



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

Annual Internal Review for School Year 2025-26 - September 10, 2026

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.

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 the 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 2025-26 school year, HR staff approved nearly 6,487 volunteers for service in the district.
- 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.
- 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 2025-26 school year, the district attended 8 total recruiting events: large in-person job fairs in Spokane and Tacoma, one at Whitworth, one at the University of Washington Seattle, one at UW Bothell, one at Seattle University, one at City University and one at Seattle Pacific University. The Human Resources team hosted one district job fair to recruit classified staff.
 - By way of example, district recruiters saw more than 560 candidates at the Tacoma hiring fair and more than 248 pre-registered candidates in Spokane in addition to 40 or more walk-in candidates
 - 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.
 - More detail on recruitment efforts and results is reported annually in Operational Expectation 16 Equity (OE-16).
- Quality checks are in place to support hiring managers and interview teams through reviewing interview documents used by hiring managers 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. This work on our question bank has been sought by and provided to a neighboring district participating in a Puget Sound Educational Services District work group with district HR and Equity Team staff.

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

- 5252: Staff Participation in Political Activities
- 5241: Whistle Blower Protection
- 5251: Conflict of Interest
- 5254: Staff Expression
- 5281: Disciplinary Action and Discharge
- 5282: Civility
- 5000-5642: Other personnel Regulations in the 5000 Series
- The 2025-26 school year was an online year for regulation reading only. Staff reviewed these 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 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, ADA processes, employee to employee discrimination and harassment complaints, and reducing and eliminating bias in the hiring process. HR staff also attended ATIXA Title IX Coordinator training, and facilitated a year-long training for new administrators with Stevens Clay covering a wide range of topics including 504 and IEP compliance, student discipline and more.
- HR staff offered professional development on the following topics to Office Professionals, Classified Administrators and Certificated Administrators:
 - Communication Skills to De-escalate
 - Developing Emotional Intelligence—the Facilities Team followed up with our trainer to schedule a deep dive into challenging conversations (occurred June 2026) and the Health Services Team has a similar training planned (scheduled Feb 2027)
 - Leading Beyond Authority
 - Navigating Employee Performance

- Leading a Workplace Free of Harassment and Discrimination—designed to help us understand our own biases, to understand microaggressions and to build skills to prevent harassment and discrimination and to build inclusive workplaces.

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 one (1) classified grievance and five (5) certificated grievances in the 2025-26 school year.
 - Human Resources administrators regularly meet with union officers in Labor Management meetings to handle complaints and concerns proactively and collaboratively. For example, HR responded to six (6) grievances in 2025-26. One of them was a classified unit, Mechanics; this was resolved through a Memorandum of Understanding. One grievance with IEA went to step three and was resolved through the involvement of PERC mediation (July 2026); it involves a non-disciplinary letter of direction. Two grievances were resolved with support from Special Services leadership. One grievance was resolved through a Memorandum of Understanding. One grievance involving an evaluation was resolved in Step 2. For an explanation of the IEA grievance process as an example please see the [Collective Bargaining Agreement pages 135-137](#).
- All complaints of employee misconduct were investigated and resolved in keeping with applicable statutes, District Regulations and labor contracts. In the 2025-26 school year, the district addressed approximately 47 reports of misconduct involving 16 certificated and 31 classified employees.
 - Of the 47 total reports of staff misconduct, some are still in process. Of those completed, two (2) resulted in discipline of certificated staff and six (6) resulted in discipline of classified staff. Four (4) complaints involving certificated staff resulted in non-disciplinary action, three (3) resulted in certificated staff resignations, five (5) complaints involving classified staff resulted in non-disciplinary action and two (2) 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. Four investigations involving certificated staff are

ongoing; a few classified investigations are also ongoing. Specific outcomes for each report remain confidential.

