



OE-2 TREATMENT OF PEOPLE
Policy Type: Operational Expectation

Annual Monitoring Report for School Year 2024-2025 - October 9, 2025

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

The Superintendent certifies that the District is in compliance with OE-2 with one exception for 2.5, adequately monitor and control student access to and utilization of electronically distributed information.

The Superintendent shall maintain an organizational culture that treats parents, students and community members with respect, dignity and courtesy, and shall maintain a learning environment that is safe, welcoming, and conducive to effective learning.

General Interpretation:

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

I interpret compliance as the communication of clear expectations, policies, regulations, practices and procedures and for corrective action to be used, if needed, to sustain the learning environment. Compliance includes consistent valuing and modeling of a learning environment characterized by the development of policies, regulations and procedures that establish clear expectations for student safety, respectful behavior, high expectations for student achievement and the well-being of all students.

The Superintendent will:

2.1 Assure a climate that is characterized by support and encouragement.

Interpretation:

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

Evidence:

Supports for Staff

First-year teachers are provided mentor support, which would include the development of class culture, behavior expectations, and how to access known supports such as counseling or nursing services for students. In addition to in-building mentor support, new-to-profession teachers are provided training on a variety of topics, including equity and parent engagement, the role of general education teachers in special education meetings, de-escalation strategies, Universal Design for Learning (UDL) framework for inclusive and culturally responsive teaching and learning, and Integrated Multi-Tiered Systems of Support (MTSS).

First-year administrators are provided with mentor support, which includes developing a culture. Criterion 1 and 2 of the state-approved Association of Washington School Principals (AWSP) [Leadership framework](#) call for administrators to “Create a Culture” that values and responds to the characteristics and needs of each learner and to “Ensure School Safety” including providing for social, emotional, and intellectual safety. Specific framework rubrics for culture and safety are linked [here](#).

Schoolwide Systems

Through the Integrated MTSS work, Tier 1 teams exist at every school. Tier I teams create schoolwide positive behavior expectations and matrices that are explicitly taught by school staff and reviewed at regular intervals. School Wide Information System (SWIS) referrals and the universal screeners inform Tier I teams about which building expectations and supports need reinforcement throughout the year. Tier 1 teams review information from the Social, Academic, and Emotional Behavioral Risk Screener (SAEBRs) universal screener to review students who self-report on social, academic and emotional behavior risk indicators.

Research suggests that self-reporting on social emotional health reduces bias, which was a shared concern for the previous tools. SAEBRs reports on Social, Emotional, and Academic domains, or risk indexes and provides specific information about academic risk, which was not reported in previous tools. All grades using the same tool allows for district analysis throughout all levels.

[Second Step](#) is the adopted Social Emotional Learning (SEL) curriculum, and staff delivered 15 consistent SEL lessons at [elementary](#) schools. Second Step lessons and elements from the Collaborative for Academic Social and Emotional Learning ([CASEL](#)) standards, such as morning circle, are evident throughout district elementary schools.

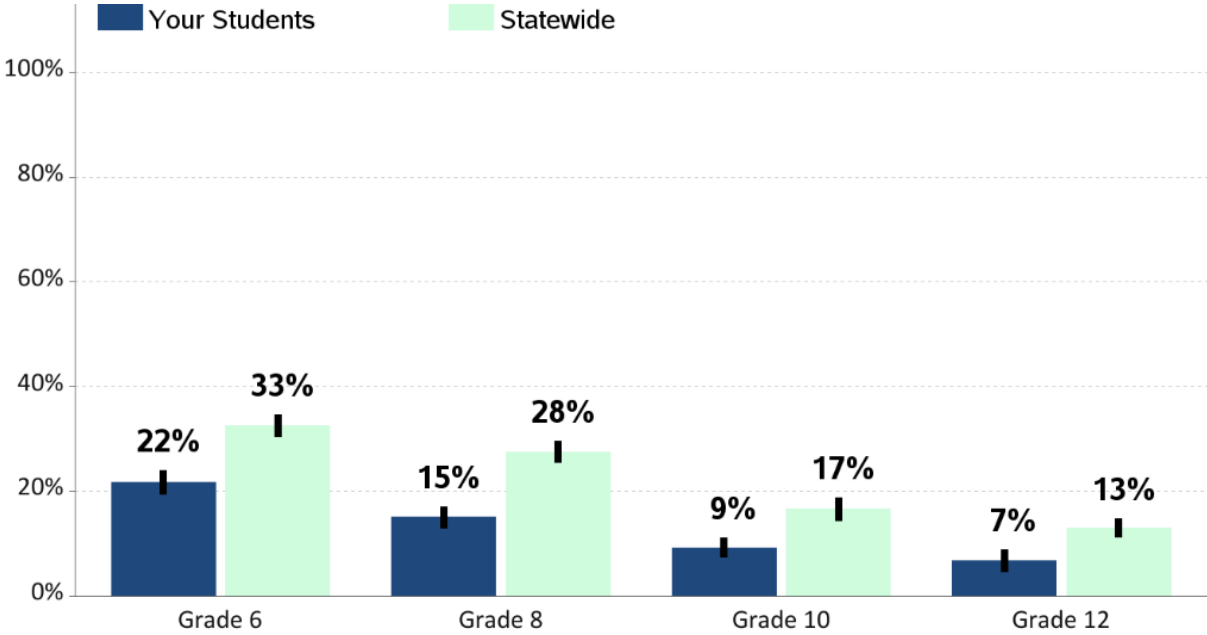
Second Step is the adopted middle school SEL curriculum. The scope and sequence for [middle school](#) provides a view of the topics addressed in middle school, including anti-bullying lessons. School Counselors enhance the SEL curriculum by providing supplemental classroom lessons that support students’ social-emotional well-being. Washington state SEL standards are integrated into high school lessons, as outlined in the strategic plan. Social awareness and social management were the standards of focus in the 2024-25 school year.

