

**Issaquah School District
Executive Limitations Monitoring Report**

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.

**EL-3 Personnel Administration
Annual Internal Review
October 27, 2022**

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 may 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

- All paid employees as of October 1, 2021 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 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 technician prior to final hiring decisions are made.

...the Superintendent may not fail to:

- 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

- 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 Back-to-School Business days completed at each level. In the 2021-22 school year we phased volunteers back into the schools and started with those most essential in supporting our academic programming first.
- 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, when students go to Camp as a school-sponsored activity, two or three parent chaperones are assigned to each cabin of students.

....the Superintendent may not fail to:

- 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

- 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 2021-22 school year, the District attended large in-person job fairs in Spokane and Tacoma, two smaller, virtual fairs and hosted one District job fair to recruit classified staff.
- Classified recruiting staff also partnered with our Equity Department to support potential applicants for whom English might not be their first language in completing the application process.
- The District begins the hiring process earlier than neighboring districts due to:
 - Certificated staff returning from leave notify the District by February 1.
 - Student enrollment projections are determined early in the spring.
 - Conversations with building administrators about staff needs and performance evaluation status occur in the spring to identify recruitment needs.
 - Leave of absence (February 28) or early notification of retirement (May 1) is required by certificated contract.
- Interview teams receive training to ensure fair and effective processes are in place to reduce bias and eliminate use of unlawful questions.
 - Interview guides contain questions focused on equity and the pursuit of candidates that value diversity.
 - Experienced hiring managers reviewed and audited the question bank to include more inclusive language to reflect gender diversity and improve clarity of question language, thus increasing access for multi-lingual applicants.
- 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.

...the Superintendent may not fail to:

- 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
 - 5010: Nondiscrimination and Affirmative Action
 - 5013: Sexual Harassment - Personnel, Volunteers and Visitors
 - 5207: Prohibition Against Harassment and Intimidation

- 5252: Staff Participation in Political Activities
- 5241: Whistle Blower Protection
- 5251: Conflict of Interest
- 5281: Disciplinary Action and Discharge
- 5282: Civility
- 5000-5642: Other personnel Regulations in the 5000 Series
- 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.
- 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 2021-2022 *SafeSchools* online training was also utilized for training and re-training of all employees as one part of the three-(3)-year rotation training-delivery model.
- 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.

...the Superintendent may not fail to:

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 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

- All employee grievances have been handled through grievance procedures established in applicable labor contracts. The District addressed 2 grievances (1 classified and 1 certificated) during the 2021-22 school year.
- All complaints of employee misconduct are investigated and resolved in keeping with applicable statutes, District Regulations and labor contracts. In the 2021-22 school year, the District addressed approximately 41 complaints of misconduct involving 18 certificated and 23 classified employees.

- Of the 41 total reports of staff misconduct, six (6) resulted in discipline of certificated staff and eight (8) resulted in discipline of classified staff. Two (2) complaints involving certificated staff resulted in non-disciplinary action and two (2) 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 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.

...the Superintendent may not fail to:

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

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 needed, particularly reviewed, revised, or created as vacancies are posted, or responsibilities change.

...the Superintendent may not fail to:

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

- 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.)

...the Superintendent may not fail to:

- 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

- 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.

...the Superintendent may not fail to:

- 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

- 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 provides First Aid CPR/AED training as a service to those staff members required to maintain specific levels of proficiency, and as space permits, to any staff member who wants First Aid and CPR training, and stop the bleed training.
- 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.
- During school year 2021-2022, 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.
- 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.

- 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 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 also works closely with our local first responders to provide staff trainings and current information related to crisis response.

...the Superintendent may not fail to:

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

- 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 Deputy Superintendent, 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.

...the Superintendent may not fail to:

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

- The District follows state laws RCW 28A.400.200 (Compensation) and RCW 28A.400.280 (Benefits).
- Comparability studies of employees' compensation completed periodically and/or during appropriate bargaining cycles. In the 2021-22 school year, HR completed this work during classified bargains.
- The District annually collects negotiated agreements from surrounding districts to study settlement patterns to attract and retain the highest quality employees.

...the Superintendent may not fail to:

- 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

- 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 nurses 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.

...the Superintendent may not fail to:

- 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 (i.e., classroom teachers, certificated support staff, paraprofessionals, principals, and central administrators) will be designed specifically to measure, document, and improve instruction.

Evidence

- All Paraprofessionals hired in the 2021-22 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 forty seven (247) completing the FCS twenty eight (28) hours, one hundred fourteen (114) 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, 2022.
- For classroom teachers the District uses the research-based Danielson Framework and State of Washington Eight Criteria as the basis for our evaluation process. Deans, Counselors, TOSAs and Nurses all have Danielson based evaluation tools developed specific to their roles.
- 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.
- All principals and evaluators of certificated staff members continue to receive training on the Danielson Framework and the State Eight Evaluation Criterion for certificated classroom teachers, on the appropriate modified Danielson Framework rubrics for the certificated support personnel that they evaluate, and on inter-rater reliability. All principals and evaluators of certificated staff new to teacher evaluation received 36 hours of training on the Danielson Framework and the State Eight Evaluation Criteria.
- All principals continue to receive training on the AWSP Framework, which aligns with the state evaluation criteria. Principals new to AP evaluation are required to take 12 hours of training on this framework.
- The District offered advanced supervisor training to all building administrators and a Supervisor Boot Camp to all classified administrators. Nearly 55 administrators participated.
- Staff members who are underperforming are addressed through evaluation and are supported with training and resources, including a Plan of Improvement.

...the Superintendent may not fail to:

- 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

- Under the Washington State Endorsement and Certification Guidelines all of the certificated staff have met the Washington State standards set by the [Professional Education Standards Board \(PESB\)](#) to begin the school year.
- Certificated substitutes have met the Washington standards for endorsement and licensing as set by the PESB.
- Wednesday time for Professional Development and Professional Work: 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 provides an intensive year-long mentoring program for certificated classroom teachers and certificated support personnel in their first year of work in the District. NTPA is focused on effective data collection, using data to inform and improve instruction, creating positive parent relationships, managing behaviors through PBSES, understanding the growth model of the District evaluation systems based on the Danielson Frameworks and respective State Eight and Five Criteria, and maintaining quality instruction throughout the year. At the elementary level, the NTPA is carried out by two coordinators of 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.
- Following the program reduction that removed our PLC program, in 21-22 the secondary TLS TOSAs filled this role for new to profession staff teaching 6—12. (HR is currently working with TLS to restore our previous mentor program with secondary cert staff supported with an in-building mentor who receives a stipend for that work.)
- Human Resources also has two professional learning coaches for paraprofessionals. They are charged with training new staff in the multiple modules from the PSEB to meet the mandated certification for being a paraprofessional. They also mentor new paraprofessionals across the district on appropriate supervision of students, appropriate data-taking, and how to work with certificated and administrative staff.
- 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.
- During the 2021-22 school year, 6 teachers were in the initial National Boards process (all 6 completed) with approximately 2 teachers pursuing their renewal (both of whom completed). The total number of National Board Certified teachers in the Issaquah School District is approximately 181 certificated staff. Our 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.
- State standards are designed to build upon the most advanced current thinking about preparing all students to be college and career ready. Principals, educational administrators, and teachers received training and professional development in state standards in the areas they teach or supervise. Training on state standards occurs when new curricula is adopted,

when new standards are adopted by the state or district, and during induction as new employees with the Issaquah School District.

- Principals and supervisors have been provided training in supervision and evaluation, just cause, due process, interviewing, prevention of harassment, intimidation and bullying, and records retention.
- The re-issue determination of certificated contracts of underperforming staff is made prior to the state-mandated May 15 deadline.

...the Superintendent may not fail to:

- 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

- 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 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. There have been no 4220 complaints that warranted HR involvement in the 21-22 school year.
- Negotiated contracts specifically protect staff rights and create collaborative structures to ensure their ongoing voice in District decisions.
- Human Resources 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.

Board Approval: October 27, 2022