- **District Regulation 5281** provides a comprehensive list of behaviors that may constitute misconduct. Human Resources staff address and investigate reports of boundary invasion, sexual harassment, other harassment, discrimination, inappropriate staff expression, substance use, theft of time, falsification of records, negligence, performance for members of some labor units, and more (for more on our workplace rules governing staff behavior, see Regulations 2022/P, 5010/P, 5207/P, 5253/P, 5254/P, and Regulations governing special education).
- Human Resources staff coordinate the involvement of legal counsel when appropriate and/or necessary with input from Risk Management. For example, Human Resources staff secured support in investigating and responding to one claim of staff discrimination filed with the Office of Superintendent of Public Instruction.
- In 2025-26 Human Resources staff filed one report of suspected leave abuse and fraud including evidence with the Employment Security Department (ESD) overseeing the state's Paid Family Leave program. The report was reviewed and investigated by the ESD. These actions resulted in a staff resignation.
- ⊖ The Assistant Superintendent of Human Resources also ensures the Superintendent does not fail to report violations of the **Code of Professional Conduct** and prepares reports of such. Those reports are reviewed by the Superintendent and filed with **OSPI**. In 2025-26 the Superintendent filed one such report and the district's investigation into the misconduct is reflected in the investigations and outcomes data above.
- While rare, in August 2026, prior to the start of school Human Resources and Operations staff cooperated with law enforcement conducting an investigation that involved one of our staff not in a building, nor in a student-facing role. That outcome is not noted in the summary above as the investigation was led by an external agency.
- The district strives to address concerns as close to the issue as possible, most often at the school level with the teacher or principal. Many concerns are not about misconduct and are successfully resolved through these conversations and therefore do not become formal complaints. As a result, the number of concerns shared with the Board may not align with the number of official complaints reported by the district. When formal complaints or investigations are necessary, the district follows established processes to ensure a thorough, fair, and timely review while protecting the privacy and rights of all involved parties.
 - District supervisors and building administrators also write letters of direction to correct and redirect staff behavior before it becomes misconduct. Letters of direction can result from a supervisor's direct observation or from a concern or complaint brought forward by others. Human Resources staff assisted building and district administrators with seven such letters of direction for certificated staff and four such letters for classified staff. If such letters of direction are violated by staff, that violation may constitute insubordination and can be investigated and responded to as such.
- Other reporting regarding 4220/P was included in Operational Expectation 8 – Communications which was approved at the 8/13/26 Board meeting.

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:

Appropriate guidance for the protection of due process rights is in place for all supervisory personnel, including both written documents and training. In the IEA's Collective Bargaining Agreement from 2025-2028, the district's lead bargainer worked with legal counsel to bargain an update to due process language and better align the CBA language to the law. (Requirements are set forth in RCW 28A.400.300, District Policy #5281—*Disciplinary Action and Discharge*, and local labor contracts.) Additional details can be found in section 3.5.

- For example, Human Resources staff issue Notices of Investigation or Notices of Paid Administrative Leave when a staff member is the subject of an investigation.
- As appropriate, Human Resources staff provide evidence of the claims uncovered during an investigation to the subject of the investigation.
- After collecting any additional witness statements and other forms of evidence, Human Resources staff issue findings.
- When a property right may be impacted (like compensation or a job), Human Resources additionally ensures staff have the applicable avenue to sharing mitigating information and/or response.
- If and when the district has made the determination to issue discipline that impact a property right like compensation (unpaid suspension) or a job (termination), Human Resources staff follow the applicable laws to providing staff notification of their rights to a hearing. These hearings are required by law for certificated staff, for example, and require significant time investment by district staff and significant investment of financial resources to secure the legal expertise necessary to organize and present the district evidence and testimony. Such hearings are not entered into lightly.