Student Survey Data

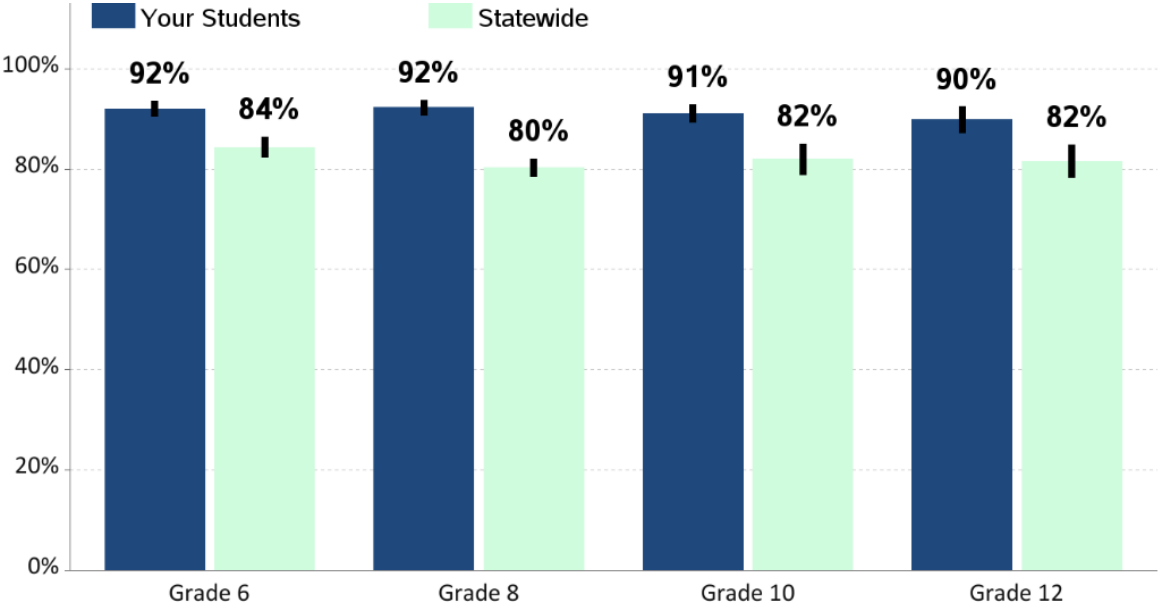
The Healthy Youth Survey (HYS), administered every other year, includes questions about being bullied while at school, feeling safe while at school, and how hopeful students feel. While this data will not be updated until 2025, the 2023 district student results for related questions are below. This same data was provided in the 2023-2024 Operational Expectation 2 annual monitoring report. At all surveyed grades, district students report less bullying than the state average, and from sixth to twelfth grade, district students report being bullied less each year. Sixth-grade data continues to show more reports of bullying than other grades, and reports the highest average of students responding that they feel safe at school. The district has incorporated several questions from the Healthy Youth Survey into our annual surveys to gather student feedback data, which can enhance the interpretation of longitudinal data. The district will participate in the Health Youth Survey in October 2025, with the data being released in February.

The Hope Index scores indicate that at all grade levels, more than 80% of students surveyed in the district report feeling moderately or highly hopeful. The full results for the 2023 Healthy Youth Survey, by district average and individual school, can be seen [here](#).

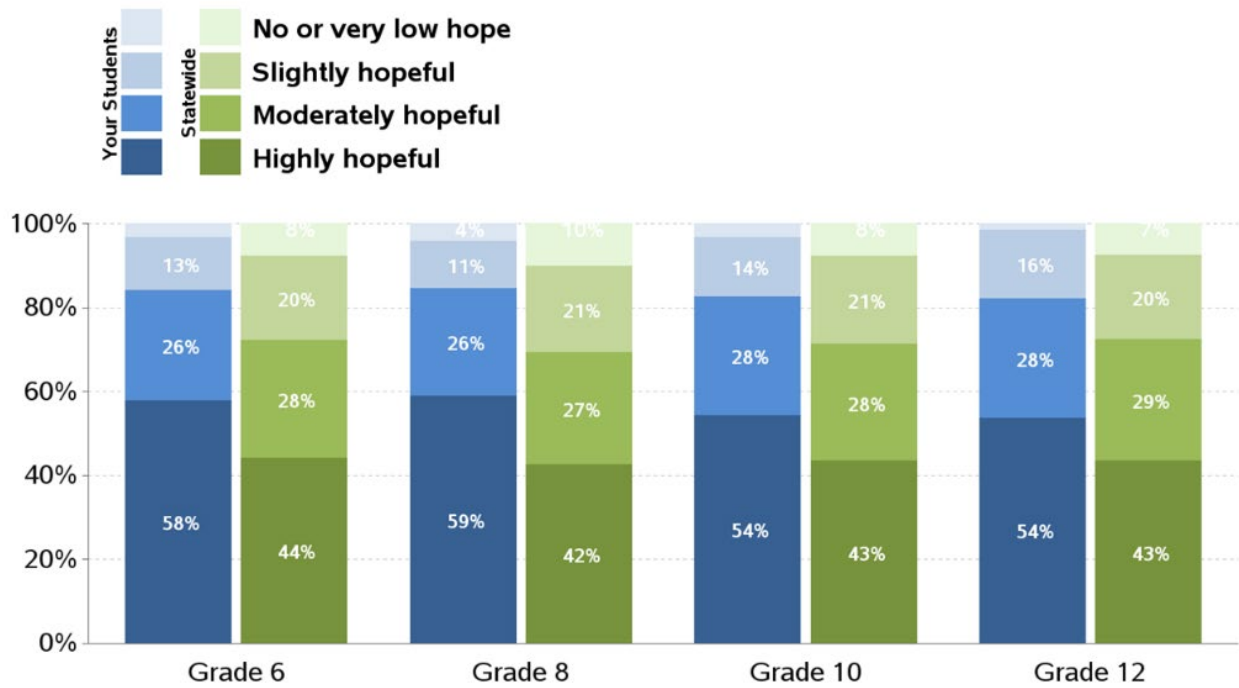
2023 Healthy Youth Survey data: percent of students who report being bullied in the past 30 days:
“Bullying is when one or more students threaten, spread rumors about, hit, shove, or otherwise hurt another student over and over again.”



