**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.*

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**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 Comptency.
- 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 satisfies (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*