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 2025-26 and tabletop exercises were conducted by the Superintendent and Executive Cabinet members before the school year started.
- Prior to the start of the 2025-26 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. 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 deployment, 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 2025-26 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 and one additional repeater was added in 2025-26 for a total of 12 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 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.
- The district has purchased portable lantern lights, power supply stations, standing tripod fixtures and power cords to assist buildings in the event of power outages.
- 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 Starlink 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 periodically 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 2025-26 school year, this work was completed during the IEA (certificated staff) bargain. The district scheduled the Transportation bargain at the close of the 2025-26 school year.
- 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.
 - All new administrators completed a six-day training in the Danielson framework.
 - Additionally, all new administrators completed a 10-part series of monthly trainings throughout the year with Stevens Clay which covered a host of topics including teacher and other employee evaluations, and collective bargaining agreements. Principal supervisors or HR Directors attended with the principals based on the topic that month.
 - [The 2022 updates to the Danielson teacher evaluation framework](#) emphasize valuing student identity in the classroom as a foundational component of student learning and are well aligned to both OE-16 and the district commitment to supporting positive behavior interventions and to closing achievement gaps.
- The timing and pace of focused and comprehensive teacher evaluations in the district align to state law governing teacher contracts and evaluation and both are echoed in the collective bargaining agreement between the district and the teacher's union, Article VI.
 - For example, a teacher can be moved from focused to comprehensive in any given year and must be notified in writing by December 15.
 - In order to be placed on an informal growth plan, the evaluator must have completed two observation cycles.
 - The staffer must have twenty (20) school days to remediate the deficiencies.
 - In order to move to probation, an evaluator must complete one full year of evaluation, including a plan of improvement, refresh and update that plan in a second contract year allowing for at least sixty (60) school days to show improvement. This probationary period must be completed prior to May 15.
 - During probation, the evaluator must meet with the staffer twice monthly.
 - If a staffer does not make and sustain improvement, the evaluator can recommend non-renewal at which time written notification of probable cause is required under RCW 28A.405.300 or 28A.405.210.
 - Certificated staff have ten (10) calendar days to appeal the notice.
 - In 2025-26 these processes among others were reviewed with the School Board in March of 2026.
- The evaluation standards for certificated support staff, including certificated specialists and Teachers on Special Assignment, are fully aligned with a modified framework based upon the Danielson Framework. This specialist evaluation work has been sought out as exemplars by HR leaders in a neighboring district.
- 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.
 - Principals, who are also on continuing contracts, have similar rights to due process in evaluation as noted in the teacher evaluation above.
- 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.
- All district administrators were offered an additional 6-hour evaluation training entitled Navigating Employee Performance to support their approaches to evaluation writing and performance conversations throughout the evaluation cycle.

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.
- Certificated administrators must have completed a professional administrator program approved by Washington state's Professional Educator Standards Board (PESB) and have a current license issued by such a program. Typical Washington state approved programs require courses totaling 45 graduate level credits and at minimum 540 supervised intern hours with a qualified mentor completed satisfactorily prior to issuance of the license.
- 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 in the new assignment.
- All certificated administrators must complete and document at least 100 hours of professional learning every five years to keep their administrator license current in alignment with current OSPI and Professional Educator Standards Board requirements. Many administrators far exceed the 100-hour requirement. Keeping one's license current is a job requirement.
- Administrators took part in compliance training on: 504s, bargaining, risk management, legal matters, athletics, investigations, and the Danielson framework. As noted above, all new administrators also complete a six-day training in the Danielson framework.
- Administrators continue their professional learning and leadership development in monthly meetings led by Executive Directors by level.
- In 2025-26, the district supported seven (7) certificated staff through their administrative internships including one intern from WWU who works in a neighboring district and interned with the district as a result of budget reductions in his home district.

- In 2025-26, principals and supervisors were trained in Universal Design for Learning and Cultural Competency.
- In July of 2026, district leaders participated in a 5-day public education leadership training that enabled them to plan even more and have deeper alignment of building and district leadership work to the updated strategic plan and to the closing of achievement gaps for our students.
- District leadership provides district and job specific training to certificated staff members on the Learning Improvement Day (LID) and 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 facilitated ATIXA Title IX Coordinator training for the District Athletic Director, the Assistant Superintendent of Human Resources and one Human Resources Director in November of 2025. (The district also previously sponsored the District Athletic Director's attendance at the Title IX/HIB training offered by WSPA in Vancouver, Washington in March 2025.)
- In the fall of 2026, the district will host 30+ school and district leaders from around Western Washington at another ATIXA Title IX training alongside representatives from each of our secondary schools and many of our elementary schools.

