



**OE-3 Personnel Administration**  
Policy Type: Operational Expectation  
Monitoring Report

**Annual Internal Review for School Year 2024-2025 - September 11, 2025**

*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 OE-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, 2025 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 all substitute teachers, as required by law.
- CrossMatch provides electronic fingerprinting and electronic submission to the FBI. The district is routinely provided results from FBI generally within 72 hours.
- Every application for employment includes a standardized reference survey and/or a follow-up phone call from a Human Resources (HR) Specialist or designee prior to making final hiring decisions.

### **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 volunteers ages eighteen and up. 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 2024-25 school year, HR staff approved nearly 6,541 volunteers for service in the district.
  - Please note: in previous years we reported volunteer numbers between 10,000 and 12,000 and have discovered that volunteers serving in more than one location were being duplicated twice or more in our data. We have removed the duplicates and will continue moving forward by reporting individual volunteers approved regardless of the number of locations at which they have served.
- Each school is able to access their approved list of volunteers from the HRM Plus portal. Their cadre of volunteers is drawn from this source in keeping with district regulations. Volunteers must complete the online application and training. In 2024-25 the online application was edited to include several new security questions based on input from our Risk Management partners.
- All chaperones on overnight field trips have cleared background checks through the Washington State Patrol. At the secondary level, 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 online application process.
  - In the 2024-25 school year, the district attended 10 total recruiting events: large in-person job fairs in Spokane and Tacoma, one at Gonzaga, one at the University of Washington Seattle, one at UW Bothell, one at Seattle University, one at City University, and one at Central Washington University. The Human Resources team hosted one district job fair to recruit classified staff.
  - The Human Resources department used digital platforms and strategies for the recruiting of certificated and classified staff including Handshake, university career centers, and other digital spaces as well.
- The Human Resources staff conducted the third of three training courses for all hiring managers on the prevention of bias in hiring processes.
- 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 the 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 1.13.2025)
  - 5013: Sexual Harassment - Personnel, Volunteers and Visitors
  - 5207: Prohibition Against Harassment and Intimidation
  - 5252: Staff Participation in Political Activities (last revised 8.7.15)
  - 5241: Whistle Blower Protection (last revised 10.1.15)
  - 5251: Conflict of Interest
  - 5254: Staff Expression
  - 5281: Disciplinary Action and Discharge
  - 5282: Civility
  - 5000-5642: Other personnel Regulations in the 5000 Series
- The 2024-25 school year was an online year for compliance training and re-training. All staff read and viewed interactive content on the following topics and related regulations and procedures:
  - 3205 Sexual Harassment of Students Prohibited
  - 3207 Prohibition Against HIB Regulation & Procedure
  - 3210 Non-Discrimination
  - 3211P Gender Inclusive Schools
  - 3421 Child Abuse, Neglect and Exploitation Prevention
  - 5010 Nondiscrimination and Affirmative Action
  - 5201 Drug Free Workplace
  - 5207 Prohibition Against HIB Maintaining a Positive Environment
  - 5253 Maintaining Professional Staff/Student Boundaries
  - 5254 Staff Expression
  - 5281 Disciplinary Action and Discharge
  - 5282 Civility
- The Human Resources Specialists and the Directors of Human Resources facilitated training through Vector (formerly *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. These Regulations included 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 Washington School Personnel Association (WSPA) training on school law, leaves, and reducing and eliminating bias in the hiring process. HR staff also attended training on S-275 reporting, bargaining training with Stevens Clay and Porter Foster Rorick, WASWUG training (for Skyward users), Qmality training and the Washington Public Employee Labor Relations Association (WAPELRA).

### **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, but rather the presence of reporting and the issues being well-handled at the lowest level of concern. If complaints rise to the level of a Board hearing or court procedure, background information and materials are thoroughly and accurately prepared.

#### **Evidence of Compliance:**

- All employee grievances have been handled through grievance procedures established in applicable labor contracts. The district addressed two (2) classified grievances and one (1) certificated grievance in the 2024-25 school year.
- All complaints of employee misconduct were investigated and resolved in keeping with applicable statutes, District Regulations and labor contracts. In the 2024-25 school year, the district addressed approximately 50 reports of misconduct involving 22 certificated and 28 classified employees.
- Of the 50 total reports of staff misconduct, some are still in process. Of those completed, three (3) resulted in discipline of certificated staff and seven (7) resulted in discipline of classified staff. Eleven (11) complaints involving certificated staff resulted in non-disciplinary action, four (4) resulted in certificated staff resignations, eight (8) complaints involving classified staff resulted in non-disciplinary action and seven (7) complaints involving classified staff resulted in the retirement or resignation 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, HR responded to three (3) grievances in 2024-25. Two of them were with classified units, Transportation and SEIU; they went to step two. One was resolved at step two after district office leadership heard the grievance and one was withdrawn after district office leadership heard the grievance and issued a response. One grievance with IEA went to step three and is now moving to arbitration.
- 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 appropriate guidance for the protection of due process rights is in place for all supervisory personnel, including both written documents and training. The district had one complaint related to due process within a grievance. This grievance was satisfactorily resolved. (Requirements are set forth in RCW 28A.400.300, District Policy #5281—*Disciplinary Action and Discharge*, 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 2024-25 and tabletop exercises were conducted by the Superintendent and Executive Cabinet members before the school year started.
- Prior to the start of the 2024-25 school year, all administrators were trained or retrained in emergency plan development or refinement and engaged in tabletop practice exercises.

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 an after-action review (AAR) for all major, new, or complex incidents related to safety or emergency response during the last year, such as the bomb cyclone.
- 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 standardized building emergency 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.
- All principals have been trained and certified in incident command system from the Federal Emergency Management Agency (FEMA).
- All school buildings have emergency backpacks that include keys, emergency radios, student / staff rosters, and other emergency supplies to be used as a “Go Bag” in case of emergency evacuations.
- During the 2024-25 school year, schools conducted no less than one safety-related drill each month that 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 district buildings including schools, the administration building, Transportation, and May Valley Service Center have Stop the Bleed kits installed.
- All Knox Boxes have been audited and updated to ensure first responders have appropriate access to our buildings in case of an emergency.
- Three additional emergency radio repeaters were added in 2024-25 for a total of 11 across the district. This has increased radio reception and clarity throughout the district. The emergency radio system allowed for emergency communication to take place which assisted in opening buildings following the bomb cyclone event in November of 2024.
- All classrooms have emergency buckets and backpacks containing emergency supplies such as flashlights, sanitary items, hand sanitizer, emergency AM/FM radio, gloves, emergency blankets, etc. During the 2024-25 school year, an audit of emergency buckets and backpacks was conducted to ensure all classrooms have needed emergency supplies.
- As a result of the bomb cyclone, the district purchased an emergency fueling system allowing us to keep generators fueled in case of extended power outages, and Star Link High Speed Internet capability was added to the Administration Building to ensure internet access for emergency response.

**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 was 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 Advanced 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 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 be 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 2024-25 school year, this work was completed during the PSE (Office Professionals), ISNA (classified nurses), SEIU (Para Pros), Teamsters (custodial/maintenance), IEA (certificated staff), Transportation and Mechanics bargains.
- Additionally, a study was done for all classified and unrepresented groups (both hourly and salaried) in consultation with Compensation Connections LLC.
- 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 Expectations 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, one of three teacher evaluation frameworks approved by the state of Washington.
- The timing and pace of focused and comprehensive teacher evaluations in the district align to state law and both are echoed in the collective bargaining agreement between the district and the teacher's union.
- 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 Framework.
- Human Resources secured principal volunteers and representatives to be trained in the revisions to the Danielson rubric. They collaborated to create a training from that content. In August 2024 principal representatives from each level trained their peers on the remaining revisions to the Danielson Framework and its rubric.
- 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 Association of Washington School Principal (AWSP) Leadership Framework. While not required, the district organized and provided training for all administrators on the AWSP Framework in October of 2024.
- The district tracks and reviews the completion of all evaluations and the distribution of ratings by employee group and provides this data to the appropriate supervisors.

### **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:**

- Administrators new to the district participate in a new administrator onboarding with HR staff specific to their roles as district leaders.
- 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.
- Administrators have been offered training on: 504s, bargaining, risk management, legal matters, athletics, investigations, and the Danielson Framework.
- In 2024-25, the district supported three (3) certificated staff through their administrative internships.
- In 2024-25, principals and supervisors were trained in anti-biased hiring practices, in the revisions to the Danielson Framework, the AWSP Framework, Universal Design for Learning and Cultural Competency. Principals of color were also invited to attend the offering hosted by their professional organization, AWSP, called Leaders of Color Community.
- 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.
- The district provided annual Local Education Agency (LEA) representative training to ensure Individualized Education Plans are developed in accordance with district, state, and federal regulations.
- The district offered appropriate and current training on Title IX to the district Athletic Director, one Human Resources Director and to the Compliance Coordinator.

### **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 Professional Educator Standards Board (PESB) to begin the school year.
- Certificated substitutes have met the Washington standards for endorsement and licensing as set by the PESB.
  - During the 2024-25 school year, four teachers were in the initial National Board Certification (NBC) process and none completed. We attribute this to the threat at the state legislative level that the stipend for NBC certification would be discontinued. Seven (7) staff renewed their National Board certification.
  - The district has approximately 143 NBC teachers.
  - The district National Board Certification 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 2024-25, Teaching and Learning Services matched 34 mentors to 36 new K-5 teachers and matched 27 mentors to 28 new 6-12 teachers.
  - The NTPA delivered eight seminars on topics key to instructional mastery which were hosted at the administration building.
  - In-building mentors for classroom teachers supported 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 had two Paraprofessional Professional Learning Coaches. They were charged with training new staff in the multiple modules from the Professional Educator Standards Board (PESB) to meet paraprofessional certification mandates. The Paraprofessional Learning Coaches mentored and trained 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 2024-25 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 419 completing the FCS twenty-eight (28) hours, 200 completing the General Paraeducator Certificate, 397 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, 2025.
- All district School Security Officers participated in monthly trainings during the 2024-25 school year. Trainings included Civilian Response to Active Shooter Events (CRASE) Training, building security camera operation, Working with Students with Disabilities (provided through Puget Sound Educational Service District), De-escalation Techniques (also provided through PSESD), and Safety Care training to name a few.

- Transportation employees were trained in CRASE training and response to transportation emergency situations.

**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 are 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 2024-25, the district led an Educators of Color Leadership Community.
  - From the Stay Survey, conducted annually by Human Resources:
    - 1) 78% of certificated staff reported being satisfied (S) or very satisfied (VS) with communication and treatment from their supervisors; this metric was 83% for classified staff
    - 2) 91% of certificated staff reported being satisfied (S) or very satisfied (VS) with treatment by coworkers; this metric was 90% for classified staff
    - 3) 89% of certificated staff reported being satisfied (S) or very satisfied (VS) with teamwork with their colleagues; this metric was 90% 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 2024-25 school year, three (3) complaints were resolved at Step 4 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; see 3.5 above.

- Human Resources staff mediated one (1) complaint from certificated staff about certificated staff. Additionally, Human Resources staff managed one (1) complaint involving 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 acceptance:*