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



2023 Healthy Youth Survey: Children’s Hope Scale



Developed in 2022-23, Strategic Plan Priority 1b states “students will feel safe and have a sense of belonging,” and specifically calls out a districtwide focus on emotional safety, physical safety, school climate, and school support. The strategy team adapted survey questions from the Positive Behavior Interventions and Support (PBIS) School Climate Suite and the Panorama Student Survey to include in the district’s annual surveys. These questions focused on overall safety at school as well as physical and emotional safety. For example, asking students where they feel the most and least safe in school buildings informs building leaders of the needs of their individual school. District leaders will continue to seek authentic student engagement and incorporate their perspectives and experiences in improvement work through the district.

Elementary:

Elementary data, collected through the 4th grade Soft Skills Survey and the 5th grade Soft Skills Survey, show that students generally feel and show respect to each other, feel free to share opinions in class, and believe that adult staff care about them and their learning. Most students report having at least one adult who shows a genuine interest in their development. Safety measures are strong overall, with about four out of five 4th and 5th graders reporting that they feel safe at school often or always. At the same time, parking lots and bathrooms continue to be named as less safe spaces. New questions on online bullying reveal that a portion of students experience negative interactions in digital spaces. Overall, elementary students express high levels of respect, support, and safety while also signaling these areas where continued focus is needed.

From the 4th grade soft skills survey 2024:

		2022-23	2023-24	2024-25
4th Grade Soft Skills Survey: <i>I respect ideas that are different than mine</i>	Percent agree or strongly agree	97%	91%	94%
	Number Respondents	1198	1066	1178

		2022-23	2023-24	2024-25
4th Grade Soft Skills Survey: <i>I feel safe sharing opinions in class.</i>	Percent agree or strongly agree	76%	67%	72%
	Number Respondents	1191	1061	1163

		2022-23	2023-24	2024-25
4th Grade Soft Skills Survey: <i>Students feel free to express their ideas and opinions.</i>	Percent agree or strongly agree	86%	77%	82%
	Number Respondents	1203	1072	1182

New questions in 2023-24 resulting from the work of the Priority 1b strategy team are added here:

		2022-23	2023-24	2024-25
4th Grade Soft Skills Survey: <i>I feel safe at school</i>	Percent always / often	N/A	80%	82%
	Number Respondents	N/A	1079	1182

		2022-23	2023-24	2024-25
4th Grade Soft Skills Survey: <i>Places I feel most safe at school:</i>	Classroom	N/A	75%	79%
	Library	N/A	64%	67%
	Gym	N/A	55%	57%
	Lunchroom	N/A	51%	52%
	Respondents	N/A	1083	1163

		2022-23	2023-24	2024-25
4th Grade Soft Skills Survey: <i>Places I feel least safe at school:</i>	Bathroom	N/A	28%	27%
	Office	N/A	25%	18%
	Playground	N/A	24%	15%
	Bus	N/A	24%	22%
	Respondents	N/A	1083	1163

		2022-23	2023-24	2024-25
4th Grade Soft Skills Survey: <i>I feel emotionally supported at school</i>	Percent always/ often	N/A	71%	76%
	Number Respondents	N/A	1075	1187

		2022-23	2023-24	2024-25
4th Grade Soft Skills Survey: <i>For those who use social media, how often are you bullied online?</i>	Percent never	N/A	84%	70%
	Number Respondents	N/A	1074	820

From the 5th grade exit survey 2024:

		2022-23	2023-24	2024-25
5th Grade Exit Survey: <i>I feel safe at school</i>	Percent agree or strongly agree	86%	79%	85%
	Number Respondents	1315	1207	1258

		2022-23	2023-24	2024-25
5th Grade Exit Survey: <i>I feel free to express my thoughts and opinions in my school</i>	Percent agree or strongly agree	75%	65%	66%
	Number Respondents	1315	1207	1285

		2022-23	2023-24	2024-25
5th Grade Exit Survey: <i>I feel that at least one staff member at my school has taken a genuine interest in me personally and has helped me be successful through my elementary school experience</i>	Percent agree or strongly agree	86%	81%	80%
	Number Respondents	1315	1207	1258

The following are new questions since 2023-24 from the Strategic Plan Priority 1b; “Students will feel safe and have a sense of belonging” strategy team. Students were asked to “check all that apply”.

		2022-23	2023-24	2024-25
5th Grade Exit Survey: <i>Places I feel most safe at school:</i>	Classroom	N/A	78%	76%
	Library	N/A	69%	69%
	Gym	N/A	61%	59%
	Music room	N/A	59%	55%
	Respondents	N/A	1201	1258

		2022-23	2023-24	2024-25
5th Grade Exit Survey: <i>Places I feel least safe at school:</i>	Parking lot	N/A	30%	34%
	Bathroom	N/A	25%	26%
	Office	N/A	20%	23%
	Bus	N/A	19%	23%
	Respondents	N/A	1201	1258

		2022-23	2023-24	2024-25
5th Grade Exit Survey: <i>For those who use social media, I have been bullied online this year</i>	Percent never	N/A	88%	71%
	Number Respondents	N/A	1201	888

		2022-23	2023-24	2024-25
5th Grade Exit Survey: <i>I have a sense of belonging or fitting in at my school.</i>	Percent always / often	N/A	79%	79%
	Number Respondents	N/A	1207	1258

Middle School

The middle school student survey results show a mix of strengths and areas for growth. Students report increased comfort expressing opinions in class and higher levels of feeling acknowledged and respected for who they are. Most students also feel that teachers hold them to high expectations and that their schools challenge them to consider their own biases. At the same time, results indicate challenges with emotional connection, as 20-30% of students report a lack of belonging or not being accepted for who they are while at school. Students continue to identify bathrooms, hallways, and stairwells as the places they feel least safe, while classrooms and libraries are viewed as safer spaces. Overall, the data highlight positive upward trends in respect and safety, but underscores the need for continued focus on belonging and physical safety in unstructured areas of the school.

		2022-23	2023-24	2024-25
7th Grade Soft Skills Survey: <i>I feel safe expressing my opinions during class</i>	Percent agree or strongly agree	53%	51%	73%
	Number Respondents	1061	203	1090

		2022-23	2023-24	2024-25
7th Grade Soft Skills Survey: <i>The teachers at this school expect me to do my best.</i>	Percent agree or strongly agree	83%	75%	86%
	Number Respondents	1083	230	1122

		2022-23	2023-24	2024-25
7th Grade Soft Skills Survey: <i>When at school, I have been looked down on or treated badly based on my race, ethnicity, religion, political views, gender or sexual orientation.</i>	Percent agree or strongly agree	20%	21%	19%
	Number Respondents	1053	195	1082

		2022-23	2023-24	2024-25
7th Grade Soft Skills Survey: <i>I feel acknowledged and respected for who I am and my background.</i>	Percent agree or strongly agree	62%	59%	75%
	Number Respondents	1053	195	1082

		2022-23	2023-24	2024-25
7th Grade Soft Skills Survey: <i>My school challenges me to consider my biases and how they influence the way I think about and interact with other people who are different than me.</i>	Percent agree or strongly agree	49%	41%	82%
	Number Respondents	1053	195	1082

		2022-23	2023-24	2024-25
7th Grade Soft Skills Survey: <i>I have a sense of belonging or fitting in at my school.</i>	Percent always / often	N/A	62%	69%
	Number Respondents	N/A	215	1105

		2022-23	2023-24	2024-25
7th Grade Soft Skills Survey: <i>I feel emotionally safe/ supported at school?</i>	Percent always / often	N/A	56%	62%
	Number Respondents	N/A	215	1105

		2022-23	2023-24	2024-25
7th Grade Soft Skills Survey: <i>The places in the school where I feel safe most of the time are:</i>	Lunchroom	N/A	61%	59%
	Library	N/A	59%	63%
	Classroom	N/A	51%	62%
	Respondents	N/A	215	1122

		2022-23	2023-24	2024-25
7th Grade Soft Skills Survey: <i>Places I feel least safe at school:</i>	Hallway/Breezeway	N/A	45%	31%
	Bathroom	N/A	41%	37%
	Stairwells	N/A	29%	27%
	Respondents	N/A	215	1122

		2022-23	2023-24	2024-25
8th Grade Exit Survey: <i>I feel a sense of belonging in my middle school</i>	Percent agree or strongly agree	83%	70%	69%
	Number Respondents	1034	167	1035

		2022-23	2023-24	2024-25
8th Grade Exit Survey: <i>I feel that at least one staff member takes a genuine interest in me personally and has helped me be successful throughout my middle school experience</i>	Percent agree or strongly agree	85%	85%	75%
	Number Respondents	1034	167	1035

		2022-23	2023-24	2024-25
8th Grade Exit Survey: <i>I feel free to express my thoughts and opinions in class</i>	Percent often or daily	66%	59%	67%
	Number Respondents	1034	167	1053

		2022-23	2023-24	2042-25
8th Grade Exit Survey: <i>When at school, I have been looked down on or treated badly based on my race, ethnicity, religion, political views, gender or sexual orientation</i>	Percent agree or strongly agree	20%	26%	21%
	Number Respondents	1034	167	1035

		2022-23	2023-24	2024-25
8th Grade Exit Survey: <i>I feel acknowledged and respected for who I am and my background</i>	Percent agree or strongly agree	55%	56%	67%
	Number Respondents	1034	167	1035

		2022-23	2023-24	2024-25
8th Grade Exit Survey: <i>My school challenges me to consider my biases and how they influence the way I think about and interact with other people who are different than me.</i>	Percent agree or strongly agree	50%	53%	57%
	Number Respondents	1034	167	1035

		2022-23	2023-24	2024-25
8th Grade Exit Survey: <i>I feel safe at school</i>	Percent agree or strongly agree	86%	81%	76%
	Number Respondents	1315	167	1035

		2022-23	2023-24	2024-25
8th Grade Exit Survey: <i>Places I feel most safe at school:</i>	Classroom	N/A	78%	64%
	Library	N/A	69%	62%
	Gym	N/A	61%	45%
	Music room	N/A	59%	41%
	Respondents	N/A	167	1035

		2022-23	2023-24	2024-25
8th Grade Exit Survey: <i>Places I feel least safe at school:</i>	Parking lot	N/A	30%	6%
	Bathroom	N/A	25%	17%
	Office	N/A	20%	6%
	Bus	N/A	19%	5%
	Respondents	N/A	167	2736

High School

High school survey results demonstrate overall positive perceptions of expectations, belonging, and emotional support, alongside notable areas for growth. Nearly nine out of ten students agree that teachers expect them to do their best, and over 80% report a sense of belonging and fitting in at school. A growing share of students feel acknowledged and respected for who they are, and more than 70% report feeling emotionally safe and supported. However, certain groups of students continue to report being treated poorly based on identity, and bathrooms, hallways, and other common areas are consistently identified as less safe spaces. Senior exit survey data further affirm that most students feel at least one adult has shown genuine interest in them and supported their success. Overall, high school students experience strong academic expectations and positive relationships; however, attention is still needed to ensure safety and a sense of belonging for all students in every school setting.

High School Soft Skills Survey

		2022-23	2023-24	2024-25
High School Soft Skills Survey: <i>The teachers at this school expect me to do my best</i>	Percent agree or strongly agree	83%	88%	89%
	Number Respondents	2611	362	2536

		2022-23	2023-24	2024-25
High School Soft Skills Survey: <i>I feel safe expressing my opinions during class.</i>	Percent agree or strongly agree	64%	61%	71%
	Number Respondents	2632	339	2498

		2022-23	2023-24	2024-25
High School Soft Skills Survey: <i>When at school I have been looked down on or treated badly based on my race.</i>	Percent agree or strongly agree	21%	26%	22%
	Number Respondents	2604	321	2439

		2022-23	2023-24	2024-25
High School Soft Skills Survey: <i>I feel acknowledged and respected for who I am and my background</i>	Percent agree or strongly agree	64%	61%	73%
	Number Respondents	2604	321	2439

		2022-23	2023-24	2024-25
High School Soft Skills Survey: <i>My school challenges me to consider my biases and how they influence the way I think about and interact with other people who are different than me.</i>	Percent agree or strongly agree	58%	64%	70%
	Number Respondents	2604	321	2439

		2022-23	2023-24	2024-25
High School Soft Skills Survey: <i>I feel emotionally safe/supported at school</i>	Percent agree or strongly agree	N/A	62%	75%
	Number Respondents	N/A	111	2543

		2022-23	2023-24	2024-25
High School Soft Skills Survey: <i>I feel a sense of belonging or fitting in at my school</i>	Percent agree or strongly agree	N/A	74%	81%
	Number Respondents	N/A	111	2543

		2022-23	2023-24	2024-25
High School Soft Skills Survey: <i>Places I feel most safe at school:</i>	Classroom	N/A	75%	10%
	Library	N/A	65%	9%
	Office	N/A	52%	6%
	Responses	N/A	111	18,253

		2022-23	2023-24	2024-25
High School Soft Skills Survey <i>Places I feel least safe at school:</i>	Bathroom	N/A	53%	16%
	Hallway/ Breezeway	N/A	25%	9%
	Lunchroom	N/A	25%	5%
	Stairwells	N/A	24%	10%
	Responses	N/A	111	6241

Senior Exit Survey: *In general, I felt that at least one staff member took a genuine interest in me and personally helped me to be successful through my high school years.*

		2022-23	2023-24	2024-25
Gibson Ek	Percent agree/ strongly agree	100%	85%	94%
	Number respondents	15	26	46
Issaquah High	Percent agree/ strongly agree	89%	80%	84%
	Number respondents	287	144	99
Liberty High	Percent agree/ strongly agree	87%	83%	84%
	Respondents	174	160	174
Skyline High	Percent agree/ strongly agree	87%	84%	85%
	Respondents	358	362	474

Senior Exit Survey: In general, I felt safe in high school.

		2022-23	2023-24	2024-25
Gibson Ek	Percent agree/ strongly agree	N/A	87%	86%
	Number respondents	N/A	23	48
Issaquah High	Percent agree/ strongly agree	N/A	58%	68%
	Number respondents	N/A	144	98
Liberty High	Percent agree/ strongly agree	N/A	80%	76%
	Respondents	N/A	161	181
Skyline High	Percent agree/ strongly agree	N/A	77%	82%
	Respondents	N/A	357	473

Senior Exit Survey: In general, I felt a sense of belonging to my school during my high school years.

		2022-23	2023-24	2024-25
Gibson Ek	Percent agree/ strongly agree	N/A	87%	68%
	Number respondents	N/A	23	49
Issaquah High	Percent agree/ strongly agree	N/A	60%	72%
	Number respondents	N/A	146	95
Liberty High	Percent agree/ strongly agree	N/A	65%	73%
	Respondents	N/A	158	171
Skyline High	Percent agree/ strongly agree	N/A	62%	67%
	Respondents	N/A	356	470

2.2 Provide an open and responsive environment that encourages parent involvement.

Interpretation:

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

Evidence:

Family Partnership and Parent Involvement

In 2022–2023, the district developed its Strategic Plan, which includes Priority 4 on Authentic Engagement. Within this priority, Strategy 4b commits the district to “develop and foster relationships to forge purposeful partnerships,” demonstrating our focus on authentic engagement through advisory meetings and the creation of new partnerships that align with the district mission and support student success.

Our district actively partners with PTSA leaders through monthly leadership meetings, collaboratively co-designing agendas around shared problems of practice. These strategic partnerships have helped identify and address systemic barriers, leading to concrete improvements such as streamlining the Enrollment Verification Process to make participation more accessible for families. By engaging directly with parent leaders who understand the needs and perspectives of the community, the district ensures that its strategies are

responsive and effective. This collaborative approach demonstrates our commitment to an open environment where parents play an active role in shaping the systems and structures that support family engagement.

The Family Partnership Advisory Group also plays a vital role in engaging families in their children’s educational journey. The group brings together culturally, linguistically, and religiously diverse representatives from each feeder pattern to provide input on district initiatives, school programs, and family support strategies. As trusted community voices, members share information through PTSA networks, WeChat, KakaoTalk, WhatsApp, and other platforms, keeping families informed and connected. This two-way communication ensures families feel welcomed, included, and supported, which directly strengthens student success.

School-Based Engagement Opportunities

Family engagement is further supported by regular events and activities at the school level. Pre-K (TK, ECE, ECEAP) and Kindergarten families participate in WA Kids Family Connections meetings before programs begin, providing opportunities to meet teachers, ask questions, and become familiar with classrooms in a personalized way. Schools also host Curriculum Nights open to all families, as well as elementary parent-teacher conferences each fall. Fifth- and eighth-grade transition nights help students and caregivers prepare for school-level changes. Principals regularly host open meetings, advertised through weekly bulletins, where families can review academic data, discuss behavioral expectations, learn about upcoming events, and ask questions.

Communication Systems

The Communications Department actively engages families and the broader community through regular social media posts. The 2024–25 Operational Expectation 9 report will provide the full Communications Annual Report, including social media analytics for 2024–25, to ensure accountability and transparency in outreach efforts.

Program-Specific Parent Engagement

Several program areas maintain ongoing parent advisory structures. The Dual Language Program Parent Engagement Group met to provide input on topics such as program expansion to middle school and literacy instruction in both English and Spanish. The Special Services Department continued its focus on Family and Community Partnership, launching the Special Education Parent Advisory Council and reconvening multiple groups of staff, parents, and community partners to collaborate on engagement opportunities and provide feedback. In 2024–25, these efforts shifted from information gathering to action and implementation. Highlights included deploying the Special Services Team Meeting Feedback Survey, presenting the draft Parent/Caregiver IEP/504 Handbook, and engaging in multiple projects to improve practices. The Special Services Department sponsored over 200 unique engagement opportunities across its advisory and partnership groups, including the Parent Advisory, Student Advisory, Family and Community Partnership Committee, Early Learning Parent Series, and Literacy Continuum Committee.

Parent Information Events and Equity-Focused Engagement

During 2024–25, the Equity Team conducted eleven parent information events designed to help families navigate district systems and policies. Topics included extracurricular participation, Canvas Learning Management System training, and requirements for transitions between elementary, middle, and high school. Based on feedback from the Family Advisory Group and community partners, the district added a new event on Mental Health and Support Services Awareness to ensure families were informed about 504 processes, counseling, nursing supports, and mental health services. All families were invited to attend, and sessions were offered in the district’s top three languages, with additional language support provided upon request in three more languages. This approach ensured that language barriers did not prevent families from accessing critical information.

Direct Family Supports

Family Partnership Liaisons continued to engage families, particularly those who are new to the K–12 system in the United States. They facilitated Family Connections Meetings to provide space for parents to ask questions and receive support. Two sessions were hosted at the district office, while others were held in community spaces such as Rose Crest Apartments and Passage Point to meet families where they are most comfortable. Families new to the district were personally invited to attend. Topics covered included Family Access navigation, graduation requirements, course selection, Canvas use, school communication protocols, transportation, after-school activities, requests for outside agency information, iReady score interpretation, and McKinney-Vento services.

Student surveys in 5th and 8th grade ask students about how feedback is shared with parents. Results from 2024-25 surveys are below:

		2022-23	2023-24	2024-25
5th Grade Exit Survey: <i>My teachers provide information to me and my family regarding my learning.</i>	Percent agree or strongly agree	95%	91%	90%
	Number Respondents	1315	1207	1258

		2022-23	2023-24	2024-25
8th Grade Exit Survey: <i>My teachers provide information to me and my family regarding my learning.</i>	Percent agree or strongly agree	81%	74%	73%
	Number Respondents	1034	167	1035

2.3 Maintain an organizational culture that is consistent with the following values:

- a. consideration for all opinions, with a respectful response;**
- b. reasonable inclusion of people in decisions that affect them;**
- c. open and honest communication in all written and interpersonal interaction;**
- d. focus on common achievement of the Board’s Results policies.**

Interpretation:

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

Evidence:

Family and Community Engagement

One of the key indicators we use to measure system health is the percentage of families who rate the district an "A" for welcoming and encouraging their opinions. From 2022 to 2025, we have observed a consistent upward trend in this metric. At the secondary level, the rating improved from 43% to 48%, while at the elementary level it increased from 56% to 62%. These gains reflect our progress in creating a more welcoming and responsive environment for family input across all grade levels.

To strengthen our engagement practices, the Strategic Plan Priority 4a group created a draft *Authentic Engagement Companion Guide for Principals, Leaders, and Staff*. This guide complements the Engagement Planning Matrix by offering strategies, examples, and timing considerations for a variety of engagement methods. Staff will pilot the guide in the 2025–26 school year, with a final version anticipated in June 2026. Several advisory groups further ensured that families and community members were included in decisions that affect them. The Parent/Family Advisory Group met monthly, creating a space for parents to connect, share experiences, and provide feedback. The Family and Community Partnership Committee met as needed to engage parents and community members in projects that improved the experiences of students, families, and staff. The Family Advisory Committee met four times during the year, elevating parent voices and strengthening partnerships between families, schools, and the district. The Dual Language Parent Engagement Group met one to three times per year to offer input and learn about issues in the Dual Language program, while the Highly Capable Parent Advisory Group met one to three times annually to provide input into the Highly Capable program. The Title IA Parent and Family Engagement Committee met once to advise on Title I/LAP planning, policies, and use of funds, contributing recommendations to support parent engagement and continuous improvement.

In addition, several topic-specific committees helped ensure open communication and collective responsibility for program effectiveness. The Literacy Continuum Committee met three times during the year to review literacy services and ensure equitable access for all learners. The Technology Advisory Committee met two to three times to provide recommendations on goals, strategies, and implementation, drawing on the perspectives of leaders, teachers, students, and community members. The Early Learning Partners group met three to four times per year, connecting the district with community preschool providers through professional learning, STAR credits, preschool fairs, and kindergarten readiness events. The Discipline Committee met three times to create a collaborative space between the district and the teachers' union to review and refine student discipline practices.

The Community Advisory Board met four times per year to strengthen collaboration between the district and community partners, ensuring that families had access to essential resources. The Equity Advisory Committee met three times during the year to identify and address inequities affecting students and educators. The Comprehensive School Counseling Program Committee met four times per year to guide the continuous improvement of a K–12 counseling program that supports students' academic, social-emotional, and career readiness.

Student Engagement

Student voice continues to be central to our engagement structures. Student representatives to the school board provide insights on Results policies and offer perspectives on school programs. The Student Advisory Group, focused on special education, met approximately eight times during the year to elevate student voice through advising, co-designing innovations, making recommendations, and offering guidance. The Language Access Student Volunteer Group met semi-annually and as needed to involve students in improving language access services.

Budget and Planning Engagement

The district engaged stakeholders in budget and planning decisions through several advisory groups. The Financial Analysis Core Team (FACT), composed of district leaders and community members, informed and gathered input on the district's budget process. The Bond Advisory Committee convened for eight planning sessions to advise the district on community priorities for a bond package recommendation to the Superintendent. The Equity-Based Budget Internal Workgroup met monthly during its first year and semi-annually in its second year to define areas of highest student need, analyze data, and recommend budget frameworks.

Curriculum and Instructional Materials Engagement

During the 2024–25 school year, Teaching and Learning Services engaged leaders from cultural organizations to discuss issues of potential bias and triggering representations in social studies curriculum. Learnings from these conversations were shared with secondary social studies adoption committees and incorporated into case studies to accompany the Equity Framework for Curriculum Adoptions.

The Instructional Materials Committee (IMC), which includes parent and guardian representatives, reviewed instructional materials prior to adoption. Input surveys and public review windows were also integral to the process. As part of Strategic Plan Priority 2c, the public review of materials is open for the entire field study period before adoption committees make recommendations. Input collected during the 2024–25 process informed the development of the Global Studies curriculum, which meets the Contemporary World Problems graduation requirement. This shift moves away from a single-source curriculum toward a course built from multiple sources.

Language Access and Decision-Making Structures

The Language Access Advisory Committee met semi-annually to gather feedback from community members and staff, improving language access services across the district. In alignment with the Issaquah Education Association Collective Bargaining Agreement, each building submitted its decision-making process to Human Resources by September 30. This ensures that staff in individual schools are reasonably included in decisions that affect them.

2.4 Inform students and their parents or guardians of anticipated changes to the educational program that will significantly impact the educational pathways available to students.

Interpretation:

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

Evidence:

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

- Coordinated enrollment and recruitment for all district preschool programs are now on [one website](#) page, reducing the barrier of parents needing to know which program might fit their family best.
- Outreach through the Preschool Constituency Group, community preschool partners, fliers, events, etc.

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

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

Secondary students and caregivers are provided course enrollment information prior to registration through transition events for students and families, as well as documents presented on school and district websites.

Course guides at both middle and high school show students and caregivers all the options for course selection. Principals survey students' interests to inform the course guide options, especially for electives.

- [Middle School Course Guide](#)
- [High School Course Guides](#)
- At Skyline High three new AP courses were offered and Liberty High added Aerospace Manufacturing to the course catalog as a CTE elective through WANIC.
- 5th and 8th grade transition nights, designed to inform students and caregivers about planning and course selection impacts both in the immediate and following school years.
- Developed in 2022-2023, Priority 2e Academic Opportunities strategy specifically addresses the shared goal of “Create and communicate unique pathways to graduation that ensure students understand opportunities as aligned to their pathway and post-high school goals”. Students participated in lessons during their 8th grade homeroom or 9th grade flex time which guided them through creating or updating 4-year plans. Caregivers have access to a student’s 4-year plan and school course guide through their Xello Family account. 8th grade transition nights at each high school cover the importance of tailoring one’s 4-year plan to their post-high school goal.

Annually, the School Board approves the graduation requirements embedded in regulation and procedure [2410](#) and [2410P](#). Please see [Board Meeting Agenda 2-13-2025](#) and [Power Point with grad requirements approved on February 13, 2025](#).

2.5 Adequately monitor and control student access to and utilization of electronically distributed information.

Interpretation:

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

Evidence:

The district prioritizes ensuring that student access to electronically distributed information is safe, ethical, and secure, and that inappropriate use is monitored and addressed. To support this commitment, the district uses Gaggle Net to monitor activity on school-issued software and devices. In addition, the district maintains robust filtering systems to minimize student exposure to developmentally inappropriate content.

The district provides multiple pathways for reporting safety concerns. Through the “Safety Concern” webpage, individuals can submit anonymous tips either via text, phone, or website. Two specific types of reporting are available: general safety concerns submitted through Vector, and Harassment, Intimidation, or Bullying (HIB) concerns. During the 2024–25 school year, 93 concerns were submitted via the Vector Safety Concern system and 57 through the HIB Reports portal, although not all submissions were related to safety or student concerns. Each tip received is forwarded to the appropriate responder by the first individual on the recipient list who views the submission, ensuring timely follow-up.

Data security is further supported by password protections on all student and staff databases, with expanded use of two-step authentication where appropriate. This ensures stronger safeguards against unauthorized access.

Students and caregivers are also expected to share responsibility in safe digital use. Each year, students and their families review and sign a student-friendly version of the Responsible Use Guidelines. Agreements are tailored to developmental levels, with separate versions for [K–5](#) and [6–12](#) students. Staff likewise review and sign the [Responsible Use Guidelines](#) as part of their regular training cycle. In the 2024–25 school year, all staff completed this training, which included explicit instruction on preventing inappropriate student access to staff-only information.

Disclosure of Data Breach

During routine network security monitoring on April 23, 2025, the district was alerted that a student had accessed a staff document containing information identifying approximately 200 students with IEPs. No data was copied, downloaded, or shared. The student acted alone and accessed the file over a two-month period. Once the access was discovered, it was immediately removed, and the district launched a systems review to strengthen digital security. All impacted students and families were notified in compliance with RCW 28A.604.010 and RCW 42.56.590.

2.6 Provide a process for the effective handling of complaints.

Interpretation:

I interpret this to mean that the district develops, promotes, and sustains systems for community members, parents/guardians, students, and employees to bring complaints and concerns forward. The district will have clear and timely expectations communicated about next steps or responses/resolutions. As a practical matter, employee appeal rights are noted, but are not treated in depth in this monitoring report. They are treated in more detail in the monitoring of [OE-3 Personnel Administration](#).

Evidence:

- The district website includes directions on how community members, parents/guardians, students and employees can share thoughts about [issues, questions and concerns](#) so staff may provide a prompt and thorough response. Additionally, the School Board email account is monitored regularly, and forwarded to the appropriate person for response. Information about how to access the Office of the Education Ombuds (OEO) is on the district website.
- Administrators follow the IEA Collective Bargaining Agreement (CBA) when processing complaints about teachers. Per the IEA CBA, certificated staff are expected to respond to parents' voice mails or emails within two working days of receipt.
- Other complaint processes involving fellow students are typically governed by district regulation and procedure like our HIB regulation and procedure [3207P](#) or student discipline regulation [3241P](#).
- [Policy 4220P](#) outlines the formal complaint process for staff or programs. In the annual monitoring report of Operational Expectation 8 – Communication and Support to the Board on 9/11/25, it was noted in section 8.10 as evidence that there were three (3) complaints received during the 2024-25 school year.
- When a complaint rises to the level of a complaint of staff misconduct, the Human Resources department issues a notice of investigation. It follows the relevant Collective Bargaining Agreement section to ensure the staff member's due process rights. While staff have privacy rights that must be honored, Human Resource administrators respond to the complainant to explain when the investigative and/or discipline process is complete.

2.7 Inform students and parents of their appeal rights.

Interpretation:

I interpret this to mean that all students and families will be advised of their appeals rights and receive a copy of appeals rights when appropriate.

Evidence:

- Students and caregivers sign that they have read and understood the student handbook, which is updated and published annually and includes appeal rights.
 - [Elementary School Student Handbook](#)
 - [Middle School Student Handbook](#) Example
 - [High School Student Handbook](#) Example
- The formal process for resolution of allegations of discrimination is found in [3210P](#).
- For students who receive the support of McKinney Vento services, the [formal process](#) for the school placement decisions includes the steps for parents/guardians to appeal the Best School Determination decision.
- Exclusion letters when students experience exclusion related to discipline include appeal rights.
- Students and families can appeal HIB findings through district procedure. The process for handling HIB complaints and the complainants' findings letter are included in the right to appeal found in procedure [3207P](#). In the 2024-25 school year, seven (7) appeals were filed, and one (1) appeal to the Board was made.

Harassment, Intimidation and Bullying reports

School Year	Number of HIB Reports	Number of HIB formal investigations	Number found to be HIB	Number appealed	Number appealed to the board
2022-23	65	49	18	9	4
2023-24	70	51	32	9	3
2024-25	69	58	30	7	1

2.8 Protect students who have voiced grievances from retaliation within the school environment.

Interpretation:

I interpret this to mean that all students who have voiced grievances will be protected from retaliation within the school environment.

Evidence:

- Human Resources received no claims of retaliation from anyone involving staff in the 2024-25 school year.
- We updated our 3207F form on 10/7/24 to include an option for the complainant to indicate if they believed the reported action was the result of “retaliation from a previous conflict”. Eleven (11) student-to-student reports submitted as a formal complaint indicated retaliation as one of the reasons for reporting harassment, intimidation, or bullying. Eight (8) out of these eleven (11) reported allegations were found to be HIB.

The Superintendent will not:

2.9 Tolerate any behaviors, actions or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.

Interpretation:

I interpret this to mean that any adult who has contact with students and behaves in a manner that would hinder the academic performance or well-being of students will be evaluated in a manner that will address and correct this situation.

Evidence:

- Criterion 5 of the state-approved Danielson framework for teacher evaluations is “Fostering and managing a safe, positive learning environment.” All staff in their first three years of teaching and all staff on the comprehensive evaluation are evaluated in Criteria 5.
- All administrators new to the district and/or to the Danielson framework are trained in a 6-part series sponsored by OSPI-approved providers, which includes training in Criterion 5 of the teacher evaluation.
- Criteria 1 and 2 of the state-approved AWSP framework for administrators call for our administrators to “Create a Culture” that values and responds to the characteristics and needs of each learner and to “Ensure School Safety,” including providing for social, emotional, and intellectual safety. All administrators are evaluated on these criteria during their first three years. Additionally, all administrators rotate onto a comprehensive evaluation in accordance with state guidance. See data above in 2.1.
- Staff are trained or re-trained in Mandatory Reporting every three years per the current state law. New staff must have proof of this training to get their initial teaching certificate. In addition, administrators annually remind staff of this professional obligation and the required district process, regulation, and procedure.
 - In 2024-25, staff accessed the full Mandatory Reporting training in the online platform available to us through our participation in the Risk Management group.

2.10 Permit any form of illegal discrimination.

Interpretation:

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

Evidence:

- Non-discrimination statements are posted electronically on multiple platforms, including the district website and our HRM hiring portal. [Non-Discrimination Statement - Issaquah School District 411 \(isd411.org\)](https://isd411.org) Additionally, a poster from the Washington State Human Rights Commission including information about protected classes and prohibited unfair employment practices is posted in each workplace.
- Staff are trained in lawful hiring practices prior to serving on or leading hiring teams.
- All hiring managers were trained on how to mitigate bias when leading hiring teams (Spring 2025).
- All new staff are provided with the non-discrimination regulations and procedures and returning staff are trained in our training cycle. In 2024-25, staff accessed required discrimination training on the online platform available to us through our participation in Risk Management.

- In 2024-25 two complaints of discrimination were filed by former staff members with the Equal Employment Opportunity Commission.
 - Human Resources staff participated in mediation on behalf of the district for the first complaint. The complainant discontinued mediation and the district awaits a response from the EEOC.
 - A second claim of discrimination on the basis of gender was filed with the EEOC in 2024-25 as well. The district anticipates participating in mediation.

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

Interpretation:

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

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

Evidence:

- The district securely stores critical staff and student data off-site, and it is backed up regularly through our contract with Washington School Information Processing Co-op (WSIPC)
- The district, including the Human Resources Department, adheres to all state-required records retention rules for staff files and timely supplies records responsive to public records requests.
- Staff files are securely stored both physically and digitally and are password-protected when in electronic format. For example, some files are protected by a second set of access limits created by our IT department upon request.
- Student information stored in cumulative files at the building level follows district guidelines. Public Schools [Retention Schedule](#), Students Records section 6.4 p. 51-56.
- The Student Information Systems department maintains a spreadsheet of staff who have been hired/resigned/retired/transferred/ are contracted, or agency Staff and inactivates their access to student information at the end of the appropriate period.
- Student Information Systems department annually adjusts student access permissions for staff such as Nurses, SLPs, OTs, etc., who may be moved each year to a new school building, to protect from unnecessary access to student information from previous schools.
- Principals verify annually through the Annual Building Survey that student information is maintained in secure locations. In 2024-25, all principals verified that records were properly maintained and protected.
- The district provides annual training on accessibility by only authorized persons performing official duties; examples include registrar training on the submission of the P223.
- Student Records [Regulation 3231](#) and [Procedure 3231P](#) (most recent revision 3/20/23)
- Students and caregivers are annually notified of their rights under FERPA through the Enrollment Verification Process or during their initial enrollment.

- Confidential records required to be kept as hard copy files, like transcripts, are maintained behind at least two locks.

2.12 Collect and store information for which there is no educational purpose.

Interpretation:

I interpret this to mean that we are not collecting or storing student information for which there is no educational purpose.

Evidence:

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

- [Public Schools Retention Schedule, Version 8.4, April 2021](#)
- Student Records section 6.4 p. 59-66
- Health Services section 7.2 p. 72-74.

2.13 Permit the administration of corporal punishment.

Interpretation:

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

Evidence:

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

Board acceptance: