

**Issaquah School District
Executive Limitations Monitoring Report**

**EL-2 TREATMENT OF PEOPLE
Annual Internal – August 25, 2022
*Monitoring the 2020-21 School Year***

The Superintendent certifies that the District is in compliance with EL-2

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 require a climate that encourages student success and does not tolerate behaviors that hinder the academic achievement and the well-being of students. This is accomplished through appropriate policies, regulations, leadership practices, procedures, and the implementation of these policies, regulations, practices and procedures at all schools and on district provided transportation.

The 2020-21 school year was significantly affected by the COVID pandemic. For most of the year the majority of our students were learning remotely. This required the district to work differently than it ever had before and touched every department in the organization. The impact COVID would have on students and staff became clearly evident as time went on, but in 2020-21 the district endeavored to create the best experience possible for staff and students while adapting and evolving numerous times.

In a complex organization like the Issaquah School District, the interpersonal exchanges each day are countless. I interpret compliance as the maintenance of clear expectations, policies, regulations, practices and procedures and for corrective action to be used, if needed, to sustain the learning environment. Compliance is the 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:

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

INTERPRETATION

I interpret this to mean that our schools value, encourage, and promote a climate of high student achievement for all students.

EVIDENCE

- In the 2020-21 school year, each school created and implemented a Board approved School Improvement Plan (SIP) which included goals that addressed narrowing achievement gaps for identified populations not meeting standard.
- Fifty-two principal evaluations were completed during 2020-21, which was the seventh year of using both the comprehensive and focused tools. The comprehensive tool evaluates all 8 criteria; while the focused tool evaluates one criterion. For the first 3 years of service, principals are evaluated with the comprehensive tool. After 3 successful years, principals will be evaluated with the comprehensive tool every sixth year.

Principal and Assistant Principal Evaluations 2020-2021				
Total of 52 Evaluated				
Criterion	Distinguished	Proficient	Basic	Unsatisfactory
1	9	18	3	0
2	9	17	2	0
3	6	19	6	0
4	5	20	5	0
5	7	20	5	0
6	4	21	4	0
7	1	21	5	0
8	5	24	5	0

- In 2020-21, 16 principals had an overall rating of Distinguished, 11 of which were on the focused tool; 31 principals had an overall rating of Proficient, 14 of which were on the focused tool, 5 principals had an overall rating of Basic; and no principal had an overall rating of Unsatisfactory. In 2020-21, 47 principals received a rating of Proficient or above on their annual administrative evaluation in all areas related to the establishment and implementation of an environment which promotes high student achievement.
- All newly adopted curricula went through a rigorous process to ensure high cognitive demand consistent with our focus on thinking habits and skills. This process is in accordance with RCW 28A.320.230 and IEA negotiated agreement Article 5: Curriculum, Instructional Materials Selection and District Health Services.
- Teaching and Learning Services, the Student Interventions Team, and the Equity Team supported elementary and secondary schools with professional development during non-student days and many of the Wednesday early release days in 2020-21. The focus of professional development included social-emotional supports, adjusting instruction to remote and hybrid learning, use of educational technology, intervention and dyslexia, and student engagement.

- 2020-2021 Special Service Department Professional Development (PD) focused on the themes of inclusive practices, strengths-based IEPs, research based academic instruction, equity, safety, behavior/social emotional instruction, and assessment continued to further align Special Services goals. (see page 1, paragraph 2 under General Interpretation for COVID impact statement).
- In addition, all special education certified team members meet in Professional Learning Communities monthly, offering opportunities for cohort Team Meetings, teacher coaching and mentoring for groups and individuals.
- National Board Certification: 3 ISD classroom teachers earned their initial certification and 13 certificated staff members renewed during the 2020-21 school year. The district has a total of 181 NBC active certificated staff in our schools.
- Elementary principal professional development sessions focused on assisting principals in supporting best instructional practices in the remote, hybrid, and in-person settings, which varied throughout the year. They studied *The Distance Learning Playbook* by Douglas Fisher, Nancy Frey and John Hattie. PD sessions also addressed transitioning students back to in-person learning safely throughout the year. Principals created and shared work plans and action plans with colleagues. Principals also engaged in in-depth analysis of data to support their School Improvement Plans focusing on student engagement during the COVID Pandemic. Participants developed a deeper understanding of Multi-tiered Systems of Support (MTSS), which includes equity, cultural competency, disproportionality in special education, and trauma informed practices.
- A continuum of services was provided for highly capable students, including Primary Enrichment Program (PEP), Elementary Highly Capable Programs (SAGE and MERLIN), and Secondary supports through counselor check ins and appropriate course selection
- All teachers, including those with cluster groups of Highly Capable students in their classes, have the opportunity to participate in differentiation professional development. Teachers receive a yearly training about Highly Capable Programing which also includes information about differentiation.
 - Links:
 - [K-2 Continuum of Services](#)
 - [3-5 Continuum of Services](#)
 - [6-8 Continuum of Services](#)
 - [9-12 Continuum of Services](#)
 - [Secondary Options Letter Spring 2022](#)
- During the switch to remote and then hybrid learning, Instructional Technology TOSAs offered training in a variety of technologies to facilitate remote teaching. Topics focused on learning management systems to facilitate communication in a remote/hybrid environment, creating and sharing cloud-based documents, and student engagement. Training for remote and hybrid instruction was provided on the August LID days and optional training was offered in July.

- During the 2020-2021 school year 2,142 staff members participated in Professional Development courses. We offered 499 sections with 260 courses. There were 126,675 General clock hours, 2,825 STEM clock hours; 4,024 Cultural Competency clock hours, 11,914 Ed Tech clock hours, 2,049 PBSES clock hours, and 2,289 Induction/Mentor clock hours.
- In the 2021 Healthy Youth Survey, 89% of sixth-graders, 92% of eighth-graders, 88% of tenth-graders and 87% of twelfth-graders reported they felt safe at school. At each level, Issaquah students are 5 to 8 percentage points more positive than the state average.

...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 must provide meaningful, ongoing opportunities for parents to act as educational partners in their students' school experience. The District will use valid and reliable method of community-wide data collection to show the degree to which parents perceive they are treated as valued partners in their student's school experience.

EVIDENCE

The Issaquah School District is striving to become a welcoming place to parents who wish to support the learning of their children as individuals, serve as volunteers within the schools or on committees; question, give input, and/or become better informed on topics of interest.

- In the Fall 2020 Parent Surveys (Qualtrics), parents were asked, "What grade would you give the Issaquah School District for welcoming your involvement in your student's education?" 88% of elementary and 82% of secondary families answered A or B. 5769 elementary and 6973 secondary families responded.
- Every school holds unique activities to incorporate parents into the learning process and school culture. Examples are: Culture Celebration events, kindergarten classroom and bus rider orientations, transition programs for parents new to middle school and/or high school, curriculum nights, invitations to assemblies, concerts and other productions, information meetings for magnet program opportunities, graduation, assessment, Special Education information meetings, Highly Capable meetings, literacy presentations, and Common Core parent/community information presentations.
- Parent seminars on topics of special interest are posted as a PTSA link on the district website. ParentWiser, the parent education committee of the Issaquah PTSA Council also hosts lectures, webinars, discussions and documentary films to support families and are linked on our website.
- Parent resources for supporting student learning in the various content areas are available on the district website.

- Parents are invited to preview, become fully informed about, and give or withhold permission for their students to participate in the FLASH curriculum.
- Parent seminars on topics of special interest are posted as a PTSA link on the district website.
- Electronic student reporting systems (Family Access) give students and parents convenient on-line access to student grades, emergency information, and other data on file.
- Direct access to teachers through District e-mail and District endorsed teacher web presence enhances and reduces time lag in parent-teacher communications.
- Teachers are expected to establish and maintain an up-to-date web presence for communication. This includes contact information, homework/projects with due dates as applicable, syllabus/classroom/program expectations, and a schedule of upcoming events.
- Title I requires schools to involve parents in the decision making and development of their yearly building plan. Each Title I school shares the building plan and gets approval from Title I parents.
- During 2020-21 the district continued to offer opportunities for parent engagement as we had in prior years, although for the 2020-21 school year these were held remotely. [See EL-2-page 10 May 2021 for a list of offerings.](#)
- Introduced Canvas as a secondary learning management system. This system provides a consistent platform for students and parents to access their teachers, classroom materials, calendars and gradebooks.

Accordingly, the Superintendent may not:

. . . the Superintendent may not:

- 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 correct this situation.

EVIDENCE

- On-going staff, student teacher, and volunteer trainings in all areas that support academic performance and the well-being of students. The district's volunteer Regulation 5630 and procedures require that all volunteers who work directly with students must have a WA state patrol background check and complete the volunteer training.

- Instructional strategies training and effective relationship building training for VOICE mentors.
- Staff trainings that specifically address behaviors that could hinder academic performance or the well-being of students include: PBSES/ACES training, Cultural Competency Training, Nondiscrimination, Prohibition of Harassment, Intimidation, and Bullying, Maintaining Professional Staff – Student Boundaries, Preventing Sexual Harassment, Civility, Right Response training, CPR/AED First-Aid, Concussion signs and symptoms, documented areas of concern and FLASH curriculum trainings that address individual well-being.
- The 2020-21 New Hire training package in SafeSchools included the following online trainings:
 - Bloodborne Pathogen Exposure Prevention
 - Boundary Invasion – ISD Regulation 5253 and 5253P
 - Hazard Communication
 - HIV/AIDS Awareness
 - ISD Responsible Use Guide – ISD Regulation 2022 and 2022P
 - Run, Hide, Fight
 - What Every Employee Must Be Told
 - COVID Health Practices and Protocols, added in February 2021
- Employees are held accountable to academic performance and well-being of students on their evaluations.

[AWSP Leadership Framework 3.0](#)

[Danielson's Framework for Teaching \(2011\) Rubrics by Washington State Criteria](#)

[Danielson Modified Teacher-Librarian Rubric by State Criterion](#)

[Danielson Modified Therapeutic Specialist Rubric by State Criterion](#)

[Danielson Modified School Psychologist Rubric by State Criterion](#)

[Danielson Modified Counselor Rubric by State Criterion](#)

[ISD Dean of Students Evaluation Rubric by Criterion](#)

[Danielson Modified TOSA Rubric by State Criterion](#)

[ISD Nurse Evaluation Rubric by State Criterion](#)

- Transportation staff is evaluated each year in the area of Student Management, including annual trainings about how to safely manage students and student issues on school busses.
 - [Bus Driver Training Report 2020-21](#)
 - [Transportation Department](#)
- The Human Resources Department limited and/or revoked volunteer privileges as needed to ensure the well-being of students.
- Investigations, disciplinary actions and appropriate documentation of employees who behaved in a manner that jeopardizes the well-being of students are appropriately recorded and filed at the building and district office.

. . . *the Superintendent may not:*

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 require the creation of communications structures that support the desired culture. Well-developed communications structures will:

- provide opportunities for meaningful input and feedback on topics of interest and importance to the individuals participating and the constituent groups they represent;
- keep the school district community generally well informed about District programs, decisions and conditions;
- build trust through transparency (access to public information and clear demonstration of reason and process in decision-making);
- maintain staff and community commitment to the Board's Ends for Students through frequent and relevant interaction and shared decision-making.

EVIDENCE

- Teacher Evaluation Process: ISD and the Issaquah Education Association (IEA) have partnered to implement the certificated teaching and support staff evaluation system and to develop and implement professional development for our principals and teachers. Inherent in the Danielson Framework is a focus on equity for students most challenged to access their education.
- [Equity Department Timeline, includes PD](#)
- Principal Evaluation Process: The District is in its ninth year of the implementation of the AWSP Principal Leadership Framework and the evaluation process with Principals evaluated on both the Comprehensive and Focused strands.
- Opportunities for input and feedback: ISD culture is supported by numerous opportunities for community, staff and students to provide input and feedback on matters of interest and importance to them. Prominent examples are listed below:
 - Levy development committee and several community engagement session related to the EP&O levy

- Numerous opportunities were provided for community input and feedback on the proposed Bell Times Changes:
 - ThoughtExchange Engagement
 - Dedicated email account
 - Student and staff surveys
 - Three regional public meetings
- [June 2020 ThoughtExchange - input for the roll-out of remote teaching and at home learning.](#)
- Continuation of a district Equity Advisory Group comprised of staff and community members for the purpose of soliciting input and feedback, and making recommendations to the district.
- Continuation of an Equity Family Engagement Partnership Team for the purpose of supporting student success and family engagement.
- An ISD Equity Team was formed for the purpose of providing input on the direction of this initiative and specifically on professional development for district staff.
- Curriculum Adoptions include opportunities for parents to provide feedback through the adoption websites and during two-week parent reviews of adoption materials.
- Depending on the curriculum materials being adopted the District may hold special public previews of the final few options identified by the committee prior to public preview of the selected materials.
- Instructional Materials Committee includes parent representatives from each region of the district members, district staff and TLS Leadership. This group reviews all recommendations from adoption committees, hears curriculum challenges and makes final recommendations to be presented to the School Board.
- Assessment Advisory Committee, comprised of IEA members, Principal representatives, and Teaching and Learning Services administrators, meet three times during the year to review assessments and timeline. Collaborative problem solving and planning ahead are included in each meeting.
- Standing committees in all areas of district operations contribute to a culture of collaborative decision-making. Examples include Employee Benefits, Safety, Nutrition, Emergency Preparedness, Health Services, Library/Media, and Counseling Services. Some committees were suspended beginning spring 2020 due to the pandemic.
- Interview hiring teams of staff and/or community stakeholders help express community and district culture and identify candidates who reflect cultural values.

- Specially chartered committees ensure that community and staff values are prominently represented in major initiatives (i.e., Nutrition Advisory and Safety). Some committees were suspended beginning spring 2020 due to the pandemic.
- Ongoing surveys provide an open feedback loop with the community since 2003. These include continuous random-digit dialing of all district residents (including staff) and yearly online parent experience surveys (results will be reported in EL 9 Monitoring Reports). Further, parent and staff members' input regarding their learning community is solicited when the District initiates the hiring process for building principals.
- Annual student interviews and the Bi-annual Healthy Youth Survey for sixth, eighth, tenth and twelfth graders, consistent with FERPA, provide important knowledge of student issues, concerns, and risk behaviors. Results are posted on the District website.
- In 2020-21 student surveys were conducted with grades 3, 4, 5, 7, 9, and 12. These Soft Skills include topics on Harassment, Intimidation and Bullying (HIB). Student Exit Surveys include questions such as "I feel safe/free sharing my opinions in my class/school."
- Special Education Staff Advisory Committee gathers staff perspectives in Special Education communications and problem-solving.
- School Site Councils have been carefully designed to blend community, staff and student perspectives for input and feedback.
- Regular labor relations meetings between administration and union leaders and Meet and Confer meetings per the *IEA Negotiated Agreement* provide ongoing open communications and positive relationships for problem-solving and collective bargaining.
- **General Information:** Major communications strategies are continuously improved based on user feedback. These include the District website, FOCUS newsletter, school E-newsletters, District calendars, District E-News, emergency notification systems, special parent letters, media relations and releases, Social Media, community presentations and activities by district leadership, advisory committees and focus groups, and regular, open agenda community coffees with principals, and support for all teachers to develop and maintain a District endorsed web presence.
- **Transparency:** Transparency is the honest, continuing effort to help members of the school community (a) obtain and understand non-confidential information, and (b) understand the reasons for and process behind decisions. Primary examples of the District's commitment to transparency include:
 - The District's web-based budget process, which keeps budget information, the budget development process, and input opportunities before the general public;
 - Financial Advisory Core Team, facilitating full inquiry into the budget development process by internal and external stakeholders;
 - Web posting of minutes and agendas for the school board and major district committees;

- 2020-21 School Board Meetings
 - Live and podcast through January 2020
 - Live and video recorded in February 2020 to present
 - Held remotely due to COVID-19 from April 2020 to the end of the school year and during 2020-21 remotely and in-person. Remote access also offered the community an opportunity for public input.
- Easy web links to student achievement data for every school and the overall district, including the District Scorecard (currently under re-design);
- Regular budget status reports to the school board in public meetings;
- Timely, cooperative, and appropriate response to all public records requests;
- Compliance with all state and federal reporting requirements, including ESSA provisions;
- EL-9 Report to Public – a comprehensive online report of Student Achievement, Programs, Services, and Finances updated annually;
- Posting of annual and/or periodic parent survey results community polling results, school exit surveys, Healthy Youth Survey and graduation research reports.

... *the Superintendent may not*
 5. *Permit any form of illegal discrimination.*

INTERPRETATION

I interpret illegal discrimination as acts or omissions by school authorities that create unequal access to District resources on the basis of race, creed, ethnicity, skin color, national origin, gender, sexual orientation, socioeconomic status, varied abilities, or any other class or condition protected by law. Thus, the District must:

- make District opportunities available to all students on a fair basis without regard to the factors or conditions referenced above;
- fairly consider all qualified applicants for employment, assignment, promotion and retention without regard to the factors or conditions referenced above;
- publicize the District’s commitment to nondiscrimination and procedures for addressing perceived discrimination within the school district;
- have ready procedures for determining and taking corrective action in the event that discrimination should occur within the District.

EVIDENCE

- Equal educational opportunities and fair treatment of all students are guaranteed in [Regulation 3210: Nondiscrimination](#) and [Regulation 3200: Rights and Responsibilities](#). Procedures for addressing perceived discrimination against students are set forth in 3210P and in student handbooks which are distributed to all students/parents.
- Nondiscriminatory recruitment, selection, assignment, transfer, promotion, retention and training of staff are high priorities of the Issaquah School District as noted in [Regulation 5010](#) and its related procedures. These procedures have been developed to achieve equitable solutions to justifiable complaints.
- Nondiscriminatory employment practices are clearly valued and communicated on district application forms and District website:

The Issaquah School District complies with all applicable federal and state rules and regulations and does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation, including gender expression or identity, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability in its programs and activities, or employment related matters, and provides equal access to the Boy Scouts and other designated youth groups. The following employees are designated to handle questions and complaints of alleged discrimination: Executive Director of Compliance and Legal Affairs, District Title IX Coordinator, Section 504/ADA Coordinator or Compliance Coordinator for 28A.540 and 28A.642 RCW, in writing or by telephone at 425.837.7060. The Issaquah School District will also take steps to assure that national origin persons who lack English language skills can participate in all educational programs, services and activities.

- Individuals who have or share in responsibility for hiring are trained in fair, appropriate, nondiscriminatory practice.
- In person staff training on Regulation 3207, 3210, 5010, 3205, 5013, 5282, 5253, 3421 delivered to all employees.
- Staff trainings and professional development in the areas of cultural competence and equity which include implicit bias and institutional racism that can result in discriminatory practices.
 - [Equity Department Timeline, including PD](#)
 - Added Alaina Sivadasan, Executive Director of Equity in 2019

Accordingly, the superintendent may not:

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.

INPERPETATION

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 appropriate for their students.

EVIDENCE

Elementary Parents are provided information about special programs and highly capable testing through:

- District and school e-news
- ISD website

Secondary students and parents are provided course enrollment information prior to registration for courses through:

- Registration packets
- ISD course guides
- ISD website

Accordingly, the superintendent may not:

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

INTERPRETATION

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

EVIDENCE

- In 2020-21 laptops and/or hotspots were provided to all students to access remote or hybrid learning.
- Single sign-on services, Classlink and Clever, were used for ease and safety of use.
- For teachers or programs to add digital resources, they must complete the Digital Resource Request for approval. Resources are vetted for ADA compliance, infrastructure compatibility, FERPA/CIPA/COPPA compliance and appropriate educational use.
- Canvas provided a safe and secure method of providing course information to secondary school students.

- Gaggle was used to monitor student information, including student email, for safety and security concerns.
- Zoom was established with sign-on measures to facilitate safe remote instruction.
- ISD internet filter was used to prevent access to inappropriate material.
- Anonymous reporting was used for students to report inappropriate conduct, including use of digital media.

Accordingly, the superintendent may not:

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 confidential student and staff information will be:

- maintained in secure locations;
- accessed only by authorized persons performing official duties;
- appropriately transmitted to or made available for review by the individuals to whom it pertains, 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.

Further, I interpret this to mean that the District complies with the federal Family Educational Rights and Privacy Act (FERPA) by creating and following a system that ensures that individuals who work and learn within the school district will not be photographed without their consent; they will not have personally identifiable information (directory information) published if they request that it be withheld; nor will the media or members of the general public have unauthorized access to the ordinary activities of students and staff except when activities take place in a public setting—for example, a student concert or drama production, athletic competition, or special assembly open to the public.

In this context, I interpret *general public* to mean non-staff members who have not been specifically authorized or invited to be present by a school or district official.

EVIDENCE

- In 2020-21, all Principals verified through the annual Board monitoring survey that confidential student records are maintained in secure locations. This includes, but is not limited to, student cumulative folders, emergency cards, teacher gradebooks, guidance team evaluations, special education records, health records, and federal free/reduced lunch applications.
- The Skyward electronic student records system, including Family Access, is password protected. Staff members are required to change their passwords periodically.
- In 2020-21 administrators and all Principals verified confidential employee records, including personnel and payroll files, are maintained under lock and key; access is by authorized

personnel only, or by other individuals under specified requirements in the presence of authorized personnel.

- District archives are managed and monitored by the Chief of Finance and Operations in keeping with applicable law, as determined by State Audit.
- Via registration and first-day packets, families receive notice every year of their right to provide a “FERPA” (Family Education Rights and Privacy Act) letter to their school, which will prevent the District from releasing any identifying information about their student to outside organizations. The notification states that the school has legal authorization to provide “directory information” (including name and photo) to outside organizations for an educational purpose if a student has no FERPA letter on file. Before releasing any information to an outside organization—including the media or photographers—a school or the District will check the Skyward records system to ensure the student has no FERPA letter on file. When time permits or the circumstance is exceptional, schools do provide advance notice to parents and provide an opportunity for them to opt out of a particular situation where directory information may be provided to an outside organization.
- All parents/students have the right to withhold personal directory information from publication. In 2020-21 all Principals verified that forms for this purpose were distributed this year during student registration.
- Procedures for protecting privacy as external research is conducted in the District are managed and monitored by the Superintendent and designee.
- All requests for Public Records are reviewed and processed according to RCW 42.56: Public Records Act.
- Further, I interpret this to mean that students within the school district will not be photographed without consent; they will not have personally identifiable information (directory information) published if requested that it be withheld; nor will the media or members of the general public have unauthorized access to the ordinary activities of students except when activities take place in a public setting—for example, a student concert or drama production, athletic competition, or special assembly open to the public. In this context, I interpret *general public* to mean non-staff members who have not been specifically authorized or invited to be present by a school or district official.
- Staff is provided a link and expected to review the [Responsible Use Guidelines – District Regulation 2022/P.](#)

... the Superintendent may not:

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. Furthermore, I interpret this to include student information in a variety of areas; some directly related to educational purpose, others more indirectly related to educational purposes such as student health forms.

EVIDENCE

- The only records kept or stored in Issaquah School District schools are directly related to students' educational needs such as cumulative folders, teacher grade books, student portfolios, guidance team evaluation, free/reduced lunch applications, special education records, health records, student discipline records, and investigation files.
- Principals and district administrators have verified through the annual Executive Limitations Monitoring Survey (2020-21) that their buildings and departments have not collected and stored information for which there is no educational purpose. The signed and dated verification surveys from all buildings and departments are on file in the Superintendent's office.

... the Superintendent may not:

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

INTERPRETATION

I interpret this to require two types of hearing-and-response systems: one for community members, parents or students; another for staff. Both should provide an effective means of bringing complaints to the person or persons in charge and receiving a timely response/resolution.

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

Please note: [All District regulations, procedures, and forms are available on the District Website](#)

- **Community members**
 - [District Regulation 4220: Complaints Concerning Staff or Programs](#) is an ombuds provision for any community member to bring a complaint or concern of any type to the appropriate source within the school district. If a complaining person does not find remedies and/or information to be satisfactory, the Regulation provides for timely, progressive appeals through the administration to the Board level. This Regulation,

including procedures and forms, is available to the general public through any school office or the office of the Superintendent.

- *Student Handbooks* describe the rights and responsibilities of students in the Issaquah School District, including appeal rights. These are reviewed by the grade level Executive Directors and Assistant Superintendent of Human Resources, and updated annually and distributed to all students/parents, and are available on-line on the schools' website.
- *Special Education Procedural Safeguards* clarify the educational, informational and appeal rights of students and their parents. This document is given at least once each year to parents of children who are eligible for special education services.
- **Community members, students, and employees**
 - [*Prohibition Against Harassment, Intimidation and Bullying Regulation 3207*](#) provides a specific complaint and appeal procedures for all students in the school community who believes they have been the target of unresolved, severe, or persistent harassment, intimidation, or bullying. This Regulation aligns with state law.
 - [*Civility Regulations 4011, and 5282*](#) provide effective avenues of complaint, and resolution, if found to be warranted, for all members of the school community who believe the District's cultural expectation of civility has been violated.
 - *Various other federal laws and District Regulations* provide specific complaint and appeal procedures for individuals seeking to remedy particular conditions or decisions. Each ensures specific rights of individuals within the school community:
 - [Regulation 3210](#): Nondiscrimination (Student)
 - [Regulation 5010](#): Recruitment, Selection, Assignment: Nondiscrimination
 - [Regulation 3115](#): Homeless Students
 - [Regulations 3205, 5013](#): Sexual Harassment
 - [Regulation 5010](#): Nondiscrimination (Personnel)
 - [Regulation 5207](#): Prohibition Against Harassment (Personnel)
 - [RCW 28A.85](#): Gender Equity
 - Regulation 2162 [Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973](#) Americans with Disabilities Act (ADA)
 - [Regulation 5241](#): Whistleblower Protection
- Conflict resolution at the building level – ISD website [Issues, Questions, or Concerns](#)
- **Employees** [*All Collective Bargaining Agreements are available on the District Website*](#)
- Beyond the provisions noted above, employees who are members of labor organizations have additional grievance rights and procedures outlined in their collective bargaining agreements with the District. There are eight such bargaining units within the Issaquah School District covering approximately 92% of District employees.

... the Superintendent may not:

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

- Student Handbooks describe the rights and responsibilities of students in the Issaquah School District, including appeal rights. These are reviewed/updated annually and distributed in hard copy or electronically to all students/parents.
- Special Education Procedural Safeguards clarify the educational, informational and appeal rights of students and their parents. This document is given at least once each year to parents of children who are eligible for special education services and at every IEP meeting.
- Appeals rights information is part of the suspension/expulsion template letters used by all schools.
- Principals have verified through the annual Executive Limitations Survey (2020-21) that building wide behavioral expectations and protocols, which include appeals rights, are clearly defined and communicated to students, staff and parents.

... the Superintendent may not:

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

- All claims of retaliation are investigated and appropriate action taken.
- The Issaquah School District Regulation [3207 Prohibition Against Harassment Intimidation and Bullying.](#)
 - All staff and students are informed of and trained on this annually and the Regulation is referenced in all student handbooks.

... the Superintendent may not:

13. Permit the administration of corporal punishment.

INTERPRETATION

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

EVIDENCE

- We comply with state law. RCW 28A.150.300 and WAC 392-400-235 (3) and [Issaquah School District Regulation 3244](#) all of which prohibit the use of corporal punishment.
- During the 2020-21 school year there was no reported case of staff behavior inconsistent with the district Regulation on corporal punishment.

Referenced throughout the document, copies of all principal/building certification check-lists are on file in the Superintendent's office. For direct inspection of these check-lists please contact the Executive Assistant to the Superintendent.

Board acceptance: August 25, 2022 (monitoring the 2020-21 school year)