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 2025-26 school year, no teachers showed interest in the initial National Board Certification (NBC) process. We attribute this to the threat at the state legislative level that the stipend for NBC certification would be discontinued.
 - The district has approximately 141 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 2025-26, Teaching and Learning Services matched 24 mentors to 24 new K-5 teachers and matched 26 mentors to 30 new 6-12 teachers.
 - The NTPA held six elementary seminars virtually and eight secondary seminars in person 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.
- Teachers receive ongoing training on new curriculum implementation from Teaching and Learning Services. In addition, teachers engage in ongoing training on effective instructional practices and intervention support through Wednesday staff time.

Classified qualifications and training

- The district continues to have 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 2025-26 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 423 completing the FCS twenty-eight (28) hours, 265 completing the General Paraeducator Certificate, 397 completing the twenty (20) hours of the Special Education Subject Matter Certificate and 383 completing the twenty (20) hours of the English Language Learner Subject Matter Certificate as of September 1, 2026.
- All district School Security Officers participated in monthly trainings during the 2025-26 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.
- The Transportation Department provided ongoing staff development and compliance training for transportation personnel. Training topics included school bus driver qualification requirements, safety and security awareness, student management techniques and de-escalation, vehicle inspection procedures, chaining procedures, route management, drug and alcohol program requirements, and other state and district compliance requirements. Attendance was documented through sign-in records and training completion forms. Training materials were aligned with WAC 392-144 driver qualification standards and OSPI transportation requirements.

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.*

- District leaders were trained in techniques to improve staff belonging in the workplace and it intentionally aligned to the work done by other Cabinet members' efforts on improving student belonging.
- District leaders were offered training in Leading a Workplace Free of Harassment and Discrimination led by an HR professional with decades of experience in public sectors and who frequently trains for our Risk Management group. Two departments have since worked to bring this trainer in for smaller group meetings to directly address needs they have identified.
- Office professionals and administrative assistants were offered training in De-escalation Skills and Developing Emotional Intelligence as a part of our focus on customer service and our efforts to support staff retention.
- 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 2025-26, district staff led an Educators of Color Leadership Community.
 - From the Stay Survey, conducted annually by Human Resources, 1,932 respondents (74% of all staff and an increase of more than 600 total respondents) when the data was pulled:
 - 1) 76% of certificated staff reported being satisfied (S) or very satisfied (VS) with communication and treatment from their supervisors, 75% for staff of color and 67% for those who do not identify as staff of color. This metric was 88% for classified staff of color and 80% for those classified staff who do not identify as staff of color
 - 2) 89% of certificated staff reported being satisfied (S) or very satisfied (VS) with treatment by coworkers; this metric was 85% for classified staff
 - 3) 83% of certificated staff reported being satisfied (S) or very satisfied (VS) with teamwork with their colleagues; this metric was also 83% for classified staff
 - 4) Our classified staff of color saw a 3% increase of total respondents who feel a sense of belonging at work; our certificated staff of color saw a modest decline of 1 staffer (from 79 to 78) but the total number of respondents had increased so this amounts to a 5% decline in sense of belonging for cert staff of color.
- 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 or the Assistant Superintendent. In the 2025-26 school year, six (6) complaints were resolved at Step 4 via the process outlined in 4220/P and while the Executive Directors or Assistant Superintendent 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 assisted with responses to two (2) complaints from certificated staff about other staff. Additionally, Human Resources consulted with legal counsel on two EEOC complaints, both filed by staff who resigned. Human Resources assisted with one Office of Civil Rights complaint.

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. One claim of retaliation was made via email and responded to as a complaint under district regulation and procedure 4220P.

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: