that may impact future school sites.

13.7 Authorize construction schedules and change orders that significantly increase cost or reduce quality, without Board approval.

Interpretation:

I interpret this to mean that all change orders that impact construction projects will be submitted to the Board for approval and significant delays in construction schedules are communicated to the Board.

Significance, in regard to cost and quality, is defined by staff discretion and professional judgment. Significance can vary dependent upon project size, complexity and urgency.

District staff along with the contractor and design teams work to ensure that all change orders presented to the Board have gone through appropriate approvals and negotiations (if needed) prior to official Board action.

Evidence of Compliance:

I certify that for the 2023-24 school year, all change orders were presented to the Board for approval and all major construction scheduling changes were presented to the Board. The administration provides all change orders to the Board on the consent agenda (see example of Admin Building HVAC Improvements Change Order #01).

13.8 Allow facilities to be unclean, unsanitary, or unsafe.

Interpretation:

I interpret this to mean that all facilities are to be maintained to the standards of local fire departments, the County and State Department of Health, other agencies that may have jurisdiction on a case-by-case basis, and the informal standards of the Issaquah School District community.

Evidence of Compliance:

- I certify that our buildings are clean, safe, and well maintained in keeping with the standards noted above, including following State Department of Health guidance regarding infectious disease prevention. We are unaware of any violations of cleanliness, sanitary or safety standards.
- The Facilities Department conducts ongoing custodial building inspections and maintains a ratings dashboard for cleanliness. Custodial staffing by building is derived from the U.S. Department of Education benchmarks for custodians per building square feet to ensure the health and comfort of building users.

13.9 Unreasonably deny the public's use of facilities as long as student safety, student functions, and the instructional program are not compromised.

Interpretation:

I interpret this to mean that we shall follow the district's facility use regulation and accommodate community and public use as outlined in the regulation.

Evidence of Compliance:

- I certify that all facility use is managed according to [District regulation](#). Community use that facilitates student activities is accommodated and encouraged whenever possible.
- To increase availability of facilities for public use, the District prepared postings for part-time theater managers at the end of the 2022-23 school year. These positions were posted and filled early in the 2023-24 school year. The district anticipated expanded staff hours and opened up theaters for community rental in October 2024, which will also be included in next year's annual monitoring report.
- Beginning early in the 2022-23 school year, the Facility Services Department began tracking the utilization rate of District buildings. Below is a representation of the total available building hours for use during the school year (September – June between 6pm and 9:30pm), hours used by type of group, total hours used, and the resulting percentage of utilization.

School year	Available Building Hours	District Used	PTSA Used	IPR Used	Class II Used	Class III Used	Class IV Used	TOTAL	% Utilized
2022-23	46,200	22,326	2,059	5,828	9,932	1,184	974	42,303	91.56%
2023-24	46,200	22,086 (-240)	3,640 (+1,581)	5,040 (-788)	11,065 (+1,133)	1,778 (+594)	1,005 (+31)	44,614 (+2,311)	96.58% (+5.02%)

PTSA = Parent Teacher Student Association

IPR = Issaquah Parks & Recreation

Class II = Issaquah School District affiliated non-profit groups and non-profit local youth organizations

Class III = Local service and civic organizations and youth activities that are not class II

Class IV = Commercial and other functions

Board Acceptance: 10-24-2024



OE-14 Instructional Program

Policy Type: Operational Expectation

The Board believes that the District should provide students with challenging and engaging opportunities for educational exploration, acceleration and remediation. The educational program should provide instructors with opportunities for differentiation and should be relevant to a broad range of students.

The Superintendent shall maintain a management system that ensures challenging and relevant opportunities for all students to achieve at levels defined in the Board's **Results** policies.

The Superintendent will:

- 14.1 Ensure that instructional programs are based on a comprehensive and objective review of best instructional practices research.
- 14.2 Align curriculum and the base instructional program with academic standards that meet or exceed state standards.
- 14.3 Ensure that the instructional program offers opportunities for students to develop talents and interests in more specialized areas, including
 - a. Learning experiences providing the opportunity for students to earn career certifications and credentials.
 - b. Courses providing the opportunity for students to accelerate learning that leads to college credit earning opportunities starting in 9th grade, including Advanced Placement and College in the High School courses at all comprehensive high schools, while facilitating access for all students to unique opportunities and course offerings at each individual high school.
- 14.4 Ensure that the instructional program addresses the different learning styles and needs of students of various backgrounds and abilities.
- 14.5 Encourage new and innovative programs based on research, carefully monitoring and evaluating the effectiveness of all such programs.
- 14.6 Ensure that all instructional programs, including both content and practice, are uniformly implemented, regularly monitored, and modified as necessary to assure the continuing effectiveness.
- 14.7 Select textbooks and instructional materials that advance the achievement of the Board's **Results** policies and that achieve consistency and articulation of the curriculum by course and program.
- 14.8 Maintain a procedure for reviewing materials and textbooks upon formal request by a parent or other stakeholder.

- 14.9 Supply adequate core materials necessary for implementation of instructional program.
- 14.10 Ensure appropriate and timely input from students, parents, community members, teachers, administrators, and other staff members involved in the instructional program as textbooks are reviewed and selected.
- 14.11 Share with the Board, on an annual basis, data-driven plans for improvement at each school.
- 14.12 Integrate technology into content areas across all grade levels where appropriate.
- 14.13 Assure the implementation of the Transitional Bilingual Instruction Program.

November 10, 2010 – Addition to Policy Governance

November 18, 2015 – Revised

December 12, 2019 – Revised

July 11, 2024 – Converted to Coherent Governance

November 14, 2024 - Revised

Monitoring Method - Internal report

Monitoring Frequency - Annually



OE-14 Instructional Program
Policy Type: Operational Expectation

Annual Monitoring Report for School Year 2023-2024 – November 14, 2024

The Board believes that the District should provide students with challenging and engaging opportunities for educational exploration, acceleration and remediation. The educational program should provide instructors with opportunities for differentiation and should be relevant to a broad range of students.

The Superintendent certifies that the District is in compliance with OE-14 with no exceptions.

The Superintendent shall maintain a management system that ensures challenging and relevant opportunities for all students to achieve at levels defined in the Board's Results policies.

General Interpretation:

I interpret this policy to mean that I will put in place an effective management system and structure that ensures our district and school leaders provide the course offerings, research behind program decisions, materials to support curriculum and teacher planning, professional development, and data to support student learning. Data to support student learning is included in monitoring of Results. In addition, I will foster and cultivate a culture of continuous learning that monitors student progress and identifies opportunities to adjust course or deliver on additional resources.

Evidence:

Reporting on OE-14 is lengthy and provides many exemplars of the work that occurred in 2023-24 to maintain and grow our instructional programs. Themes illustrated in the evidence include the following.

Strengths:

The district is building on an established strong foundation in academic programs:

- The district has sustained a focus on Inclusion and Culturally Responsive education for 10+ years
- The district offers a broad selection of rigorous core and elective high school courses, supported by the 7-period day, and multiple options for accelerated learning in middle school
- The district offers a breadth of Career and Technical Education (CTE) courses
- The district is currently strengthening Tier 1 instruction through the selection (2023-24) and implementation (2024-25) of new elementary literacy and middle school math curricula
- The district monitored and improved academic interventions, recently through integration of evidence-based intervention materials in early literacy, K-8 math, Algebra 1, and 6-8 reading
- The district's *Multilingual Learner* program had the 2nd best rate of growth in Washington for the 2023-24 school year as measured by the WIDA Access language development assessment

Focus:

The district is committed to the ongoing continuous improvement cycle for the development of the academic program. The following focus for improvements in our instructional programs center on reducing disproportionate outcomes:

- Integration of the CAST's Universal Design for Learning (UDL) guidelines to ensure implementation

- of inclusive and culturally responsive teaching and learning in every classroom
- Deepening implementation of Integrated Multi-Tiered Systems of Support (MTSS) with a relentless attention to the outcome gaps of our students with disabilities and our BIPOC focus group; 4 federal race groups with predictable outcome gaps (students who identify as Native American, Black / African American, Hispanic / Latino, or Pacific Islander)
- Increase inclusionary practices so neurodiverse students learn alongside their peers
- Increase investment and articulation of opportunities for students interested in pathway options beyond direct enrollment in 4-year colleges
- Investment in new secondary social studies curriculum that increases diverse representation

Strategic Plan Focus: Priority Area 2: Academic Opportunities

During the 2022-23 school year, district leaders developed a three-year strategic plan that included an academic focus on three milestones. Progress data from 2023-24 for each milestone are presented in the Results 1 and 2 monitoring reports on the following metrics:

1. Achievement of 3rd Grade Reading Foundational Skills – the standards that describe a student’s ability to fluently access grade level text. ([AECF Research Paper](#))
2. Successful Completion of Algebra 1. Data suggests that the two most prominent barriers to graduation are credit accrual and meeting the Math Requirement. Successful completion on the first attempt of Algebra 1 removes the first and largest barrier to meeting the math graduation requirement and opens multiple pathway opportunities.
3. On-track to graduate in 9th grade ([NCS Research](#)) as determined by earning all attempted credits, addressing the most prominent barrier to graduation, credit accrual.

During the 2023-24 school year, the following actions were taken in the strategic plan Priority Area 2, Academic Opportunities:

- Initial implementation of UDL for Inclusive and Culturally Responsive Education strategies in all classrooms. ([Research Evidence](#))
 - Leadership training for school leaders
 - Development and delivery (summer 2024) of the *Ignite* summer institute designed to develop teacher leaders and lab classrooms in every school
 - Integration of UDL in professional development, curriculum selection, course development, leadership collaboration, and district committees
- Design and implement academic interventions for reading and math at each grade level. research-based Guidance: [AIR](#), [MTSS4Success](#))
 - Continued development of Early Literacy interventions
 - Expansion of new structured math intervention in all K-5 Title programs
 - Selection of middle school math with integrated MTSS interventions
 - Pilot of Intensified Algebra
 - Continued collaboration for alignment of resources for middle school Study Skills courses to integrate evidence-based interventions
- Examine curriculum and assessment practices to better serve diverse students and address opportunity gaps.
 - Adoption of World History and Northwest History using a newly developed Equity Framework for Curriculum Adoptions that ensures diverse representation and culturally sustaining approaches to new curriculum
 - Representation was a criterion in the selection of the K-5 Comprehensive Literacy adoption
 - Conducted the second annual audit of course selection of 6th grade math courses.

- During this audit, 130 families were contacted about their student's math selection. Though families still made the final decision of math courses, the personal contact communicated the invitation to students in historically underrepresented groups in advanced middle school math courses to consider registering for an advanced math course based on the data that indicated readiness. This process had the potential to reach proportional representation among students meeting standard in 5th grade. Data resulting from this process over the last two years will be described in the monitoring of Results 2

The Superintendent will:

14.1 Ensure that instructional programs are based on a comprehensive and objective review of best instructional practices research.

Interpretation:

I interpret this to mean that our district and schools identify and promote the implementation of curriculum, supplemental materials and instructional practices based on research and evidence. Further, I interpret a comprehensive and objective review of best instructional practices research to mean that our process and procedures provide for effective analysis of instructional practices and subsequent calibration training for successful implementation.

Evidence:

To ensure that instructional materials are aligned with current research, each adoption team reviews relevant research and creates selection criteria aligned to the research and standards. Each curriculum being considered is scored using the selection criteria, then finalist materials are field tested in the classroom before the team selects materials to recommend for adoption. Standards and sources of research for adoption of instructional materials includes the following:

- The [ISD High Leverage Practices](#)
- Instructional Frameworks: [Danielson Teachers Framework](#), [CAST Universal Design for Learning Guidelines](#).
- [Washington State Learning Standards](#), published by OSPI which informs district core learning outcomes.
- Intervention materials and instructional approaches for MTSS are informed by the following:
 - [Menu of Best Practices & Strategies](#), published by OSPI
 - National Center on Intensive Interventions [National Center on Intensive Interventions](#) and [i-MTSS Research Network](#) <https://mtss.org/https://mtss.org/> provide access to provide access to databases of evidence-based interventions and guidance on research-based approaches to intervention programs and [i-MTSS Research Network](#) provide access to databases of evidence-based interventions and guidance on research-based approaches to intervention programs.
 - Washington [AIMS](#), University of Washington Goodlad Institute for Educational Renewal provides leadership training on the implementation of MTSS
- Professional organizations and professional practice standards for specific content areas. Examples include [C3 Framework](#) (Social Studies), [ACTFL](#) (World Language), [CASEL](#) (Social Emotional Learning).

Regulation [2020](#), [2020P](#) guides the process for adopting district curriculum. During the 2023-24 school year, this process was followed to adopt the following curricula:

- World History 9th grade

- K-5 Comprehensive Literacy
- Middle School Math
- 6th grade FLASH
- Various AP / IB course curricula
- Initiated in 2023-24 and completion expected in 2024-25:
 - Ancient and Medieval History for 6th grade
 - Northwest History and Geography for 7th grade

Additional training to increase the quality of implementation of curriculum included the following:

- State Learning Improvement Days:
 - New Student Growth Goals training – 3-hour session on new framework for setting and reporting student growth goals as a component of the teacher evaluation process
 - Session with Dr. Adeyemi Stenbridge on the Culturally Responsive Pedagogy mental model
 - Middle School Training on the Social Institute Digital Citizenship curriculum
 - Structured collaboration on curriculum, grading and instruction
 - Required technology integration (infused with Universal Design for Learning)
 - Training on social-emotional screening, SAEBRs
 - Trainings on courageous conversations, the DEI Frameworks, WIDA (strategies for serving multilingual learners, LGBTQ+IA inclusion)
- LETRS (Language Essentials for Teachers of Reading and Spelling) – the district continues to support teachers through this intensive 2-course training. Nearly 120 teachers completed one LETRS course in the summer of 2024.
- School-based Math and Reading training to support Elementary School Improvement plans.
- i-Ready assessment and tools for instruction training
- Paraprofessionals continue to be trained in the Foundational Course of Study (FCS) required for new paraprofessionals. New training offered in 2023-2024 included Youth Mental Health First Aid, CCS Book Studies, Using the Ladder of Independence, Evidence Based Practices in Promoting Positive Student Behavior, Speaking Up/LGBTQIA+, and Special Education Subject Matter Certificate Training.
- New hire professional development series for new-to-profession certificated staff.

14.2 Align curriculum and the base instruction with academic standards that meet or exceed state standards.

Interpretation:

I interpret this to mean that our District uses Washington State Learning Standards developed by the Office of Superintendent of Public Instruction (OSPI) to provide a foundation for our curriculum and assessment. I further interpret this to mean that we strive to enrich learning beyond these standards for instruction.

Evidence:

During the adoption process for new instructional materials, selection criteria include an assessment of alignment to Washington State Learning standards and current research as described above. Materials not in alignment with standards cannot be considered for adoption. [Link to the Adoption Cycle / Curriculum Selection web page.](#)

Professional standards are also used for selecting materials. Professional standards emphasize relevance and application of learning, similar to the statements found in the Board's **Results**. For example:

- The [C3 Framework](#) calls for social studies to help students understand “the complex and multifaceted world they inhabit” and to prepare “students for the responsibilities of citizenship”.
- The [NGSS](#): Next Generation Science Standards was adopted as both academic standards and a professional standards framework. It calls for not only a standard of knowledge and skill, but also to emphasize scientific and engineering practices that “extend what is meant by *inquiry* in science and the range of cognitive, social and physical practices that it requires.”

14.3 Ensure that the instructional program includes opportunities for students to develop talents and interests in more specialized areas.

Interpretation:

I interpret this to mean that students can choose and participate in classes and activities in areas of interest so that they may develop their personal passion.

Evidence:

Opportunities are offered at each level for students to participate in activities and coursework that allow for student choice, the opportunity to try new things, and to develop their known and new passions. Additionally, the growing development of UDL and Culturally Responsive Education approaches increases the development of talents and interests throughout our curriculum by:

- Embracing student variability and using an asset or strengths-based approach to designing learning
- Increasing saliency of lessons by making deep connections to students' current lives and future opportunities
- Allowing students to vary or choose the ways they engage with concepts or express their learning
- Varying or allowing for choice in the types of learning experiences or student groupings.
- Engaging in student goal setting

Elementary school

All elementary school students participate in music, library, and physical education. Other school activities at the elementary level may include safety patrol, choir, STEM/science club and/or reading club. In the 2024-25 school year opportunities for student-initiated groups based on interests will be added.

Choice programs at the elementary level include Science Tech and Dual Language. There were no students on the waitlist for the Dual Language program. Students can test into the Highly Capable programs of Special Approach to Gifted Education (SAGE) and Mind Education Right Left Integration (MERLIN).

Elementary curricula are designed to allow students authentic exploration of content to foster interest and curiosity and provide space for student voice. Examples include:

- Students self-select much of their independent reading material
- Students self-select writing topics within a genre
- During social studies, students have choice in specific topics within a unit, for example during a culture unit, students can select a culture to research and report on, and in a government unit, students select an issue to study to understand the laws, roles and personal responsibilities related to the issue
- During science, every unit introduces a scientist or engineer role. During the unit students take on the role to “try on” the career path as they learn the science and application of the scientific principles

Middle school

Middle school students have an elective period to explore interests, talents, and passions. Building administrators periodically solicit student interest to inform the development of the course offerings. To expand student choice opportunities in smaller middle schools, building administrators use a two-year cycle, for example offering sculpture one year and visual art the next, allowing for students to take both. In addition to student choice, practical matters such as mandated electives, physical building constraints and the endorsements of teachers align to set the conditions for the electives that are eventually in place for any school year.

Examples of middle school electives include:

- Visual and performing arts such as music, drama, sculpture, arts and crafts, photography, 3D art, and visual arts
- CTE courses such as automation and robotics, coding, design modeling, Project Lead the Way classes of real-world application, and STEM sampler classes where students explore a variety of STEM activities
- Unique and innovative classes that occur in some middle schools include courses such as: TWIG (Totally Wicked Integrated Geography), zoology, speech and debate, WAVE leadership, yearbook, cooking, and woodshop

Co-curricular activities included athletics and activities. In middle school, students can join or start a new club, participate in a class that has co-curricular components (band, orchestra, theater, choir) and play a sport.

High school

The comprehensive high schools each have course guides that communicate a variety of courses, both in core content and electives that support student choice and offer opportunities to explore new and unique classes. Elective courses are available in course guides:

[High School Course Guides](#)

Co-curricular activities included athletics and activities. In high school, students can join or start a new club, participate a class that has co-curricular components (e.g. band, orchestra, theater, Sales and Marketing, Sports Med, etc.), play a sport, or connect to community service opportunities through the college and career center.

In 2023-24, all three comprehensive high schools offered flex time. This time allowed students to seek academic support and/or enrichment. All comprehensive high schools offered individualization in the acquisition of credits through choice.

Gibson Ek High School offers a project-based learning model where internships and mentorships provide students with opportunities to work with an adult mentor whose career matches or touches on their interests and aspirations. During 2023-24, we continued to grow new internship opportunities, bringing in over 25 new community partners. These opportunities are a core element of how Gibson Ek helps students partner with experts to develop student's specialized talents. A few examples are below:

- One student observed and assisted with surgeries as an intern at a veterinary clinic. She is planning to pursue veterinary medicine in college next year. Through her work promoting arts events to students through video and social media during her TeenTix internship, a sophomore was named Seattle's Outstanding Youth Theatre Advocate at the city's Gregory Awards (theater). As a junior she became Seattle Repertory Theatre's first teen marketing intern.
- A senior and a junior with an ongoing interest in sustainability interned together with the City of Issaquah's new Urban Forestry team. Requesting to deepen their understanding through

authentic field work, the pair measured and documented heritage trees around town and mapped invasive species within park quadrants, providing crucial data for the city. The senior is now pursuing an Environmental Science degree at Western Washington University

Gibson Ek was nominated every year since 2022 and in 2023-24 by both Big Picture Learning and Master Transcript Consortium to [The Canopy Project's national database](#) of "innovative learning environments" and serves as a paradigm in Washington state for reimagining learning, highlighted as a model school for the new graduation pathway options as well as a new Innovative Learning Pilot program.

Running Start offers another opportunity for students to select into available courses that are of interest and earn college credit. In the 2023-24 senior exit survey, one of the reasons for participating in Running Start was access to electives not offered in their home high schools. In June of 2023, 825 students were registered for a Running Start class. While most students attend Running Start at Bellevue College (773 students), opportunities also exist at Renton Technical (19 students), Green River College (4 students), Lake Washington Technical (2 students) and Central Washington University (27 students).

The Academy for Community Transition (ACT) honors student agency by supporting every student's post-secondary goal relating to adult-living and economic self-sufficiency per their IEP Transition Plan and High School and Beyond Plan. This year, due to a 9th Circuit Court decision, ACT now serves students until their 22nd birthday. ACT staff continuously work to help all students reach their post-secondary goals. To help students gain work experience and explore interests, ACT students participate in on-campus and/or off-campus internships. Internships included Fortunato Chocolate, The Sammamish Animal Sanctuary, Holly Street's ECE campus, the Admin Mailroom, The Garage and Coal Creek YMCA. ACT students' technology skills have also been enhanced by the adoption of 1:1 laptops. These meaningful learning opportunities aim to unlock students' strengths and passions and increase their sense of belonging and thriving in their community.

CTE provides opportunities for students to explore courses that prepare them to be career and college ready by providing core academic skills, employability skills and technical, job specific skills. Each course integrates academics with rigorous and relevant curriculum in one of 14 Career Clusters. Additional course offerings allow students to expand their knowledge in some of these [Career Clusters](#). In 2023-24, CTE added opportunities for students to explore applied mathematics options through the following entirely new to district course:

Course Title	School	Student Enrollment
Applied Algebra 1	Skyline High	44
Photography 4	Issaquah High	1

CTE internships, called Work Site Learning, give students the opportunity to work at an internship site for high school CTE credit and must be connected to a CTE course related to the job or internship. Students may earn 1.0 high school credits for each 360 work hours accumulated and verified. Ninety-five (95) District students participated in Washington Network for Innovative Careers (WANIC) courses, reflecting access to 13 academic school year preparatory and approximately 26 exploratory summer CTE courses. The summer courses allowed students to explore many CTE options which integrate academics and rigorous curriculum. These courses provide students opportunity to study the subject for 3 hours each day (3.0 high school credits) and complete the course with college credit and/or an industry recognized credential in the field.

14.4 Ensure that the instructional program addresses the different learning styles and needs of students of various backgrounds and abilities.

Interpretation:

I interpret this to mean that our District utilizes Universal Design for Learning (UDL) to support the diversity and variability of all learners. Multi-Tiered Systems of Support (MTSS) provides a framework and system to support UDL. The district will provide professional development to support the implementation of MTSS and provide resources to support Tier 1 and universally designed instruction for all students, strategies, and interventions to support Tier 2 and Tier 3 learning needs.

Evidence:

In support of meeting various student needs, an Equity Framework for Supplemental Curriculum or Non-Adopted materials was created and shared with building administrators and certificated staff. Using instructional resources and materials that are free from bias, that promote inclusion and belonging, and that respectfully portray differing racial groups, cultural traditions, religion, gender, and sexual identity, as well as family identity, create learning environments that are safe, welcoming, and representative of our students. This document acts as an additional guide for educators when using their professional judgement to select supplemental resources and materials. [Equity Framework for Supplemental Curriculum](#). In 2023-24, the district added an [Equity Framework for Curriculum Adoptions](#) to ensure a similar lens is applied to the adoption of all curricular material moving forward.

The district supports and promotes the use of technology to reduce barriers to learning and ensure accessibility. Examples of support for assistive technology and accessibility tools used in district classrooms to plan for learner variability include the following:

- Integration of Microsoft 365
 - Immersive Reader
 - PowerPoint Translate and Subtitles
 - Speech to Text
 - Text translation
- Learning Ally (audio books, human read with visual cuing)
- Canvas LMS
 - Mastery Paths for personalized learning
 - New quizzes that allow for greater accommodation
 - Section / Groups allow staff to create sections for differentiation and inclusion
- Core digital tools (options for students to engage in and express learning)
 - Ex: partnership with ISF for Gizmos science tool
 - Ex: Canva – tool for design thinking and visualization, templates available for scaffolding for students
- Digital curriculum with now assessed for accessibility tools and variability of representation (use of animations, modeling, etc.)
- Adaptive assessments for identification of pre-requisite skill gaps and adaptive relearning
 - Ex: Read & Write – a tool that can be allocated to students who need additional support with everyday tasks such as reading text out loud, defining words, word prediction, spelling, composition
- AI Toolkit for teachers – work in progress, for students – coming in 2024-25
- Additional assistive technology and accessibility tool resources and staffing per 504 and IEP needs.

Use of accessibility tools is integrated into district training and support including:

- District Tech series PD
- Ignite: integrating technology, inclusion and Universal Design for Learning. Professional development, lab classrooms and building leadership capacity

- Canvas 101 course for teachers
- Canvas 101 for students / caregivers
- Book studies
- Curriculum implementation training
- Coaching and consultation with instructional technology specialists embedded in schools

The district continues to support and promote Tier 1 instructional practices and materials that address the different learning styles and needs of students of various backgrounds and abilities. Examples of ongoing professional development that illustrate differentiation include the following:

All levels -UDL as the framework for inclusionary practices

Annual training in cultural competency and inclusionary practices to increase capacity of staff to differentiate for diverse interests and needs. In 2023-24 training included:

- District-wide training (see 14.1 above)
- Integration of Tier 1 practices to address the needs of students with social-emotional barriers to learning, ensuring access to learning for students of differing needs and abilities to self-regulate, including common behavior expectations, common language, and evidence-based interventions such as “Check In – Check Out”
- Professional Development with a focus on inclusive practices continues to be delivered to special education staff within monthly PLC (Professional Learning Community) meetings.
- During the 2023-2024 school year the Special Services Department continued to expand inclusive practices and the continuum of special education services across all levels to include increased delivery of specially designed instruction in success blocks at the Elementary level and initial implementation of inclusion facilitation and teaming/consult models at the Secondary level.
- Feedback from building staff and those participating in offered training to expand on successful programs and to narrow the focus of training in the Tiered Teams level. Examination of behavioral and academic data at the building level resulted in the creation of the Integrated MTSS Specialist position at three high need schools, specific rather than arching professional development in Tiered Teams training and expanding the use of academic screeners at the middle school level
- Training was provided for tiered teams on the use of data-based decision making to inform intervention matching to better meet the individual needs of students
- Use of Learning Ally, to provide audio-text novels to students with reading difficulties. 2023-24 usage data indicated (not including summer reading):
 - 7,540 students were given access to Learning Ally
 - 963 students actively used Learning Ally
 - Those students read 247,106 pages of text through Learning Ally
- Program support by Multilingual Learner certificated specialists and Title/LAP specialists. Ongoing training of specialists increases their capacity to apply current research-based to their program supports and to provide consultation services to the classroom teacher on how to support students in core instruction

Elementary school

- Elementary teachers experienced a series of training centered on UDL in the 2023-2024 school year. Session themes included Planning with a UDL Mindset, Assessment with a UDL Mindset, and UDL and Literacy.

Middle school

- Inclusive behavior support programs were developed and implemented at Issaquah Middle School and Issaquah High Schools with a focus on reengagement and emotional and

behavioral regulation.

- Read 180 reading intervention for students in grades 6-8 was implemented at all 6 middle schools. Students are identified for Read 180 based on academic, iReady and SBA scores in literacy. Throughout the 2023-24 school year 66 6th grade students, 60 7th grade students and 67 8th grade students were enrolled in Read 180.
- Study Skills as an intervention class is also taught at each middle school. Study Skills focuses on Executive Functioning Skills, Social Emotional Learning and improving literacy skills for students that are identified as needing extra academic support but not as intensive as Read 180.

High school

- Secondary readers and writers' workshop and high school book clubs to incorporate choice in reading and writing instruction at the secondary level.
- Gibson Ek continues to pursue a full-inclusion model for all students who receive special education services, including consistent co-teaching and teaming practices.
- During the 2023-24 school year, *Intensified Algebra* was piloted in two classrooms, one at Liberty High school and one at Issaquah High school. This course provides a 2-period block intervention that enables students with math skill gaps to re-build math skills and complete the Algebra 1 course. Intensified Algebra is offered as one of several models for students to take Algebra 1, which also includes Applied Algebra, Algebra with a math lab support class, or the traditional Algebra course.

Results:

At the end of the year, 75% of these students earned Algebra 1 credit.

In comparison, the previous approach with students with similar data was to provide 1 year of pre-algebra and 1 year of Algebra. In that model, approximately 25% of students successfully earned Algebra 1 credit over the two-year period.

Further learning: We also noted that there were students who successfully earned Algebra 1 credit using the math lab support class. In debriefing experiences with both intervention models, we have begun to build a greater understanding of how each model addresses various root causes of lagging math skills, allowing us to more precisely make course recommendations to students. Those recommendations influenced the course guide descriptions provided to students and caregivers as they choose which algebra 1 model best fits their students' learning needs.

- At Echo Glen School, Tier 1 interventions were established and monitored during the 2023-24 school year. This includes school-wide expectations (developed, posted and reviewed with students throughout the school year), Check-In/Check-Out system for all students (behavior data entered into SWIS database), MTSS Tier 1 team meeting monthly and reviewing student data, robust orientation process for all students, academic testing for all students upon arrival and at transition, student recognition system, student council, restorative practices to support student behavior.

14.5 Encourage new and innovative programs based on research, carefully monitoring and evaluating the effectiveness of all such programs.

Interpretation:

I interpret this to mean the district is staying at the cutting edge of promising practices and evidence or research-based programs that support universally designed, culturally responsive and trauma informed

instructional practices, and that there are processes that allow for review of such programs in the context of our district.

Evidence:

Promising practices and initial implementation data is reviewed through Cabinet, Academic Cabinet, departmental, and teacher leader meetings to collaborate on effectiveness of program and to determine next steps. These teams use data to inform decisions to expand, maintain or sunset programs as appropriate.

Transition to Kindergarten

Transition to Kindergarten continued to serve Pre-K aged children during the 2023-24 school year at three sites (Clark, Discovery, and Newcastle). The legislatively established program serves students who have been identified through a screening process to be in need of additional preparation for kindergarten. [OSPI](#) published data in February 2023, showing that “Transition to Kindergarten is an effective strategy for closing opportunity gaps.” Within the district, data indicates that students participating in Transition to Kindergarten show growth across all areas and are measurably more ready to enter kindergarten.

TS Gold Assessment 2023-24 N=42	Fall # of students who scored at accomplished level	Winter # of students who scored at accomplished level	Spring # of students who scored at accomplished level
Social Emotional Score	5 (12%)	36 (82%)	41 (98%)
Physical Score	19 (45%)	41 (93%)	40 (95%)
Language Score	17 (40%)	37 (84%)	39 (93%)
Cognitive Score	9 (21%)	42 (95%)	41 (98%)
Literacy Score	24 (57%)	42 (95%)	42 (100%)
Mathematics Score	17 (40%)	38 (86%)	40 (95%)

**Note that totals vary for each column and row as students move out of district and new students move into the program throughout the year. The “n” size reflects the total number of students that participated in the study.*

In support of trauma informed practices, the district trained staff in the crisis intervention tool of Safety Care. The second year of implementation resulted in another 50% decrease in instances where physical intervention was considered necessary by district staff.

Elementary intervention programs were carefully monitored using student achievement data and teacher feedback. During the 2023-24 school year, this resulted in the following actions:

- Really Great Reading interventions: Teaching and Learning Services (TLS) expanded the use of Really Great Reading curriculum for 1st and 2nd grade students as a Tier 1 instruction program. 1st and/or 2nd grade teams at all 16 schools participated.
- Bridges Math intervention: after piloting in 2022-23, all Title schools implemented the Bridges math intervention curriculum in the 2023-24 school year.
- To create the foundation for future interventions, TLS worked with principals in the spring to build block schedules that allow for consistent instructional time across grade levels in reading and math. This system-wide change will support classroom-based interventions and inclusion services.

Spotlight on Secondary Innovation:

Issaquah Microschool launched in spring 2024 as a pilot program and, after receiving grant funding in summer 2024, officially opened as a startup for the 2024-2025 school year. The microschool offers students a unique learning environment that is project-based, interdisciplinary, and deeply connected to the community. This innovative program places students at the center of their learning, prioritizing engagement through high-interest projects and fostering growth aligned with their personal goals and ability to impact the community. By blending academic rigor with real-world connections in an engaging learning environment, Issaquah Microschool has the potential to significantly enhance student learning experiences now and in the future.

14.6 Ensure that all instructional programs, including both content and practice, are uniformly implemented, regularly monitored, and modified as necessary to assure continuing effectiveness.

Interpretation:

I interpret this to mean that our district is a learning organization and balances professional judgement of teachers with accountability to a common course scope and sequence, which includes student outcomes. The district will have a core curriculum and assessment program that is consistently implemented within defined parameters and aligned to student learning outcomes. Revisions to scope and sequence occur on a regular schedule.

Evidence:

A Scope and Sequence is developed for each district course. This guiding document is maintained and adjusted by Teaching and Learning Services staff in collaboration with school instructional leaders. The district implements district and state assessments to monitor core learning outcomes. Homework and grading practices, as further described in EL-12 monitoring, provide additional opportunity for calibration of implementation of core curriculum and assessment of learning outcomes. The district has refined the Scope and Sequence template to explicitly identify the Essential Learnings (Big ideas of a course) that are supported in teacher materials, and to identify Common Learning Experiences, also described in pacing guides and teacher materials, to support core outcomes and structures that should be consistent across classes.

Examples of actions taken in the 2023-24 school year to develop and maintain common course scope and sequences and/or district assessments included the following:

Elementary Scope & Sequence / Assessment Revisions

- The Elementary Literacy Adoption team selected Benchmark Literacy and developed a new Scope & Sequence and pacing guide for elementary teachers.
- Guidance for planning for the 2024-25 school year included required block scheduling district wide to ensure core instruction would be coordinated with targeted intervention at all schools.

Middle School Scope & Sequence / Assessment Revisions

- Continued professional development on the use of benchmark / screener assessments (i-Ready) and use of assessment data for instruction and intervention matching
- Implementation of the Middle School Math Paths
- Adoption of new MS Math materials and development of new scope and sequence and classroom-based interventions for all MS Math courses
- Revision of the [6th grade ELA](#) (English Language Arts) scope and sequence to create capacity to deliver tiered supports

- Middle School [Second Step](#) social skills Scope & Sequence established

High School Scope & Sequence Revisions / Assessment Revisions

- Pilot for the [Intensified Algebra](#) course
- Selection of new World History curriculum, development of a new district scope and sequence with resources allocated to engage in ongoing co-design of the course through the first year(s) of implementation
- Revision of the practices in the selection of advanced course offerings to ensure consistency of implementation with program specifications (AP, IB, College in the High School)

Teaching & Learning Services leaders facilitate secondary department leader meetings monthly to identify curriculum, instruction and resource issues and collaboratively develop solutions and clarify teacher guidance for courses.

Instructional programs are monitored and modified as needed in response to adoptions and feedback. An additional layer of attention to the delivery of content at the building level is the work beginning in 2023-24 with building administrators is to embed questions about teacher alignment to the pacing guide and scope and sequence documents in regularly scheduled teacher/administrator meetings. Teacher leader meetings allow another opportunity to connect about how content is delivered at and across school buildings. This teacher feedback is essential to inform the decisions and guidance from the Teaching and Learning Department.

14.7 Select textbooks and instructional materials that advance the achievement of the Board's Results policies and that achieve consistency and articulation of the curriculum by course and program.

Interpretation:

I interpret this to mean that our district has a documented and transparent approach to the adoption of curriculum in alignment with high leverage instructional practices that advance the Board's Ends.

Evidence:

Materials selected for adoption as listed in 14.1, were vetted by the adoption team and Instructional Materials Committee (IMC) to ensure that they were consistent with the Ends. [Link to the Adoption Cycle / Curriculum Selection web page.](#)

For each curriculum adoption (listed in 14.1 above), district leadership provides a charter describing the role of the adoption committee and the conditions the adoption must meet to align with District Ends, Executive Limitations and regulations.

Charters for adoptions in 2023-24:

- [Middle School Math Adoption](#)
- Secondary School Social Studies Adoption: [Northwest History](#), [World History](#)
- Elementary [Comprehensive Literacy Adoption](#)

As shared above in 14.4 above, the Equity Framework for Supplemental Curriculum or Non-Adopted Materials, and the Equity Framework for Curriculum Adoption supports the Board's Ends policies.

Additional, ongoing team and committee work to ensure alignment of curriculum includes the following:

- Monthly secondary department lead meetings
- Multilingual Learners, Title/LAP parent advisory meetings
- Elementary professional development, curriculum and assessment listening sessions see above.

14.8 Maintain a procedure for reviewing materials and textbooks upon formal request by a parent or other stakeholder.

Interpretation:

I interpret this to mean that our district has a clear process for parents, caregivers and guardians, or other stakeholders, to review curriculum materials.

Evidence:

The district maintains a curriculum library at the district office, available to the public by appointment.

[Regulation 2020](#) and corresponding [procedure 2020P/2020F3](#) provides the process for parents to request re-evaluation of materials (adopted or supplemental).

Year	2020F3 Request for Re-evaluation of Materials Submissions	Resolution
2021-22 – None	NA	NA
2022-23 – 2 submissions	Elementary library book	Material was altered (map revision)
	Middle School library book	Material was retained in the library
2023-24 – None	NA	NA

14.9 Supply adequate core materials necessary for implementation of instructional program.

Interpretation:

I interpret this to mean that the district provides curriculum and supplemental materials to support all students at a reasonable cost.

Evidence:

The district provides curriculum, web-based platforms and subscriptions that support the delivery of instruction to all students.

- District continued the use of Canvas as the secondary learning management system.
- Classlink (6-12) and Clever (K-5) provide a single point access for students to access web-based platforms, digital texts, and subscriptions.
- The district invests in a range of common supplemental digital resources, often with access to a range of instructional materials. The list of digital resources for students is available [here](#).
- Teaching and Learning Services maintains an inventory of adopted materials and allocation of instructional materials to schools. Using enrollment projections materials are ordered annually to ensure each classroom has access to the adopted materials for instruction.
- Instructional materials to meet the needs of all students included the following:
 - Large print and braille editions for students with visual impairments.
 - Support from the Assistive Technology team for students with disabilities requiring accommodations through assistive technology, including the support of digital magnifiers for near and distance viewing, screen readers/magnification software to support the built in

- Microsoft tools.
- Learning Ally was licensed for all schools to provide access to human-read audio text to any student with reading difficulties, regardless of whether the student had a documented disability or not.
- As described in 14.4 above, assistive and adaptive technology resources are provided to ensure accessibility for diverse learners and integrated into training.

14.10 Ensure appropriate and timely input from students, parents, community members, teachers, administrators, and other staff members involved in the instructional program as textbooks are reviewed and selected.

Interpretation:

I interpret this to mean our district has policies and procedures which outline the opportunities for input from students, parents, caregivers, guardians, community members and staff on curriculum and supplemental materials

Evidence:

Regulation 2020 requires a published opportunity for the community to review curriculum materials. The curriculum adoption process includes a team of teacher representatives from schools and department support specialists.

During the adoption process parents and teachers are surveyed to inform the adoption process.

The Instructional Materials Committee (IMC), who reviews materials and the selection process prior to recommendation to the school board, consists of community, parent, and teacher representatives. See [District Regulation 2020P](#).

Public Input and Review

In 2023-24, the district revised the approach to the public review for materials being considered for adoption.

Previous Practice	Change	Application in 2023-24
Public review following the final selection approved by the IMC	Public Review during the 6–8-week field test window	Elementary Literacy Middle School Math World History Social Studies 6 th -7 th grade
Public feedback received after selection has been submitted to the school board	Public feedback received by the selection committee prior to the final selection of materials. Public feedback is a consideration in the selection.	Elementary Literacy: 35 respondents Middle School Math: 23 respondents
Public required to review materials in person at the Administration building.	When possible, materials are available online. Public engagement events are made available when interest is known for interactive engagement with materials and staff.	6 th FLASH (online and live) Elementary Literacy: Regional events Middle School Math: central live review with Q&A

	Presentation made to the Family Partnership Advisory Group, a committee of diverse, involved district caregivers	All presented to Family Partnership Advisory
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Career and Technical Education Frameworks are reviewed, and approved, by Pathway Advisory Committees every five years, on a rotating basis. These committees are comprised of teachers in the cluster or program area under which the course is taught, community members who work in the field and past and present students. Input is received from the advisory members to ensure CTE courses remain relevant to a quickly evolving industry.

14.11 Share with the Board, on an annual basis, data-driven plans for improvement at each school.

Interpretation:

I interpret this to mean that each school in the district develops School Improvement Plans utilizing a variety of sources of quantitative and qualitative data, root cause analysis and in alignment with evidence-based strategies for accelerated learning and opportunity gap closure.

Evidence:

Each Issaquah School District school completes a School Improvement Plan (SIP) in accordance with [Washington Administrative Code 180-16-220](#) and [District Regulation 2005](#). School improvement plans for each school are presented annually to the school board. In the 2023-24 school year, School Improvement plans were presented in feeder pattern groups. Liberty area schools presented 11/2/23, Issaquah area schools presented on 12/6/23, and Skyline area schools presented on 1/17/24. During this School Improvement Plan cycle, school teams engaged in a root cause analysis to inform improvement goals and strategies.

In 2023-24, the [School Improvement Plan public site](#) was revised to be more user friendly to our community.

14.12 Integrate technology into content areas across all grade levels where appropriate.

Interpretation:

I interpret this to mean that technology integration is an expectation for all courses and content areas to enhance learning, prepare students for digital literacy, empower students to manage their learning, and as a developmentally appropriate instructional strategy to meet a diverse range of learning styles.

Evidence:

Much of the approach of integration of technology, including our 1:1 laptop program, is described in OE-15 and the [Educational Technology Plan](#). Highlights from this report relevant to 14.12 include:

- Laptops meeting technical specifications for educational use and hardware were allocated in the first weeks of school and adjusted based on feedback from users
- All classrooms were outfitted with teaching stations that conform to a minimum standard of technology.
- IT support plan was implemented

- Technology training, consultation and coaching was implemented to support teachers and provide resources for teachers to support students in learning how to use and leverage their district laptops.”
- [Tech Integration Expectations](#) were created to clarify expectations for incorporating technology into instruction and facilitate students use, as informed by the ISTE standards and UDL. Expectation development began during the 2022-23 school year for use during technology professional development with broader use expected during the 2023-24 school year. The Digital Learning Experience establishes an overall goal and six expectations for integration of technology across educational settings. The linked tool is used for teachers to reflect on how they can meet the expectation in a way that enhances learning appropriate to their discipline, grade level and context were created to clarify expectations for incorporating technology into instruction and facilitate students use, as informed by the ISTE standards and UDL.

Goal: Teachers create and foster a classroom environment where ALL students can access, engage with, create, and produce using technological tools giving students ownership and agency over their own learning and the opportunity to use technology to engage with the world in meaningful ways.

Six Expectations:

- 1) Teachers will create procedures and expectations that empower student responsibility as they use technology.
- 2) Teachers will leverage technology to support learner variability.
- 3) Teachers will design activities that promote student agency and provide opportunities for students to create artifacts that demonstrate learning.
- 4) Teachers will develop learning activities to teach students to access, analyze, and consume digital information in safe and informed ways.
- 5) Teachers will design and utilize a variety of digital assessments that inform and guide student learning.
- 6) Teachers include collaborative tools in lesson activities to expand students' authentic, real-world learning experiences.

[Click here to learn more about each expectation.](#)

Educational Technology Training

To support the Digital Learning Experience (DLE), the district has developed a range of supports for professional learning and support during implementation at the classroom level. Training for 2023-24 included the following:

- Digital Learning Experience (DLE) Series (all staff participate)
- Ed Tech Responsibility Contract in the IEA [collective bargaining agreement](#) requires application work between trainings as part of the DLE Series
- Instructional Tech Specialists (TOSAs), assigned 1 day per week at each school to provide coaching and consultation; Ed Techs also provide district-wide training and support
- Secondary Ed Tech Leads provide peer leadership and consultation
- Option tech trainings during the summer and school year located throughout the district and on Zoom.
- Asynchronous tech modules in Canvas platform (accountability systems used for staff to access additional compensation for completion of trainings)

Adoption of and training for a high level of technology integration.

Training on the integration of technology centers on the [ISTE standards](#) for [students](#) and [teachers](#), as well as the [guidelines for Universal Design for Learning](#). Together these standards support teachers in their journey to and beyond the core standard for integration in the following ways:

- Provide guidance for teachers based on evidence-based research
- Encourage teachers to learn advanced uses of technology, and to apply advanced uses to teaching and learning in their classrooms
- Encourage shared leadership and collaboration
- Describe advanced levels of student application and use of technology for knowledge construction, design and creative communication
- Provide multiple means of culturally responsive engagement, representation and expression to grow students into expert learners who are purposeful and motivated, resourceful and knowledgeable, and strategic and goal directed.
- As described in 14.4 above, assistive and adaptive technology resources are provided to ensure accessibility for diverse learners. Training for staff is integrated into technology training.

14.13 Assure the implementation of the Transitional Bilingual Instruction Program.

Interpretation:

I interpret this to mean that the district will implement a Multilingual Learning program, inclusive of Dual Language learning opportunities, according to state and federal regulations and current research-based professional practices.

Evidence:

Multilanguage Learners (ML) in the district access grade-level academic content and English Language Development (ELD) through participation in their general education classrooms. Explicit English language instruction is delivered either individually, in small groups or designated English Language Development classes by teachers who have been specifically trained in the field of second language acquisition and instructional strategies for language learners. World-class Instructional Design and Assessment (WIDA) is a professional organization that provides guidance on professional practices to support Multilingual Learners to learn English through content. To ensure meaningful access to rigorous, grade-level content, English language instruction is delivered throughout the day to ensure access to core content in English using the [WIDA](#) Framework.

[The Multilingual Learner Plan](#), required by the State, details the district's instructional program.

Components of our WIDA-aligned Multilingual program include the following:

- [Screening](#) and [ACCESS language proficiency](#) assessments to identify students needing MLL support and monitor language growth. The intensity of supports are individualized based on the assessments and teacher observations.
- The WIDA program model centers on a functional approach to language development that includes both the development of language (reading, writing, speaking and listening) and the integration of language development with academic content as described in the [WIDA English Language Development Standards](#). Program delivery includes:
- Dual Language Program
- Supportive Mainstream: push-in, co-teach, secondary ELD classes

Newcomers program

Highlights below describe the scope of the program and success indicators of the District Multilingual Learner (ML) Program:

- The K-12 ML program served a total of 1416 students with 201 unique home languages. The ML program in 2023-24 included 25 elementary ML teachers, 6 middle school teachers, 5 high school teachers and 1 ML specialist (TOSA)
- Multilingual learners are assessed annually on the WIDA Access assessment
- 392 students (28%) who met the proficiency level exited ML services, as compared to the state average of 5.4%. This is an increase of 3% from the 2022-23 school year
- Exited students continue to perform as well or better than students not identified as ML
- ELA SBA scores 2 years after exiting 84.9% proficient
- Math SBA scores 2 years after exiting 85.2% proficient

Students are considered *long term English Learners (LTELs)* if they qualify for service for more than 5 years, 12.2% of ML students in the ISD qualify as LTELs, as compared to the state LTEL rate of 41%.

District, state and research on ML data indicates ML students whose home language is Spanish require more intensive ML supports and take longer to reach proficiency. District Spanish speaking students have an exit rate of 3.0 % and LTEL rate of 23%. Though these rates compare favorably to state averages, they indicate a greater level of need for Spanish speakers than other language groups in the district.

To address the long-term needs of LTEL and Spanish speaking students, district is taking the following actions:

- Prioritizing increased staffing ratios for programs with higher proportions of LTEL and Spanish speaking students.
- Increasing supplemental services learning opportunities in a co-teaching

The Dual Language Immersion Program provides both native English speakers and native Spanish speakers the opportunity to learn to read, write, and communicate effectively in English and in Spanish. This is an “additive bilingual” program, meaning that a child’s first language continues to be strengthened and augmented while he/she is gaining a second language. The program goals are:

- **Bilingualism** – students develop high levels of thinking, listening, and speaking proficiency in English and Spanish.
- **Biliteracy** – students develop reading and writing skills while striving for academic excellence in all subject areas, meeting or exceeding district and state standards in both languages.
- **Bicultural** – students feel empowered as multilinguals, developing positive attitudes and appreciation toward their personal cultures, as well as other world cultures in our global society.

At Issaquah Valley Elementary School, Dual Language expanded to include fourth grade in 2023-24, resulting in 10 classrooms total in grades K-4. The cohorts include multilingual learners, especially Spanish-speaking students, prioritizing neighborhood school student enrollment for long-term program enrollment.

Continued support for the integration of [GLAD](#) (Guided Language Acquisition Design). GLAD strategies and GLAD aligned instructional materials align with WIDA in support of MLs in content area courses. GLAD strategies also align with Universal Design for Learning for all learners, and with Culturally Responsive Education. District continues to support the integration of GLAD strategies in ongoing professional development on high leverage practices and in the ongoing development of curriculum and course scopes and sequences.

Board approval: 11/14/2024



OE-15 Technology

Policy Type: Operational Expectation

The Board believes that the ability to safely use and develop technology is important to the success of our students and that students should have equitable access to technology and technology courses.

The Superintendent will establish and maintain technology systems and applications consistent with the accomplishment of the Board's **Results** policies.

The Superintendent will:

- 15.1 Provide equitable access to technology throughout the district.
- 15.2 Provide and implement a comprehensive technology plan that directs the outcomes and priorities for the expenditure of technology resources.
- 15.3 Provide access to advanced, technologically rigorous courses for students.
- 15.4 Establish expectations for appropriate use of technology by staff.
- 15.5 Maintain a computing environment that is safe, secure and reliable for students and staff.
- 15.6 Prohibit the use of technology resources for commercial, political, illegal or indecent purposes or that disrupts the learning environment of students.
- 15.7 Establish a regulation for use, during the school day, of student cell phone and other personal electronic devices that prioritizes student mental health and well-being.

May 14, 2014 – Addition to Policy Governance
September 14, 2016 – Revised
December 12, 2019 – Revised
July 11, 2024 – Converted to Coherent Governance
October 10, 2024 - Revised

Monitoring Method - Internal report
Monitoring Frequency - Annually



OE-15 TECHNOLOGY

Policy Type: Operational Expectation

Annual Monitoring Report – October 24, 2024

The Board believes that the ability to safely use and develop technology is important to the success of our students and that students should have equitable access to technology and technology courses.

The Superintendent certifies that the district is in compliance with OE-15 with no exceptions.

The Superintendent will establish and maintain technology systems and applications consistent with the accomplishment of the Board's Results.

Overview:

This report provides many examples of the work that occurred in 2023-24 to maintain and grow district Technology Programs. Themes illustrated in the evidence include the following:

Strengths:

The district completed its second year of the new technology allocation through the 1:1 laptop program for grades 3-12 and the first year using the new levy funding.

- All secondary students are allocated a laptop that meets educational specifications
- All classrooms have teaching stations that meet educational specifications
- The district supports a range of technology-based accessibility tools to meet diverse student learning needs
- Most students and staff develop familiarity and competency with core technology functions for communication and learning management
- The district has established resources and procedures to maintain access to technology over the life of the technology levy
- The district analysis of infrastructure indicates that the network maintains highly reliable access with minimization of disruption

Continued investment:

The district identified the following focus areas to expand and fortify the use of technology:

- **Technology for inclusion and access:** Increase the use of technology in support of Universal Design for Learning to address barriers to learning and proactively plan for learner variability
- **Innovation & Emerging Technology:** Empower and support innovative use of technology by staff and students and expand programs that provide students opportunities to build skillset with emerging technology
- **Addressing exceptionalities:** Identifying and supporting students or staff who experience difficulty with core technology functions, including effective use of the learning management system

- **Cohesion:** Monitoring, improving and maintaining a clear and consistent use of technology tools in a manner that provides students and families with a cohesive experience across classes and years

The Superintendent will:

15.1 Provide equitable access to technology throughout the district.

Interpretation:

I interpret this to mean that the district will provide access to computers for all students in grades K-5 for classroom use, and use of computers at school and at home for all students in grades 6-12 as part of the 1:1 laptop program.

OE-15 is one of five district reports related to the integration of technology. Related reports include the following:

- OE-14: 14.12 will report on the integration of technology across content areas
- Results 2: 2.9 will report on results related to applying current and emerging technology, technology literacy, and computational thinking
- Results 3: 3.5 will report on results related to understanding appropriate, respectful, responsible and ethical use and impact of student misuse of technology and social media
- Results 4: 4.3 will report on results related to understanding the opportunities and risks posed by digital technology and social media, including social-emotional risks and safety impacts

Evidence of Compliance:

2023-24 marked the first year of implementation of the new educational technology plan, and our second year of the new distribution model which included 1:1 laptops in grades 3-12 funded through the 2023-27 Technology Levy. A full description of the technology allocation is described in the [Educational Technology Plan](#).

Program specifications accomplished the following:

- Laptops meeting technical specifications for educational use and hardware allocated in the first weeks of school
- All classrooms are outfitted with teaching stations that conform to a set standard of technology
- IT support plan implemented in each school including the following:
 - School-based IT staff accessible during school and work hours to students and staff
 - Rapid replacement of faulty equipment
 - Replacement cycle to retire older laptops and equipment, ensuring all laptops meet educational specification
 - Access to charging and printing
 - Infrastructure to ensure reliable access to educational resources
 - Support to families to [access internet at home and surplus computers as available](#)
- Piloted wireless translation devices for Multilingual Families
- Continued support of adaptive technology to support students with exceptional needs.
- Technology training, consultation and coaching to support teachers and provide resources for teachers to support students in learning how to use and leverage their district laptops including the use of accessibility tools. [see OE-15.4 below]

Actions taken to monitor and improve equitable access:

After the first year of 1:1, the district shifted guidance at high schools regarding personal laptop use:

- Students allowed to bring a personal laptop in addition to their district laptop
- Teachers may require use of the district laptop daily or on an as-needed basis (example: to access resources not available on personal devices)

Student survey data provided by student representatives to the school board in September 2023, showed that 90% of students stated the school laptops allowed them to complete all school and homework without major difficulties. Students experiencing difficulties are encouraged to report difficulties not easily resolved by students and/or their teachers to IT staff for problem-solving or replacement of the device. Concerns about district devices appear to be less frequently reported in 2023-24.

During the 2023-24 school year, Securly Home software was implemented district wide. This software allows secondary student families and caregivers to monitor and limit home internet usage on district laptops.

Continued engagement with teachers and students will be critical to monitoring of the ongoing implementation of the 1:1 program, both in ensuring reliability at acceptable levels, swift response to exceptions and issues raised by staff and students, and determination of the scale of issues raised.

15.2 Provide a comprehensive technology plan that directs the outcomes and priorities for the expenditure of technology resources.

Interpretation:

I interpret this to mean that the district will have a plan that states the purpose for and effective use in alignment to ISTE (International Society for Technology in Education), standards of hardware, software, security measures, inventory controls, upgrade and maintenance cycles for technology resources and funding sources.

Evidence of Compliance:

The district's Educational Technology Plan is a living document that was developed based on the input of the community during the 1:1 levy development. The [Educational Technology Plan web page](#) provides a [download link](#) and access to supporting documents.

The district Technology Plan is structured around four goals, aligned to Results and Operational Expectations and in support of the district strategic plan.

Goal 1: Technology access

The ISD will ensure secure, reliable access to technology essential to learning.

Goal 2: Technology for learning and career readiness

Educational programming will leverage current technology and provide opportunities for students to explore new technologies and technology related to career interests.

Goal 3: Personal safety, citizenship and critical thinking

Students will have the knowledge and skills to critically analyze uses of technology in a manner that protects themselves, avoids causing harm to others, and positively impacts their community and world.

Goal 4: Engagement and Innovation

Leadership will engage with strategic partners in the ongoing development and expansion of ISD programs that facilitate students in learning advanced and emerging technologies and technology applications.

- The Technology Advisory Committee was formed and met for the first time in May 2024. The committee is comprised of middle and high school students (22), caregivers, and community members (27), school and district administrators (6), teachers (19) and industry professionals (17). After an introduction, the committee broke into groups around each goal area to discuss the outcomes for their goal area. [Input from each group was collated and processed by the district](#) team. The next steps with the committee include; making the work more visible on our district website, providing an FAQ based on the feedback from the committee, and leveraging strengths of our committee members to refine the ISD educational technology plan or implementation.

15.3 Provide access to advanced, technologically rigorous courses for students.

Interpretation:

I interpret this to mean that the district offers courses across all grade levels both focused on technology and technical skills using technology applications that are rigorous and create a pathway for advanced learning experiences that support student interests and possible career opportunities.

Evidence of Compliance:

Building Blocks

Though our most advanced, technologically rigorous courses for students are offered at the high school level, the foundation for these courses begins as soon as students enter our schools.

Elementary	Middle School	High School
<i>Progression of technologically rigorous courses</i>		
<ul style="list-style-type: none"> ▸ Build foundational skills & access ▸ Grow as competent users, creators ▸ Foster interest 	<ul style="list-style-type: none"> ▸ Choice & interest-driven electives ▸ Range of applications ▸ Range of technologies (basic to advanced) 	<ul style="list-style-type: none"> ▸ Exploring opportunities ▸ Develop a pathway ▸ Engage with advanced technologies
<i>Examples</i>		
<ul style="list-style-type: none"> ▸ Productivity tools ▸ Book Creator ▸ Learning Ally ▸ Computer Science unit (phasing in) ▸ Adaptive technology such as MS Immersive Reader 	<ul style="list-style-type: none"> ▸ Coding and application design courses ▸ Physical programming / robotics ▸ Physical design and maker spaces ▸ Technology and the arts 	<ul style="list-style-type: none"> ▸ CTE courses – see below ▸ Science lab courses ▸ Arts electives ▸ Business, marketing and finance

Career and Technology Education (CTE) courses are offered at middle and high schools. The 7-period day provides high school students with more opportunities to explore technology through CTE. Students may maintain a singular focus on an area of study leading to a career path of choice or sample various tech applications in search of areas of interest.

Noted Challenge: The middle school 6-period schedule provides at most 3 trimesters of electives for students per year. Students who prioritize electives such as performing arts, may have limited room in their schedule to explore advanced technology courses until they reach high school. Middle school leaders and support staff monitor student interests to inform scheduling of elective courses.

CTE includes courses offered in which technical skills are developed and refined such as Computer Science, Graphic Design and Cyber Security; and courses in which skills are developed in technology applications, such as finance, media courses, and engineering.

- See the list of CTE Course Offerings & Enrollments for each high school: [Issaquah High](#), [Liberty High](#), [Skyline High](#). In a sampling of courses that included all Computer Science, Engineering and Cybersecurity courses at each high school, enrollment in these courses was approximately 90% of the number of requests by students.
- See the [HS Course Catalogs](#) for more information on course offerings in each school.

WANIC and Running Start programs also allow students to take courses to explore career options. These may include technologically advanced courses.

In addition to formal classes, schools support clubs and co-curricular activities that involve advanced technologies in areas of interest such as robotics, science, engineering, media design, rocketry, sustainability, and coding.

Continuous development of technology-rich courses

The district Technology Plan includes planning for reviewing and expanding access to advanced, technologically rigorous courses, programs and applications for students.

Providing advanced, technologically rigorous courses for students is a dynamic, ongoing process of change and improvement. Systems in place to monitor and adjust course offerings includes the following:

- CTE [Pathway Advisory Committee](#) meets each spring and completes a nine-part program evaluation, which includes review of curriculum and instructional materials. With input from industry representatives, the curriculum is reviewed to ensure it is relevant to emerging trends in the industry. Courses may also be proposed or concluded based on evolving and emerging industry trends
- Continued engagement with college partners such as Bellevue College and Renton Technical College
- Strategic Planning: during the 2023-24 school year data was collected through the High School and Beyond Plan to inform course changes for the 2025-26 school year
- Training on more advanced technologies that can be used across content areas. (See evidence for EL-15.4 below)

15.4 Establish expectations for appropriate use of technology by staff and students.

Interpretation:

I interpret this to mean that the district sets forth and communicates expectations for the use of technology as a core learning tool and a means for inclusive learning aligned to Universal Design for Learning.

Evidence of Compliance:

Systems put in place to ensure technology is used routinely by staff and student in the service of learning include the following:

- Establishing and training on a standard for integration of technology in district classrooms, including adoption of and training for a high level of technology integration centered on Universal Design for Learning
- Establishing and training students on the use of classroom technology including our secondary Learning Management System (LMS), Canvas

Establishing and training on a standard for integration of technology in ISD classrooms

Technology Integration Expectations

The [Collective Bargaining Agreement](#) with the Issaquah Education Association (IEA) as outlined in Article 5, section 1.3 states “Staff is expected to consistently incorporate technology into instruction and to facilitate student use of technology as a learning tool.

Technology Integration Expectations were created to clarify expectations for incorporating technology into instruction and facilitate students use, as informed by the International Society for Technology in Education (ISTE) standards and Universal Design for Learning. Development of expectations began during the 2022-23 school year for use during technology professional development with broader use expected each school year. The Digital Learning Experience establishes an overall goal and six expectations for integration of technology across educational settings. The [linked document](#) is used for teachers to reflect on how they can meet the expectation in a way that enhances learning in a way appropriate to their discipline, grade level and context, establishes an overall goal and six expectations for integration of technology across educational settings. The linked tool is used for teachers to reflect on how they can meet the expectation in a way that enhances learning in a way appropriate to their discipline, grade level and context.

Goal: Teachers create and foster a classroom environment where ALL students can access, engage with, create, and produce using technological tools giving students ownership and agency over their own learning and the opportunity to use technology to engage with the world in meaningful ways.

Six Expectations:

- Teachers will create procedures and expectations that empower student responsibility as they use technology.
- Teachers will leverage technology to support learner variability.
- Teachers will design activities that promote student agency and provide opportunities for students to create artifacts that demonstrate learning.
- Teachers will develop learning activities to teach students to access, analyze, and consume digital information in safe and informed ways.
- Teachers will design and utilize a variety of digital assessments that inform and guide student learning.
- Teachers include collaborative tools in lesson activities to expand students' authentic, real-world learning experiences.

[Click here to learn more about each expectation.](#)

Educational Technology Training

To support the Digital Learning Experience (DLE), the district has developed a range of supports for professional learning and support during implementation at the classroom level. Training for 2023-24 included the following:

- Digital Learning Experience (DLE) Series (all staff participate)
- Ed Tech Responsibility Contract in the IEA [Collective Bargaining Agreement](#) requires application work between trainings as part of the DLE Series
- Instructional Tech Specialists (TOSAs), assigned 1 day per week at each school to provide coaching and consultation; Ed Techs also provide district-wide training and support
- Secondary Ed Tech Leads provide peer leadership and consultation at their schools
- Option tech trainings during the summer and school year located throughout the district and on Zoom
- Asynchronous tech modules in Canvas platforms (accountability systems used for staff to access additional compensation for completion of trainings)

Adoption of and training for a high level of technology integration.

Training on the integration of technology centers on the [ISTE standards](#) for [students](#) and [teachers](#), as well as the [guidelines for Universal Design for Learning](#). Together these standards support teachers in their journey to and beyond the core standard for integration in the following ways:

- Provide guidance for teachers based on evidence-based research
- Encourage teachers to learn advanced uses of technology, and to apply advanced uses to teaching and learning in their classrooms
- Encourage shared leadership and collaboration
- Describe advanced levels of student application and use of technology for knowledge construction, design and creative communication
- Provide multiple means of culturally responsive engagement, representation and expression to grow students into expert learners who are purposeful and motivated, resourceful and knowledgeable, and strategic and goal directed.

The work of the Digital Learning Experience culminated in the creation and launch of our Ignite program which will continue the work of providing teachers with professional development as they integrate and develop Universal Design for Learning (UDL) mindset and strategies for their classroom.

Ignite kicked off in the summer of 2024 with 110 educators comprised of elementary teachers (32), secondary teachers (33), school administrators and district leaders. The cohort(s) of teachers will continue to meet during the 2024-25 school year and will host Classroom Workshops so that other teachers can observe and learn from their work.

Example of Artificial Intelligence

During the 2023-24 school year, Artificial Intelligence (AI) became more accessible to students and staff. The district began engagement with staff, those both curious and interested in early adoption of AI who can inform future integration across educational settings.

Engagement included:

- Launched an *AI for the Humanities course within Canvas for teachers*. Fifty teachers accessed the course throughout the year
- Draft AI statement included in the appendix of the [Educational Technology Plan](#).

- AI Teacher workgroup came together to learn about AI and provide input on the updated staff and student 2022 Regulations
- Piloted the use of Merlyn Mind in a few classrooms during Spring 2024. All librarians were provided with a Merlyn Mind remote and teacher subscription for the 2024-25 school year.

Establishing and training students on the use of classroom technology including our secondary Learning Management System (LMS), Canvas.

Teachers provide students with the necessary instruction to manage and navigate their class on Canvas. The Ed Tech department along with our school-based Ed Tech Leads provided teachers with a variety of resources to strengthen and build their Canvas knowledge.

- *Canvas 101* for students, parents and teachers – these Canvas courses are updated and available to our community to learn how to use Canvas based on their role
- *Growing with Canvas* is a course designed for teachers new to our system. It is shared with new teachers each August and throughout the year
- Middle schools through their Ed Tech Lead and/or Librarian provide training to students in the first few days of school teaching students how to access and login to their computer and other apps such as Canvas.
- Throughout the year, Ed Tech Leads or Librarians support new students through a mini orientation
- Ed Tech TOSAs are available to students who have significant struggles with technology. Once identified, TOSAs meet one on one with the student to support and answer questions.

15.5 Maintain a computing environment that is safe, secure and reliable for students and staff.

Interpretation:

I interpret this to mean that the district has safeguards and reporting tools that maintain a safe, secure and reliable environment for students and staff when using technology. With the 1:1 laptop program, I further interpret reliability to mean that there is a consistent level of quality, speed, access and service for students and staff.

Evidence of Compliance:

Internet Safety and Security Safeguards

- Internet filtering for both district-issued and bring-your-own-device (BYOD) devices complies with Federal Children’s Internet Protection Act (CIPA) regulation also providing additional protections from malware and other undesirable web sites.
- Internet security and safeguards alert district staff for some types of misuse of technology, identifying the specific computer or account involved. The Anonymous Tip Line is also used to report behaviors occurring online.
- Securly Home implemented for secondary student home internet controls.
- Digital citizenship lessons are integrated K-12 and will be further reported during the monitoring of Results 3
- Establishing behavioral expectations that encompass digital behaviors contributes to a safe computing environment. Though more fully reported in the monitoring of Results 3, relevant highlights include:
- Support for schoolwide systems for Positive Behavior Interventions and Supports that include digital behaviors.

- District [regulation 2022](#) addresses electronic resources and is supported by the responsible use guidelines procedure for [staff in 2022P](#) and the responsible use agreements for students [2022F1](#) (grades K-5) and [2022F2](#) (grades 6-12). The regulations were updated during the Spring to include additional language about the use of Artificial Intelligence for both staff and students.

Monitoring reliability and network security

- Implementation of Windows Defender antivirus on district computers providing deep level of granularity in protection, alerting, and incident investigation.
- Strong cyber-security posture
- Network sensors and K20 monitoring provides real-time alerting of outages, enabling quick response time for repairs and identification of areas that could be enhanced by upgrades.
- IT Work Order Ticketing System provides digital escalation path, searchable/reportable documentation of computer trouble history, identification of trending areas of concern
- Students experiencing difficulties are encouraged to report difficulties not easily resolved by students and/or their teachers to IT staff for problem-solving or replacement of the device.
- Bi-weekly Technology Specialist virtual meetings generate follow-up tasks for areas of improvement and/or opportunities for staff/student education. For example, IT specialists work with teachers to remind students to restart computers to run updates, in order to maintain the computers operability (speed).
- 3rd party in-depth physical audit of the district wireless network at one high school was completed. This deeper dive validated the existing wireless infrastructure and also resulted in a possible optimization suggestion which will be tested and monitored during 2024-25 school year.
- Reports of concerns with district devices have decreased in 2023-24 and the majority of the time, equipment, infrastructure and access to educational tools provided uninterrupted access to learning.
- One primary source of interruption is due to delayed updates by the user and/or infrequent rebooting of devices. Staff and students are being trained and reminded to regularly update and reboot computers outside of instruction time to minimize disruption during class time.

15.6 Prohibit the use of technology resources for commercial, political, illegal or indecent purposes or that disrupts the learning environment of students.

Interpretation:

I interpret this to mean that the district clearly communicates and enforces the unacceptable use of technology resources for commercial, political, illegal or indecent purposes or for any disruption to the learning of students.

Evidence of Compliance:

District [regulation 2022](#) addresses electronic resources and is supported by the responsible use guidelines procedure for [staff in 2022P](#) and the responsible use agreements for students [2022F1](#) (grades K-5) and [2022F2](#) (grades 6-12).

Reports of student misuse of technology in a way that impacts schools or misuse of district technology at home are investigated according to the behavior and discipline procedures of the district which may result in re-teaching of expected behaviors, discipline or both.

Most issues are addressed by administrators reteaching expected behaviors and does not result in disciplinary action recorded in Skyward. Infractions related to the misuse of technology recorded in Skyward is summarized below:

Infraction	2021-22		2022-23		2023-24	
	Students	Infractions	Students	Infractions	Students	Infractions
Cellular phones	32	35	22	24	146	246
Electronic Devices	4	4	12	13	11	13
Inappropriate Computer Use	8	8	17	23	18	23
Misuse of Internet	2	2	0	0	4	5
Misuse of Network	0	0	4	4	23	23
Telecommunication Devices	1	1	7	7	1	1

15.7 Establish a regulation for use, during the school day, of student cell phone and other personal electronic devices that prioritizes student mental health and well-being.

This operational expectation was updated and approved at the 10/10/2024 Board meeting and an interpretation will be drafted with evidence next year.

Board Approval: October 24, 2024



OE-16 Equity

Policy Type: Operational Expectation

The Board believes that each student has the potential to achieve, and it is our responsibility to provide all students with the opportunity and support needed to meet their highest capability in a safe and welcoming environment. We acknowledge that systemic and institutional inequities and bias exist, creating barriers for student achievement and well-being. We are committed to raising the achievement of all learners regardless of race, status, varied ability, mental health, English language fluency, gender, gender identity, sexual orientation, religion, trauma impact, and geography. Our culture should promote the identification and removal of barriers causing predictability and disproportionality of the highest and lowest achieving groups.

The Superintendent shall ensure an environment and culture that values and respects the diversity of its students and staff, addressing factors affecting student achievement and well-being.

The Superintendent will:

- 16.1 Promote an environment and culture that is committed to every student having the opportunity to reach their full potential through educational equity. The Superintendent shall:
- a. Recognize the existence of systemic and institutional inequities for students
 - b. Actively encourage, support and expect high achievement and social-emotional well-being for students from all racial groups and other identified subgroups
 - c. Provide equitable access and academic support throughout our educational system
 - d. Provide curriculum that prioritizes diverse viewpoints and cultural relevance
 - e. Promote an environment and culture that supports and encourages effective engagement of all students and fosters cultural competency in students
 - f. Provide professional development, training, and engagement opportunities to inform and practice cultural competence, and increase awareness of personal and systemic bias and inequities in teaching, counseling, advising, and coaching practices, as well as in discipline, staff – student interactions, and staff – parent interactions
 - g. Provide equitable access and an inclusive, welcoming, and safe environment to school activities, clubs, and athletics.

- 16.2 Collect, disaggregate, analyze, and utilize data in order to:
 - a. Identify inequities
 - b. Develop and implement strategies and allocate resources towards eliminating those inequities
 - c. Establish and sustain equity-based accountability systems across the district.
- 16.3 Promote an environment and culture that supports and encourages effective engagement of all families, including those from diverse backgrounds.
- 16.4 Develop and implement strategies for effective partnerships between home, school, and the district, seeking out diverse perspectives on district initiatives, practices, and school climate.
- 16.5 Promote hiring practices to attract a highly-skilled and diverse workforce.
- 16.6 Promote a workplace environment and culture that supports retaining a highly-skilled and diverse workforce.

June 27, 2018 – Addition to Policy Governance
December 12, 2019 – Revised
July 11, 2024 – Converted to Coherent Governance

Monitoring Method - Internal report
Monitoring Frequency - Annually



OE-16 Equity

Policy Type: Operational Expectation

Annual Monitoring Report for School Year 2023-2024 - March 13, 2025

The Board believes that each student has the potential to achieve, and it is our responsibility to provide all students with the opportunity and support needed to meet their highest capability in a safe and welcoming environment. We acknowledge that systemic and institutional inequities and bias exist, creating barriers for student achievement and well-being. We are committed to raising the achievement of all learners regardless of race, status, varied ability, mental health, English language fluency, gender, gender identity, sexual orientation, religion, trauma impact, and geography. Our culture should promote the identification and removal of barriers causing predictability and disproportionality of the highest and lowest achieving groups.

The Superintendent certifies that the district is in compliance with OE-16 without exception.

The Superintendent shall ensure an environment and culture that values and respects the diversity of its students and staff, addressing factors affecting student achievement and well-being.

General Interpretation:

I interpret this Operational Expectation overall that as the Superintendent, I will ensure an environment and culture that values and respects the diversity of its students and staff, by modeling equity and inclusion in action and decision-making, ensuring ongoing training and education for all staff and students, holding staff and students accountable for their learning and application of the values of equity, ensuring there are adequate resources to support equity work, and addressing both systemic and environmental factors affecting student achievement and well-being.

The Superintendent will:

16.1 Promote an environment and culture that is committed to every student having the opportunity to reach their full potential through educational equity. The Superintendent shall:

- a. Recognize the existence of systemic and institutional inequities for students.
- b. Actively encourage, support and expect high achievement and social-emotional well-being for students from all racial groups and other identified subgroups.
- c. Provide equitable access and academic support throughout our educational system.
- d. Provide curriculum that prioritizes diverse viewpoints and cultural relevance.
- e. Promote an environment and culture that supports and encourages effective engagement of all students and fosters cultural competency in students.
- f. Provide professional development, training, and engagement opportunities to inform and practice cultural competence, and increase awareness of personal and systemic bias and inequities in teaching, counseling, advising, and coaching practices, as well as in discipline, staff – student interactions, and staff – parent interactions.
- g. Provide equitable access and an inclusive, welcoming, and safe environment to school activities, clubs, and athletics.

Interpretation:

I interpret this to mean that staff employed at Issaquah School District will be able to acknowledge and identify the history, context and current state of institutional barriers and inequities that students face based on their racial and ethnic backgrounds. I interpret this to mean that each employee can interrogate how this history, context and current state informs expectations for students and how to reflect, identify, restore and interrupt unintentional patterns of marginalization and inequity. This can happen in classrooms, schools and programs, or with other activities that students are involved in (e.g., extracurriculars, clubs and athletics). The district will equip staff at all levels to do this and provide support for students that correct inequities that may exist. The district will provide specific training to staff to bolster cultural competence, confidence and responsiveness while providing students with content and pedagogy that validate historical inequities and affirm their identities and experiences.

Evidence:

This section documents the professional development activities conducted for certificated staff during the 2023-2024 academic year. The program focused on enhancing cultural competence, addressing personal and systemic biases, and implementing inclusive instructional practices to effectively engage all students. The documentation is structured to present professional development topics, objectives, key accomplishments, and areas for growth.

Professional Development Topics:**1.) Building Cultural Competence Foundations**

- **Objective:** To equip our staff with knowledge and skills to create engaging and inclusive learning environments that support student success.
- **Key Highlights:** Staff developed strategies to connect curriculum to students' lived experiences, increased their skills in creating classrooms that honor and celebrate diversity, learned how to use culturally relevant materials and examples in daily instruction, how to build authentic partnerships with families from diverse backgrounds, and learned how to develop instructional approaches that engage all learners.
- **Areas for growth:** Increasing fidelity of implementing culturally competent practices across all classrooms and buildings, helping staff see the connection of Universal Design for Learning and cultural competency, and staff identifying how cultural competency aligns to the Danielson Framework.

2.) Addressing Systemic Bias and Inequities

- **Objective:** To implement a comprehensive multi-layered approach to addressing systemic bias and inequities through targeted professional development initiatives at the staff, building administrator, district administrator, and Cabinet levels.
- **Key Highlights:** Staff and administrators examined the role of racism in achievement disparities, utilized specific protocols for productive, insight-driven discussions about race, led conversations that generated meaningful solutions, and connected personal understanding to systemic transformation. This professional development also strengthened our administrators' strategies for identifying and addressing institutional barriers, methods for building sustainable change across school systems, and to see the critical role of adaptive leadership in equity work. In addition, our Cabinet team was able to examine existing district practices, policies, and programs through an equity lens, and create accountability measures to track progress toward equity goals.
- **Areas for growth:** All staff members embracing equity as part of their everyday responsibilities and eliminating systemic inequities and bias with fidelity throughout the system.

3.) Building Inclusive and Affirming Communities

- **Objective:** To provide comprehensive LGBTQIA+ professional development to all certificated staff to strengthen educators' capacities to support all students, particularly those who identify as LGBTQIA+. The professional development focused on creating affirming classroom environments where every student feels seen, valued, and supported in their learning journey.
- **Key Highlights:** This training was created by staff and students that identify as LGBTQIA+. Staff were provided with strategies for how to use inclusive language and terminology in classroom discussions, how to respond when students share aspects of their identity, creating safe spaces for all students to participate fully in learning activities, resources for partnering with families, and tools for addressing instances of bullying or harassment.
- **Areas for growth:** Continuing to grow staff knowledge around LGBTQIA+ history, experiences, and well-being.

4.) Continuum of Inclusive Special Education Service Delivery

- **Objective:** To expand inclusionary practices and develop a comprehensive continuum of special education services that prioritize least restrictive environment (LRE) and increased access to general education curriculum for students with diverse learning needs.
- **Key Highlights:** Professional development in 2023-24 was strategically designed to support the systemic expansion of inclusive service delivery. Professional learning focused on priming the educational system for enhanced inclusive practices, increasing student access to general education classrooms and core curriculum, developing strategies for providing high-quality specially designed instruction (SDI) across multiple educational environments, and equipping special education staff and instructional leaders with tools to support diverse learning needs.
- **Areas for Growth:** Continued efforts concentrated on enhancing general education staff skills in supporting learner variability, deepening knowledge and implementation of inclusive instructional strategies, and ensuring comprehensive support across all educational environments to provide equitable learning opportunities for students with diverse abilities.

5.) Culturally Sustaining and Anti-Racist School Counseling

- **Objective:** To apply antiracism and culturally sustaining practices to school counseling program goals and identify practical strategies for implementing antiracist and culturally sustaining practices within their school counseling programs.
- **Key Highlights:** Key highlights from the session included an exploration of culturally sustaining pedagogy and antiracist school counseling definitions. Participants engaged in self-reflection by taking the Harvard Implicit Association Test to increase their awareness of implicit bias. They also analyzed school district data on student discipline, using this information to develop culturally sustaining goals. The session emphasized the importance of setting specific, measurable goals to address disparities in student outcomes, providing a framework for actionable change.
- **Areas for Growth:** Areas for growth include the need for deeper implementation strategies, with additional examples on how to integrate culturally sustaining practices into everyday counseling. There is also a need to strengthen teacher and parent engagement by developing strategies for collaboration, ensuring that culturally sustaining practices extend beyond counseling sessions and into the broader school community.

*You can click on the link [here](#) to access all the equity professional development that was provided during the 2023-2024 school year.

Keynote: Dr. Adeyemi Stenbridge spoke on the January non-student day to all staff. Dr. Stenbridge is a local and national thought-leader on Culturally Relevant Pedagogy. In partnership with the Center for Strengthening the Teaching Profession, Dr Stenbridge has provided book studies and residencies for district staff during 2022-23 and 2023-24 school years. In this keynote he challenged our staff to develop a new mental model for culturally responsive pedagogy, thinking about how we build on the strengths and capacities of students who underperform in schools and how we make what they learn in school more explicitly relevant to their lived experiences, their assets, and their values.

Student Social Emotional Learning (SEL): Under Strategic Plan Priority Area 1: Student Well-Being, Strategy D: Implement Social Emotional Learning for All Students, the district is evaluating current SEL curriculum for K-8 and implementing SEL standards in high school, this includes a pilot program as described below.

- A committee of elementary and middle school counselors, deans and principals evaluated frequently used supplemental SEL curricula and resources using the Equity Framework.
- The Secondary SEL Committee met to review and revise SEL lessons, including mandatory digital citizenship and safety lessons, primarily delivered through homeroom or flex time. In August, certificated teachers received district-led professional development on SEL and adolescent brain science. Using research-based resources, they designed key lessons aligned with WA state SEL standards 1 (self-awareness) and 2 (self-management) to integrate into courses throughout the year. The committee reconvened once to assess Year 1 implementation and recommend teacher professional development for 2024-25. District-wide mandatory lessons, including digital citizenship and safety, continue to be delivered through homeroom or flex time.
- Teachers at the elementary and middle level teach a minimum of 15 Second Step Social Emotional Learning lessons. Additionally, some elementary teachers supplement lessons through Second Step's Child Protection Unit and/or materials from an Issaquah Schools Foundation (ISF) grant for Character Strong's Purposeful People Toolkit.
- High school teachers continued professional development in August 2024 to prepare for the 2024-25 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
- Thirty-one certificated staff are piloting Wayfinder, an SEL curriculum, at the high school level during the 2024-2025 school year.
- Students will feel safe and have a sense of belonging. Implemented new survey questions aimed at understanding how safe our students feel while at school. The Priority 1B Team that focuses on this will use the data, set goals and identify areas for improvement. Emerging trends to increase a feeling of student safety include increasing adult presence, fostering positive peer interactions, and emphasizing familiarity and routine.
- While the majority of students report feeling safe at school, emerging themes on increasing a sense of safety include: increasing adult presence, promoting positive peer interactions, maintaining calm spaces, emphasizing routines, and enhancing physical safety. Our team is working with building principals to define next steps to promote an overall sense of safety for students.

Transportation

- The district purchases ORCA cards to support families in gaining transportation to allow for full participation in academics and extracurriculars. Transportation was also provided at our secondary schools for after-school activities.

Food Services

- During the 2023-24 school year, the breakfast program was expanded to six additional schools to include; Issaquah High School, Issaquah Middle School, Maywood Middle School, as well as Clark, Sunset, Issaquah Valley, Challenger, Apollo, and Cedar Trails Elementary Schools.
- During the 2023-24 school year, the breakfast program served a total of 43,848 breakfast meals to students. Of those meals served, 30,101 were at no charge to students.

Curriculum that provides a diverse viewpoint and empowers diverse learning paths

As the district resumed new curriculum adoptions, the following works in progress focused on: increasing diverse representation and viewpoints, use of the new Equity Framework for Curriculum Adoptions, providing opportunities for student access to core curriculum alongside their peers, and to have choice over their learning paths.

- Concluded selection of instructional materials for World History
- Concluded the selection of instructional materials for Elementary Literacy with the selection of Benchmark Advanced.
- Began phasing in new Middle School math paths and completed equity audits of 6th grade math course selection to ensure students who demonstrated readiness for advanced math courses were aware of the opportunity.
- Continued enhancement of middle school novel selections for reader's workshop units with additional titles from diverse authors.
- Initiated or continued material selections / course development process for the following:
 - 6th grade Ancient and Medieval History
 - 7th grade Washington State History & World Geography
 - 10th grade Global Studies
 - AP African American studies

Connection to the strategic plan: As part of the strategic plan and process, the district aligned OE-16.1 with strategies in our strategic plan. These strategies are connected to equitable access to resources and pathways, providing students with basic needs and resources, creating a safe and welcoming school environment for students, addressing academic opportunity gaps, and providing curriculum with a diverse viewpoint.

16.2 Collect, disaggregate, analyze, and utilize data in order to:

- a. Identify inequities.**
- b. Develop and implement strategies and allocate resources towards eliminating those inequities.**
- c. Establish and sustain equity-based accountability systems across the district.**

Interpretation:

I interpret this to mean the staff members will examine and use a range of relevant disaggregated data and evidence in order to build and calibrate capacity for data literacy to unearth inequities, identify root causes, develop a problem or opportunity statement in support of Multi-Tiered Systems of Support (MTSS) and access for all students, develop a robust set of evidence-based solutions, prioritize resources and support, and establish accountability for eliminating opportunity gaps in district plans and School Improvement Plans (SIPs). In addition, I interpret this to mean that there is an ongoing cross-functional system of reviewing data and progress to determine what may be working, what may not be working and the next course of action.

Evidence:

The district continues to build towards full implementation of MTSS and take steps annually to build the capacity and alignment across the system.

School Improvement Plans (SIP): School improvement plans continue to be a primary accountability system for data-informed, equity-based accountability. Schools are provided with a standard data dashboard and additional tools that allow deeper dives into disproportional data. The SIP data is derived from the Washington School Improvement Framework data provided by OSPI, secondary grades, and district assessments. Each school sets overall achievement goals and targeted goals for students in a BIPOC focus group consisting of students in demographic groups with predictable disproportionality and students with disabilities. Schools set targets for improvement in overall achievement as well as improvement in outcomes for students with disabilities and students in the BIPOC focus groups.

Tiered Team Data & Protocols

The district has developed Tiered Teams at all schools.

Tier 1 teams focus on core academic, SEL instruction and building-wide PBIS systems. This team examines student data, including data disaggregated to identify inequities for the purpose of making core program adjustments to address findings in the data. Tier 1 data includes the following:

- School Improvement Plan data
- i-Ready building-wide summary data
- SWIS data
- Quarter and semester grades
- Attendance data

Tier 2 teams focus on identifying groups of students who may need intervention and matching intervention resources to student learning needs. This team examines group and student level data, including specific monitoring of progress for students in demographic and program groups with predictable disproportionality. Tier 2 teams utilize the following data:

- Student level i-Ready data
- Mid-term and term grades
- Attendance
- SWIS and Exclusionary discipline data

Intervention staff, including the Title 1A/LAP administrator, provided procedures to implement multiple academic intervention cycles per year and progress monitor for more proactive and responsive assignment of interventions that were equitable across schools.

The strategy Priority Area 2A, along with the continued growth in the use of new early literacy intervention programs resulted in more students experiencing accelerated growth. Given the success in early interventions with this approach, the decision was made to continue expanding these strategies to other areas of intervention and to higher grade levels.

- The district continues to learn about building needs by reviewing, implementing, and testing Tier 2 interventions, particularly the Bridges math program at select elementary schools.
- A root cause analysis was conducted in 2022-23 to continue to examine the root causes of existing disproportionality within special education eligibility. The district continues to have disproportionate representation of students who are African American or Black in the category of specific learning disability.

As part of the district 3-year Strategic Plan, and ongoing development of MTSS systems, the district commissioned the development of new agile data tools to more easily provide frequent data for tiered teams. These are being developed in PowerBI and being piloted and refined throughout the 2024-25 school year.

Tiered Intervention System for Attendance

- The district uses a tiered intervention system for attendance incorporated into our Multi-Tiered Systems of Support. These interventions are designed to address barriers to student participation and engagement in learning.
- Building teams make data informed decisions using our school refusal assessment to identify targeted supports that include check in/check out, creation of attendance agreements, connecting students to a mentor, and addressing transportation barriers. We partner with the school teams to identify alternate supervised spaces on campus where students can continue to work or de-escalate in a supportive space.
- Schools use a forced choice survey to identify possible reinforcers to incorporate in our attendance agreements to help celebrate and reward students for making progress towards increased attendance.
- Schools hold monthly community engagement boards to collaborate with students and their families to identify and address barriers and potential interventions, strengthening community partnerships with online zoom and in person re-engagement workshops with Unleash the Brilliance, and connect students to Reconnect to Opportunity who support students ages 16-24 reconnect to education and employment systems.
- Schools help connect families to services and resources in the community through conversations with our district social workers, school nurses, and the resource center at the courthouse. Some of our families need support with housing, transportation, access to medical care, and guidance filling out at-risk-youth petitions, and we connect them to experts who can help address those barriers that are contributing to their children not attending school. Washington State law, RCW 28A. 225.030 requires that school districts file truancy petitions with the Juvenile Court when students have accumulated seven unexcused absences in one month or not later than fifteen unexcused absences in an academic year.

Truancy Petition Data Year 2023-2024

Issaquah School District		# Petitions	% Petitions	# Dismissed	% Dismissed
District Totals	*BIPOC	120	54%	59	49.16%
	Students with Disabilities	64	28.8%	20	31.25%
	504	10	4.5%	4	40%
	ALL Petitions Filed	222	100%	122	54.9%

- Chronic Absence Rate: Percentage of students who missed 10 percent or more of the school year, including excused and unexcused absences (about 18 days in a 180-day school year). This threshold is an empirically supported indicator of whether a student is at academic risk due to absenteeism.

Absenteeism Data Year 2023-2024

Issaquah School District		% ISD Students	% Students Chronic Absenteeism (18+ Excused and Unexcused Absences Combined)	% Students with Truancy Petitions (15+ unexcused absences in a year or 7+ unexcused absences in a month)
District Totals	*BIPOC	13.7%	30%	4.1%
	Students with Disabilities	11.4%	29.3%	2.8%
	504	9.1%	25.7%	.3%
	ALL Petitions Filed	100%	17.17%	1.1%

*BIPOC American Indian, Black, Hispanic, Native Hawaiian

2023-2024 Data from OSPI's Tableau Application (Includes Running Start)

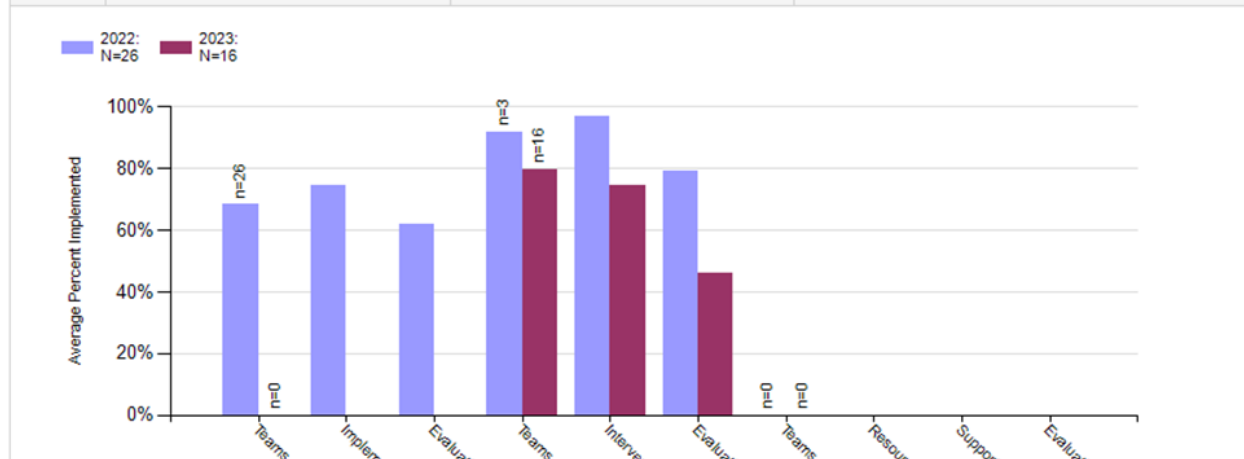
District results for the Culturally Responsive Tiered Fidelity Inventory, showing strongest alignment across the system in teams, interventions and evaluation at the Tier 1 level.

Culturally Responsive Tiered Fidelity Inventory results October 2022 and 2024 indicate incremental growth on alignment of MTSS systems and structures, with several schools at fidelity for Tier 1, and steady progress at the elementary level toward fidelity at Tier 2.

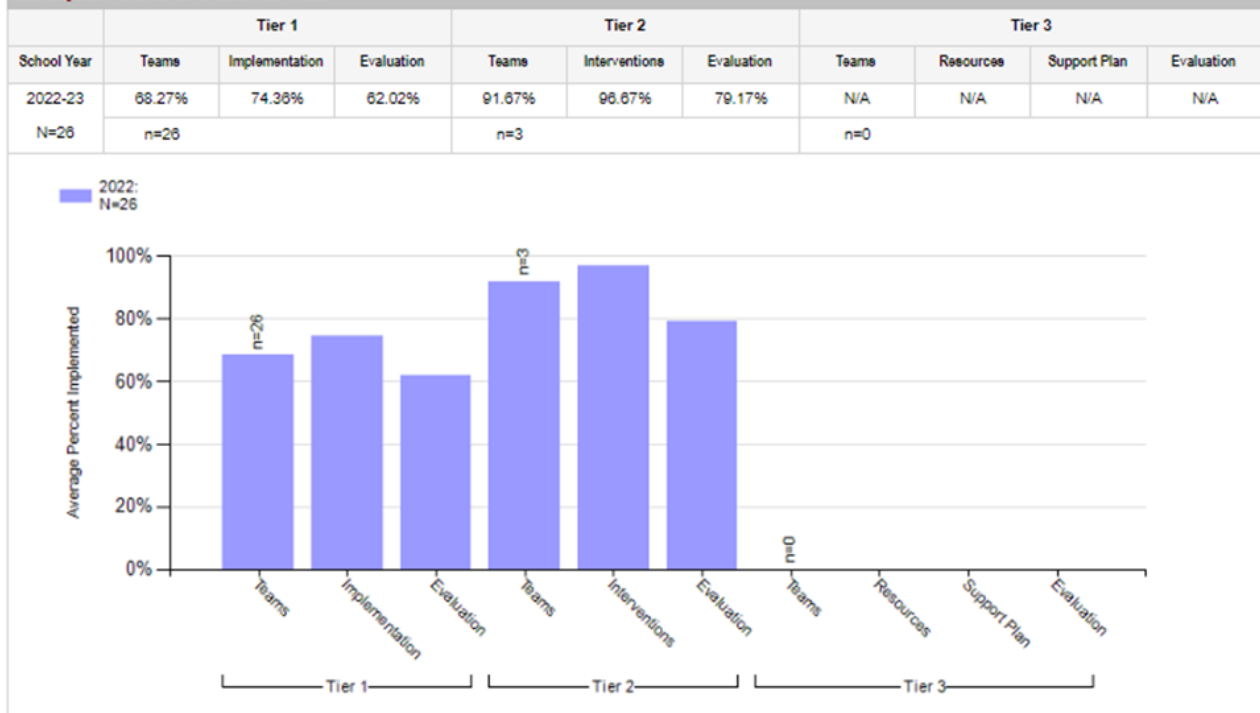
TFI Subscale Report

Issaquah School District 411

School Year	Tier 1			Tier 2			Tier 3			
	Teams	Implementation	Evaluation	Teams	Interventions	Evaluation	Teams	Resources	Support Plan	Evaluation
2022-23 N=26	68.27% n=26	74.57%	62.02%	91.67% n=3	96.67%	79.17%	N/A n=0	N/A	N/A	N/A
2023-24 N=16	N/A n=0	N/A	N/A	79.69% n=16	74.38%	46.09%	N/A n=0	N/A	N/A	N/A



Issaquah School District 411



Resource Allocation

- Title I, Part A Funds: The allocation of Title I, Part A funds is in addition to the instructional classroom staffing allocation. The methodology for allocating these funds is based on a “per pupil” expenditure in relationship to each eligible school’s free and reduced population percentage (grade span - elementary). These schools are identified as Title I schools based on their free and reduced (rank and allocation) status. Title I, Part A funds are used to help supplement K-4 literacy at those schools. Staffing and funds are tied back to the school's servicing identified Title I students.
- Learning Assistance Program (LAP): The allocation of other state funding, such as LAP, is in addition to the instructional classroom staffing allocation. LAP funds are used to target K-4 literacy at all elementary schools.
 - [Title I & LAP Allocations 2023-24 FINAL 5](#)
- The district is developing a transparent, equity-based budget framework to allocate resources based on student needs through Priority Area 5 (Organizational Effectiveness) of the strategic plan. During the 2023-24 school year, the district enlisted the expertise of Education Resource Strategies (ERS), an external consultant, to integrate national best practices into the development process. An internal working group was convened to guide the creation of this framework. Through their collaborative efforts, an initial equity-based budget framework was developed.
- The Teaching and Learning Services team provided a protocol for elementary staff to examine i-Ready progress data to monitor student growth and adjust instruction for students with the intent to reduce achievement gaps. All schools had access to i-Ready trainers as needed to support data-based decision-making.

Highly Capable

The district recognizes uneven representation in the Highly Capable program and understands there is further work to do to address this.

Highly Capable Student Ethnicity Distribution Compared to ISD 2024 with
20% Equity Allowance Indicated

Issaquah School District		# Highly Capable	% Highly Capable	# All Student	% All Student
District Totals	BIPOC	33	3%	2849	15%
	Asian	877	70%	6271	33%
	Two or more Races	92	7%	1894	10%
	White	247	20%	7871	42%
	All Students	1249	100%	18885	100%

Additional Information about the graph:

- Numbers generated from Skyward January 2024.
- Running Start, Home Based, Echo Glen & Issaquah Access are not included in the total number of the enrolled students in the district.

Equitable strategies and protocols used during the 2023-24SY include:

The district conducted universal screening for all kindergarten, second, and fifth-grade students for Highly Capable Program (HCP) eligibility during school hours, prohibiting outside testing for consideration. A matrix scoring system was used to provide flexibility in eligibility decisions, eliminating strict cut-off scores. The Non-Verbal section of CogAT was utilized to support multilingual learners (MLL), and factors such as MLL status, language acquisition, special education services, and socioeconomic background were considered in Multidisciplinary Selection Committee (MSC) meetings. Local norms were also taken into account during the selection process.

To improve accessibility, HCP notification materials were translated into more languages, including appeals, exit procedures, testing opt-out, and private/home-based school testing. Secondary-level students had the option to self-select courses, and at the elementary level “challenge” groups were available for students who did not officially qualify for HCP but displayed a readiness to benefit in the classroom.

16.3 Promote an environment and culture that supports and encourages effective engagement of all families, including those from diverse backgrounds.

Interpretation:

I interpret this to mean that district staff strive to improve outreach and engagement for our families from diverse backgrounds, develop and foster a welcoming environment and promote relevant engagement opportunities for all families through program development, curriculum adoption,

communications and school-based efforts to reach out to and engage families. I interpret this to mean that outreach is conducted in a family's preferred language and multiple modalities are offered to engage families from diverse backgrounds.

Evidence:

Strategy work

- Authentic Engagement, Priority Area 4A:
 - Created a working definition of “authentic engagement,” and a template explaining a tiered system of engagement strategies [linked here](#).
 - A team of 40 people including staff, parents, guardians, and community members conducted 126 empathy interviews with staff, students, parents, guardians, community members, and alumni. These one-on-one listening sessions offered an opportunity to learn from our community. Insights from the empathy interviews informed ongoing work connected to authentic engagement, innovation, equity-based budgeting, and bond planning.
 - From January 2024 through April 2024, the district convened a Bond Advisory Committee consisting of 60 parents/guardians, staff and community members. This volunteer committee represented all areas of the district and was responsible for evaluating facility needs, the associated costs, and creating a bond package proposal to the Superintendent.
- Student Well-Being, Priority Area 1C:
 - In partnership with Bellevue College nursing students, the Health Services Department held free vaccine clinics to decrease barriers to accessing vaccinations for students. Over 200 vaccines were given in the community with approximately 100 to district students.
 - In partnership with Dr. Harlan Gallinger, the Health Services Department provided free sports physicals for student athletes who were otherwise unable to access sports physicals. Approximately 30 physicals were provided to district students.

District communication with families

- The Communications department has reduced the number of inaccessible PDF documents on our 28 websites from 5223 down to 2477, increasing the accessibility of our digital content for all users.
- Messages such as bulletins, text messages and more are sent in families' preferred languages using SchoolMessenger and Finals site. Captions for videos are available in multiple languages. Surveys are translated into our most requested languages.
- Community engagement with most of our social media channels (exclusive of X) has increased. Some highlighted data includes:
 - Facebook: 22.5% growth on our reach; 61% increase on page and profile visits.
 - Instagram: 598 new followers, total reach at 18,748.
 - YouTube: Over 5,700 hours of watch time; 118,971 channel views.

Family Outreach

- Family Partnership Liaisons serve as essential points of contact for families new to the school district, providing personalized outreach through both email communications and in-person meetings. To ensure families can effectively navigate district resources, Liaisons regularly direct parents to valuable online materials, including documentation from information sessions and other essential resources available through the district website. This comprehensive support system helps create a welcoming environment while empowering families to access the information they need for their children's educational journey.

- Family Connections Meetings and coffee chats were held to provide a space for all district parents to ask questions and receive help. Liaisons invite families who are new to the school district to these meetings as families enroll in the district throughout the school year.
 - The Family Partnership team answers questions on a variety of topics such as school lunch (meal options and payment), how to participate and join clubs and sports, how to use Family Access, how to translate documents that have been communicated by the district office, how to communicate and talk to teachers, highly capable program, and how to get involved in supporting their student at school.
- Family Partnership Events and Workshops - Nineteen family information events were held to support our culturally and linguistically diverse families. Topics for these events ranged from Canvas support, Financial Aid information, to How to Report incidents. Topics are selected through parent feedback provided during EVP, Family Advisory meetings, and feedback to the Family Partnership Liaisons. The information nights were held in seven languages. See an overview of events below.
 - [Family Partnership Events for 2023-24](#)

16.4 Develop and implement strategies for effective partnerships between home, school, and the district, seeking out diverse perspectives on district initiatives, practices, and school climate.

Interpretation:

I interpret this to mean the Issaquah School District will actively develop and implement communication and feedback processes and protocols that support partnership and two-way communication that ensures the district is hearing the voices representative of our diverse community and student population. This includes the aforementioned communication to families in their preferred language and through multiple modalities, as well as the addition of a staff member working specifically to support Language Access. The district will also support the same processes and protocols at the school level with students, parents and families within that school community.

Evidence:

Family and Student Partnership

- The Equity department supported the community listening session connected to the strategic plan by inviting culturally and linguistically diverse families to the session and providing interpretation support. This led to a higher number of diverse participants and gave voice to more representatives of our school community.
- Interpreter and translator contracts were shared with staff to support district events and information nights.
- Pine Lake Middle School added students to their building level equity team. Students are vital to setting the agendas and professional development for staff.
- New Clubs Celebrating Diversity - Liberty High School has added 9 new clubs that are culturally based, including a Black Student Union, Asian Culture Club, First Nations Culture Club, and South Asian Student Association. In their first years of attendance, the clubs collectively have engaged over 80 students and continue to grow, creating an increased sense of belonging for students of all cultures and ethnicities. All three comprehensive high schools' partner with their Black Student Union to put on school-wide assemblies and promote Black History Month. Students at Maywood, Beaver Lake, Gibson Ek and Skyline launched new clubs to support LGBTQIA+ students.
- During the 2023-24 school year, the Special Services team launched a post-meeting feedback survey to gather parent/caregiver input following IEP and evaluation meetings. The survey, accessible via QR codes and the department website, measured family collaboration

experiences on a 1-5 scale. Data from 120+ respondents showed strong positive results: collaboration (4.78/5), feeling heard (4.80/5), and overall team experience (4.76/5). This feedback directly supports key performance indicators in the department's strategic plan and informs continuous improvement efforts.

- During the 2023-24 school year, the Special Services team also continued family and community engagement through the Strategic Planning Committee, Literacy Continuum Committee, Family Advisory, and separate Student Advisory.
- Teaching and Learning Services and Elementary Education hosted several in-person and online parent engagement meetings to get feedback on the elementary report card to inform changes. Engagement included meeting with the Family Partnership Advisory, Multilingual Advisory and Special Education family advisory committees to ensure diverse perspectives contributed to recommendations for change.

Community Partnerships

- **Objective:** To strengthen family engagement and support by fostering collaborative community partnerships, including co-organizing events and resource initiatives with the PTSA Council, Issaquah Schools Foundation (ISF), and local advocacy groups; promoting family-oriented workshops and events through key social media networks; providing essential resources and guidance to Family Liaisons and community partners; and enhancing communication efforts through targeted publications and partnerships aimed at improving access to educational and community services for all families.
- **Key Highlights:**
 - Co-organized a clothing collection drive in collaboration with the PTSA council.
 - Assisted ISF in planning the 2024 Tool4School event.
 - Worked with various social media groups, including Cultural Bridges, The Circle, and PTSA communications, to promote Family Partnership events and workshops.
 - Supported families at the Community Rooms in partnership with the Youth and Family Advocates at Y Village, Rosecrest and Passage Point by hosting events on how to use Canvas, how to access and interpret i-Ready scores, and provided information on school events.
 - Shared community resources, such as language classes and digital media lessons, with Family Liaisons to support their work with families through partnerships with The Circle and Issaquah Nourishing Network (INN).
 - Provided guidance to The Circle, INN members, and Cultural Bridges on navigating the school system, enhancing resource sharing to better support families.
 - Contributed articles to the Cultural Bridges magazine, including content for the Family Guide.
 - Collaborated to strengthen family engagement by partnering Family Liaisons with PTSA FACE chairs.
 - Partnered with The Garage on supporting student needs (mental health, housing, clothing, etc.)

Family Partnerships

- **Objective:** To enhance communication, support, and engagement with culturally and linguistically diverse families by collaborating with a representative group that provides input on district initiatives, school programs, and family support strategies. This group, composed of members from various cultural, religious, and feeder pattern communities, facilitates two-way communication by sharing information through key social media platforms, including PTSA networks, WeChat, KakaoTalk, WhatsApp, and others. Through these efforts, the group helps

ensure that families are well-informed and connected to district resources, events, and practices, promoting a more inclusive and supportive educational environment.

- **Key Highlights:**

- Families feel more connected, heard, and seen by the school district. They then in turn are able to act as conduits of information to their communities about activities, programs, and events happening in the district.
- The Equity department in collaboration with Assistant Director of Compliance Stacy Cho, organized a virtual parent information session titled "Attendance and Student Conflict – What Parents Can Do to Support Their Child."
- The Family Partnership Advisory group provided valuable input during a presentation by Teaching and Learning Services team members, regarding the elementary report card redesign. Members had the opportunity to review the proposed resources available on the district website and offer constructive feedback on the report card's format and content. This collaborative approach ensures that parent perspectives are incorporated into the development of this important communication tool between schools and families.
- Input and feedback provided to the Counseling department on mental health supports for students that resulted in a presentation by the Equity department called, "Student Supports in the ISD."

Communication

- **Surveys & ThoughtExchange**

- The district conducts annual Parent Surveys and student exit surveys for grades 5, 8 and 12. Student, parent, and post-graduate surveys help us assess school climate, student and parent perceptions and beliefs, as well as identify issues affecting the learning environment. Individual results for each year are posted on the district's website under [Reports and Surveys](#) and high-level trends appear with the [Annual Community Report - Issaquah School District 411](#)
- As part of its 3-Year Strategic Plan, the district emphasizes "Authentic Engagement" and seeks input from students, staff, and community members to shape its initiatives. In November 2023, the district launched a ThoughtExchange to gather perspectives on what "authentic engagement" means to stakeholders, aiming to inform its strategic priorities.

- **General and Emergency Messaging**

- The district prioritizes clear and timely communication with families and staff. The district typically utilizes multiple channels, including email, phone calls, texts, social media and its website to disseminate important information.

- **Tools and Applications for Communication**

- To strengthen connections with families and staff, the district offers various tools and applications:
 - **Family Access:** A platform that allows parents to monitor their child's academic progress, attendance and other essential information.
 - **Website and Social Media:** The district maintains an active online presence to share news, events and important announcements.
 - **District Newsletters:** Publications such as "The 411," "Horizons," and "FOCUS" print newsletter provide updates on district initiatives, events, and highlights.
 - **Annual Report:** The Annual Report includes an overview of student achievement, district programs and services, and state of district finances, including a summary of how public schools receive funding and build budgets.

- **Web & Social Media Use and Metrics**
 - The district leverages its website and social media platforms (Meta – Facebook/Instagram, YouTube, LinkedIn and X) to engage with the community, share success stories and provide timely updates. The consistent use of these platforms indicates a commitment to transparent and accessible communication. The district has experienced growth across these channels, with the exception of X as metrics are no longer available.
- **Key Stories and Awards Highlighting Diversity and Partnerships (2023-2024)**
 - During the 2023-24 school year, the district celebrated several initiatives emphasizing diversity and community collaboration. The Communications Team earned seven awards from the National School Public Relations Association (NSPRA) for:
 - Excellence in Writing: “Hard Work, Dedication Helped I.H.S. Senior Overcome Obstacles” and “Student’s Smile is Best Part of Each School Day, Para Says”
 - Video Series Award of Excellence for Superintendent Community Updates
 - Single Video Award of Excellence: “Voice MentorQ with Kaili” and “The Skyline Shooting Stars”
 - Award of Merit: Monthly Financial Report and “Horizons” Digital Newsletter
- **Partnerships and Engagement Opportunities**
 - In the 2023-24 school year, the district collaborated with its partners to enhance community engagement. While not an exhaustive list, the following partners found unique ways to recognize the achievements and commitment by our students and staff: Issaquah Schools Foundation, PTSA Council, Rotary, Kiwanis, the City of Issaquah, Sammamish Chamber of Commerce, and the Greater Issaquah Chamber of Commerce.
 - Back-to-School Resource Fair: Planning efforts were underway to organize the inaugural Back-to-School Resource Fair for Fall 2024, aiming to provide families with essential resources and information to support student success.
- **Language Access**
 - In February of 2024 the district added a new Language Access Coordinator. Funded by the Language Access Grant to provide equitable communication to better support Limited English Proficient (LEP) families, the coordinator:
 - Created the district’s [Language Access Plan](#), with feedback from a Language Access Advisory Committee including staff, parents/caregivers and students to support more than 90 languages spoken in the district.
 - Met with similar staff from other districts across the state to share ideas and resources.
 - Collaborated with other district staff and departments.
 - Met with principals, administrators, PTSA and other groups to share about the district’s work in and commitment to Language Access.
 - Created training for district staff about requirements related to Language Access and to promote culturally responsive practices.
 - Future efforts will focus on regulatory compliance and training, providing translation devices and increasing support at the school level, and fostering stronger community connections.

Authentic Engagement strategic plan priority area:

- The district conducted over 125 empathy interviews of students, families, staff, and community members.
- The district created access to engage with the district in many more ways including by hosting listening sessions (Special Services team), created a middle school athletic task force, bond advisory committee, equity-based budgeting committee, and held innovation design sprints.
- Identified over 90+ partners in our system, gaining greater clarity.
- Standardized our data sharing agreement template and created a contract agreement checklist.
- Worked with constituents to create a working definition of “Authentic Engagement.”
- Created a co-design menu of best practices based on what we learned from our case studies.
- Monthly meeting with PTSA leadership team
- Monthly meeting with ISF leadership team

16.5 Promote hiring practices to attract a highly skilled and diverse workforce.**Interpretation:**

I interpret this to mean the Issaquah School District will review and develop hiring processes that reduce bias and barriers to entry for applicants of all identities and backgrounds. In addition, the district will train hiring managers in anti-bias hiring practices. The district will focus recruitment efforts in networks that are known for applicants of color and promote all job postings that speak to and exemplify a commitment to equity and inclusion. As a result, the district will see an increase over time in staff demographics overall, and across all employee groups that represent the student population.

OE-16.5 is well aligned to and informed the development of the Strategic Plan, Priority Area Three—Diverse Talent.**Evidence:**

- Human resources staff continued their use of a relocation guide created with input from various stakeholders and it is live within our employment application platform as well as on our district website. Additionally, hard copies are provided at recruiting events.
- Human resources staff collaborated with the communications team to create and mail recruiting postcards to more than 40,000 addresses within the district, invested in banners on our school fence lines and utilized school reader boards to keep opportunities visible to members of the community.
- The Human Resources department hosted an in-person job fair for classified staff needs in August of 2024 which brought in 102 candidates for classified jobs, a significant increase from last year’s attendance at 77.
 - 34 staff were hired as a result of this event (21 Paraprofessionals, 12 sub-Paraprofessionals, six drivers in training)
- Human resources staff, with the support of other trained staff, attended seven in-person job fairs for certificated hiring including Seattle University, Western Washington University, UW Bothell, the UW’s Diversity Fair, the UW’s College of Education Fair, the Spokane Job Fair, and the Tacoma Dome Job Fair as well as having a presence at virtual job fairs like WSU’s and the Puget Sound Educational Service District (PSESD) Pathways Fair.
 - For the first time we personally reached out to all 77 student teachers to make them aware of which fairs at which we would have a presence and to invite them to see us there and apply for open positions.

- Digital strategies included:
 - A presence on HBCUConnect, college and university Career Center ads, Chamber of Commerce ads and an ongoing presence on Handshake to reach students still active in a college of education.
 - The Communications team assisted with school website pop-up ads, Salmon Days Digital Ads, Instagram ads, Peach Jar notices, Facebook and LinkedIn ads.
- Hiring managers were trained in strategies to reduce bias in the hiring process as aligned to the Strategic Plan Priority Area 3 Diverse Talent (P3b).
 - Additionally, they noted they were successful in interrupting affinity bias, confirmation bias and anchoring bias in this hiring season.
 - Managers reported success in utilizing the new screening tool.
 - They reflectively noted that they have an opportunity when suggesting “look fors” to the hiring specialists to use language that is inclusive and expansive enough to allow for a wider range of acceptable responses
- Results:
 - The percentage of candidates of color increased by 10%. A total of 31% of certificated candidates identify as staff of color.
 - Despite this gain in the pipeline, the percentage of certificated staff of color decreased by 3.5% taking us below our baseline by 0.4%.
 - 19.5% (or 25) of all new cert hires (129) are staff of color.
 - 8.5% of candidates did not report race
 - Classified staff diversity increased for the second year in a row, moving from 28% to 30% classified staff of color identifying as people of color.

Staff of Color (SOC) Hires

	2022-23	2023-24	2024-25
Classified	55 (of 148) 7 did not report race	66 (of 166) 25 did not report race	
Certificated	41 (of 141) 10 did not report race	25 (of 129) 11 did not report race	
Classified SOC % of total	28%	30%	
Certificated SOC % of total	13.9%	10.4%	

- Key findings:
 - The district hired 54 fewer certs than in 2023-24. There is an impact to our efforts to diversify when we hire fewer total positions (107 total certs versus 161 in the previous year).
 - Anti-biased hiring strategies matter and are increasingly important when the hiring demand is lower.
 - Human Resources piloted seven new digital strategies, the most important and effective recruiting strategies reported by our applicants remain:
 - A current employee
 - A community member
 - Our job postings on our employment portal
 - Significant numbers of applicants continue not disclosing race, noted in red on the chart below.

Baseline data for all certificated staff applicants as aligned to the Strategic Plan Priority Area 3 Diverse Talent (P3a):

- (Note “applied” does not necessarily mean the applicant completed an application nor that s/he/they met the minimum qualifications for a teaching job in Washington State).

Charts below show Certificated and Classified applications by race: **Certificated Staff Application by Race**

	2022-23 applications Number of applicants/ % of total n=1136	2023-24 applications Number of applicants/ % of total n=1083	2024-25 applications n=TBD
American Indian or Alaskan Native	12/ 1.1%	8/.07%	
Asian	101/8.9%	178/16.4%	
Two or more races	54/4.8%	58/5.3%	
Black	9/.08%	33/3.0%	
Hispanic/Latino	57/5.0%	58/5.3%	
No Race Given	136/12.0%	117/10.8%	
Pacific Islanders	7/.06%	6/.6%	
White	760/66.9%	630/58.0%	

Classified Staff Application by Race

	2022-23 applications n=1025	2023-24 applications n=1213	2024-25 applications n=TBD
People of Color	287 (28%)	373 (30%)	
White	731 (71.3%)	815 (67%)	
Unknown	7 (.68%)	25 (2%)	

16.6 Promote a workplace environment and culture that supports retaining a highly skilled and diverse workforce.

Interpretation:

I interpret this to mean the district will ensure that there is support and space for all staff to both develop and contribute their commitment to equity and inclusion. The district will develop an action plan that brings forward both emerging practices and ideas from staff about improving a culture that retains a highly skilled and diverse workforce. The district will see retention consistent across staff demographics. Specifically, the district will ensure there are ongoing efforts to provide training and support to all staff to develop their cross-cultural awareness and communication and facilitate or promote opportunities to caucus by identity.

Part 6 of OE-16 is well aligned to and informed the development of the Strategic Plan, Priority Area Three—Diverse Talent.

Evidence:

Educators of Color Cohort Objective: To support and retain educators of color in the district by providing professional development opportunities and creating affinity spaces that foster belonging and connection.

- **Key Highlights:** During the 2023-24 school year, eight staff members participated in the Educators of Color Leadership Academy through Puget Sound Educational Service District (PSESD), with support from Human Resources. The program delivered three impactful sessions that focused on celebration, sharing, healing, and building connections both within the district and across neighboring districts. Responding to high demand for this valuable professional development opportunity, the district took proactive steps to make the program more accessible by bringing it in-house. This was accomplished through staff training provided by PSESD's Leader professional development program, enabling the district to offer this important resource directly to its educators of color.
- **Areas for Growth:** Moving forward, the district aims to expand program capacity to meet the growing interest from educators of color while continuing to develop a robust internal infrastructure to sustain and grow these initiatives. Building upon the initial training, there is an opportunity to create sustainable, long-term support systems for educators of color throughout their careers. The in-district program will be leveraged to strengthen connections among educators of color across different schools and departments, fostering a more cohesive professional community. Throughout this expansion, careful monitoring and evaluation of program effectiveness will be essential to ensure these efforts meaningfully support retention and enhance the sense of belonging among educators of color.

Retention through equity-centered leadership: The Equity Advisory Committee exemplifies the district's strategic commitment to creating and maintaining a workplace environment that attracts and retains a highly skilled, diverse workforce. Through its collaborative structure, which includes representation from the Issaquah Education Association (IEA), district administration, and leadership, the committee provides a crucial platform for addressing equity concerns and implementing meaningful solutions. In its second year of operation during 2023-2024, the committee has demonstrated effectiveness in several key areas:

- **Professional Development Enhancement:** The committee's responsive approach to staff feedback regarding LGBTQIA+ training showcases its commitment to meeting educators' professional learning needs. By developing enhanced training for the 2024-25 school year, the committee ensures that staff receive the support and resources necessary to serve all students effectively while growing professionally.
- **Creating Supportive Professional Communities:** The establishment of monthly LGBTQIA+ affinity spaces demonstrates the district's understanding that retention of skilled educators requires more than traditional professional development. These dedicated spaces provide opportunities for connection, support, and authentic professional dialogue, contributing to a workplace culture where educators feel valued and supported.
- **Inclusive Decision-Making:** The committee's structure, which incorporates diverse voices through an application process, ensures that multiple perspectives inform district-wide equity initiatives. This comprehensive approach to equity work strengthens the district's capacity to maintain an environment where diverse, highly skilled educators choose to stay and grow professionally, ultimately benefiting both staff and students. With support from the Equity

department, input from one of its key partners and research into other school district models, Human Resources created a stay survey and an exit survey. These were disseminated to all staff, certificated and classified, concurrent with the Transfer Memo for IEA members and remained open through the month of February. 1105 staff responded. As it pertains to the Strategic Plan and this OE, the following data are important for our progress monitoring:

- 85% of cert staff who do not identify as staff of color report feeling a sense of belonging at work.
- And yet 77% of our cert staff of color report feeling a sense of belonging at work.
- In our classified groups, 87% of our staff of color report feeling a sense of belonging at work and 80% of those who do not identify as staff of color report feeling a sense of belonging at work.
- A higher percentage of certificated staff of color replied that they are net promoters compared to staff who do not identify as staff of color (42% versus 35%). Net promoter = staff are likely to recommend the district as a workplace.
- 50% of classified staff of color are net promoters and 38% of our classified staff who do not identify as staff of color are net promoters.
- In all exit survey responses (certificated and classified), 71% of those who identify as staff of color would work in the district again. 62% of those who do *not* identify as staff of color would work in the district again.

- Retention Data as aligned to Strategic Plan Priority Area 3 Diverse Talent (P3c):

	Resignation Number 2022-23	Resignation Number 2023-24	Resignation Differential as a % of Unit
Classified	150 (of 1025)	196 (of 1213)	+2%
Certificated	122 (of 1374)	104 (of 1367)	-2.3%

- Key Findings:
 - Certificated staff who are white represent 86.54% of all resignations and represented 87.27% of all certificated staff indicating no disproportionality.
 - Certificated staff of color represent 10.58% of all resignations and represented 10.39% of all certificated staff indicating slight disproportionality (< 1%) but concerning as this is new.
 - Additionally, we isolated teacher data for the first time and noticed that staff of color in classroom teaching positions are 13% of all cert resignations and this disproportionality is larger and more concerning.
 - “Did not report” represents 2.88% of all resignations.
- Classified staff resigned at rate nearly identical to their % of the total workforce
 - In both white staff and staff of color, resignations were less than 1% higher than their total % population.

Board approval: March 13, 2025