



OE-2 TREATMENT OF PEOPLE

Policy Type: Operational Expectation

Annual Monitoring Report for School Year 2025-2026 - September 24, 2026

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 exceptions for 2.5 and 2.7, which are underlined, to adequately monitor and control student access to and utilization of electronically distributed information and to ensure consistent practices in communicating with families or students in the face of handling concerns, complaints or appeals.

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:

Student Well-Being as a Strategic Plan Priority

Student well-being became a codified focus of the district's work with the adoption of the 2023-26 Strategic Plan and remains a priority in the 2026-29 Strategic Plan. Strategic Plan Priority 1, in alignment with Operational Expectation 2.1, names the district's commitment to ensuring that students feel safe, supported, and connected to their schools, with a specific focus on physical safety, emotional safety, belonging, and positive relationships with adults. Student perception data provide an important measure of whether schools are creating a climate characterized by support and encouragement. Through annual surveys, students share feedback about their experiences related to safety, belonging, respect, adult support, and student voice. The results below summarize trends across these key indicators and inform district improvement efforts.

Student Survey Measures and Baseline for the 2026-29 Strategic Plan

To measure progress toward these goals, the district developed survey questions based on nationally recognized instruments, including the PBIS School Climate Suite and Panorama Education surveys. Beginning in 2025-26, several survey questions were revised in partnership with Qualtrics to align with industry-standard survey practices used by school districts across the United States. Revisions improved question clarity, neutrality, accessibility, and translation accuracy while preserving measurement of core constructs such as belonging, safety, adult support, respect, and student voice. As a result, some trend data should be interpreted as comparable measures rather than exact longitudinal comparisons. The 2025-26 results provide an important baseline for monitoring progress under the district's 2026-29 Strategic Plan and will serve as the foundation for future trend analysis.

Overview of Student Survey Results

Overall, student survey results indicate positive perceptions of school climate across grade levels and demonstrate improvement in many of the conditions associated with a supportive and encouraging learning environment. Students report increasing levels of physical safety, greater comfort sharing ideas in class, stronger feelings of belonging, and increased perceptions of being respected for who they are. High school and middle school students, in particular, report notable gains in belonging, respect, and student voice compared to baseline measures collected earlier in the strategic planning cycle. Adult support remains a significant strength across grade levels, with most students reporting that they have at least one trusted adult at school who can help them when needed.

While no major declines were observed across the survey themes, the district remains committed to continuous improvement so that every student experiences a climate characterized by support, encouragement, safety, and belonging. Opportunities for growth remain in increasing the percentage of elementary and middle school students who report feeling comfortable sharing their ideas in class and strengthening students' perceptions of emotional safety at school. Continued attention to these areas will help ensure that all students feel known, valued, respected, and empowered to fully participate in their learning communities.

Student Survey Data Organized by Theme

To make student survey results easier to interpret across grade levels, comparable survey items are organized below by theme rather than by individual grade level. This allows the Board to see cross-grade patterns over time while also recognizing that several questions were revised in 2025-26 for clarity, translation, and more neutral wording. To assist with the transition to the new survey questions, the Board was provided with a

question comparison and detailed data chart addendum in the Friday update preceding the receipt of this report.

Student Voice: Comfortable Sharing Ideas in Class (Pg. 1-2 in Detailed Student Survey Data Tables 2025-26)

Grade Level	2023-24	2024-25	2025-26	Pattern
4th Grade	67%	72%	69%	Generally stable
5th Grade	65%	66%	72%	Increased
7th Grade	51%	73%	65%	Improved from baseline; lower than prior year
8th Grade	59%	67%	69%	Increased
High School	61%	71%	77%	Increased

Physical Safety: Feeling Safe at School (Pg. 3 in Detailed Student Survey Data Tables 2025-26)

Grade Level	2023-24	2024-25	2025-26	Pattern
4th Grade	80%	82%	84%	Increased
5th Grade	79%	85%	85%	Increased and sustained
8th Grade	81%	76%	82%	Recovered above prior baseline
Senior: Gibson Ek	87%	86%	88%	Generally stable
Senior: Issaquah High	58%	68%	85%	Increased
Senior: Liberty High	80%	76%	84%	Recovered above prior baseline
Senior: Skyline High	77%	82%	90%	Increased

Emotional Safety: Feeling Safe at School (Pg. 4 in Detailed Student Survey Data Tables 2025-26)

Grade Level	2023-24	2024-25	2025-26	Pattern
4th Grade	71%	76%	71%	Improved from baseline; lower than prior year
5th Grade	79%	85%	72%	New measure in 2025-26
7th Grade	56%	62%	66%	Increased
8th Grade	n/a	n/a	71%	New measure in 2025-26
High School	62%	75%	75%	Increased and sustained

Belonging: Feeling Like I Belong at School (Pg. 5-6 in Detailed Student Survey Data Tables 2025-26)

Grade Level	2023-24	2024-25	2025-26	Pattern
5th Grade	79%	79%	80%	Generally stable
7th Grade	62%	69%	77%	Increased
8th Grade	70%	69%	78%	Increased

High School	74%	81%	79%	Improved from baseline; lower than prior year
Senior: Gibson Ek	87%	68%	79%	Recovered somewhat from prior year
Senior: Issaquah High	60%	72%	79%	Increased
Senior: Liberty High	65%	73%	74%	Increased
Senior: Skyline High	62%	67%	78%	Increased

Adult Support: (Pg. 7 in Detailed Student Survey Data Tables 2025-26)

Grade Level	2023-24	2024-25	2025-26	Pattern
5th Grade	81%	80%	87%	Increased
8th Grade	85%	75%	76%	Slight increase from prior year; below baseline
Senior: Gibson Ek	85%	94%	91%	Strong and generally sustained
Senior: Issaquah High	80%	84%	87%	Increased
Senior: Liberty High	83%	84%	86%	Increased
Senior: Skyline High	84%	85%	89%	Increased

Respect: Respected for Who I Am (Pg. 8 in Detailed Student Survey Data Tables 2025-26)

Grade Level	2023-24	2024-25	2025-26	Pattern
7th Grade	59%	75%	74%	Improved from baseline; generally sustained
8th Grade	56%	67%	77%	Increased
High School	61%	73%	81%	Increased

Respect: Taught to Treat Others with Respect (Pg. 9 in Detailed Student Survey Data Tables 2025-26)

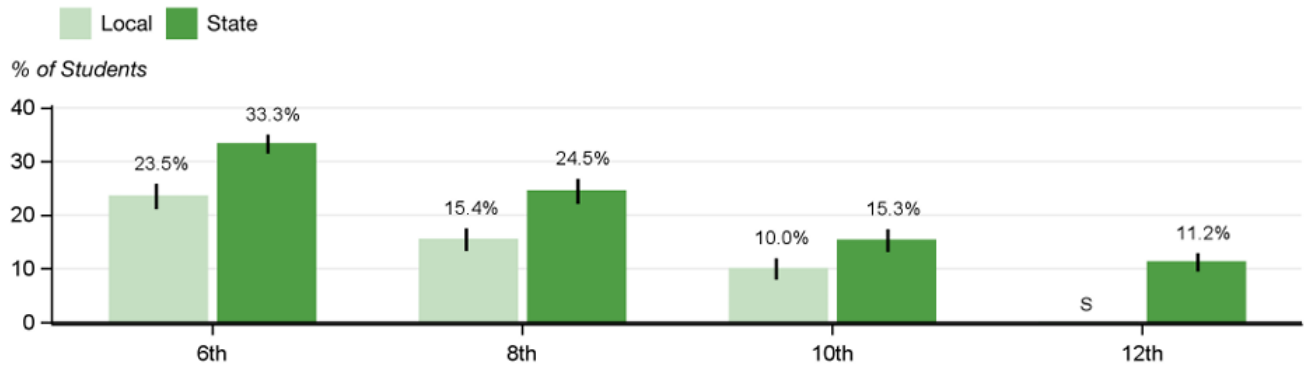
Grade Level	2023-24	2024-25	2025-26	Pattern
4th Grade	91%	94%	85%	New wording in 2025-26; lower than prior comparable items
8th Grade	53%	57%	70%	Increased

The Healthy Youth Survey (HYS) further rounds out and validates the district's annual student survey findings regarding a climate characterized by support and encouragement. While the district's annual surveys provide more frequent and detailed feedback related to belonging, adult support, emotional safety, respect, and student voice, the HYS offers an independent statewide measure of similar constructs. The 2025 HYS data indicate that district students report being bullied at rates lower than the state average across surveyed grade levels, relatively few students report feeling unsafe at school, and a majority of students report moderate to high levels of hope. Together, these findings reinforce the positive trends reflected in the district's annual

survey results, including increased feelings of belonging, strong access to supportive adults, growing perceptions of respect, and improving measures of physical and emotional safety. The alignment between district survey data and the Healthy Youth Survey provides additional confidence that students generally experience schools as supportive, encouraging, and conducive to their well-being and success. The full results for the 2025 Healthy Youth Survey, by district average and individual school, can be seen [here](#). As described in the 2024-25 Results 4 – Life Management and Personal Awareness monitoring report, the district is taking actionable steps to increase the 12th grade response rate for fall 2027, which is when the next Healthy Youth Survey will be conducted.

2025 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.” Please note: results for 12th grade have been suppressed due to insufficient reporting from students of school.

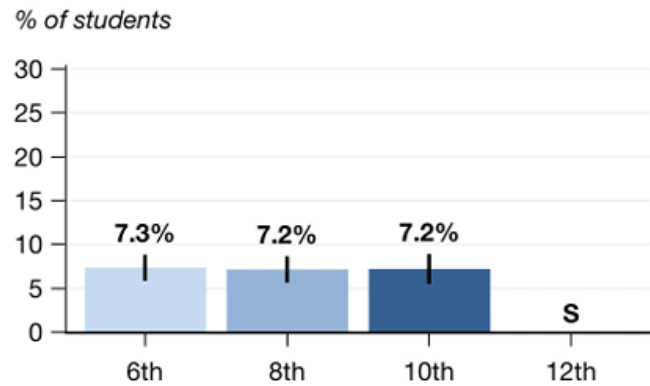


2025 Healthy Youth Survey data: percent of students who report that they do not feel safe during school:

Please note: results for 12th grade have been suppressed due to insufficient reporting from students of school.

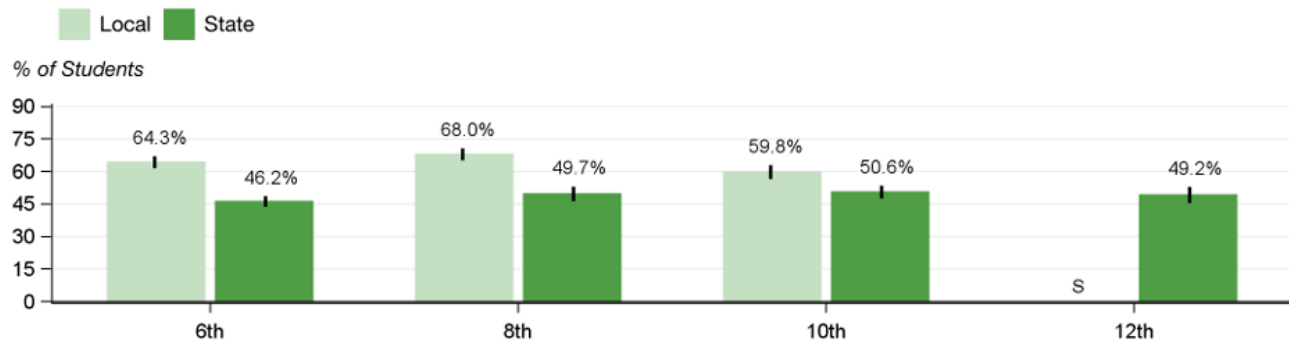
Not feeling safe

Students who report they did not feel safe during school



2025 Healthy Youth Survey: Children's High Hope Scale

Please note: results for 12th grade have been suppressed due to insufficient reporting from students of school.



Student Well-Being Practices

These results reflect several years of district investment in integrated Multi-Tiered Systems of Support (MTSS), social-emotional learning, and school climate improvement strategies. Every school maintains Tier I teams that use behavioral, attendance, and survey data to strengthen universal supports and proactively respond to student needs. Schools also implement social-emotional learning through Second Step curriculum in elementary and middle school and through standards-aligned SEL instruction in high school. In addition, staff use data from the Social, Academic, and Emotional Behavioral Risk Screener (SAEBRS) to identify trends and provide timely interventions and supports for students. Together, these systems create conditions that promote safety, belonging, positive relationships, and student well-being. Additional information regarding staff training can be found in the annual Operational Expectation 3 – [Personnel Administration draft monitoring report](#).

Collectively, these data provide evidence that the district is fostering supportive relationships, sense of safety, and encouragement that are foundational to compliance with OE 2.1.

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 as an Ongoing District Commitment

Family engagement has long been a core component of the district's work and was further strengthened through the development of the 2023-26 Strategic Plan. Today, family partnership remains embedded within the district's 2026-29 Strategic Plan through Strategy 6, which emphasizes authentic engagement, collaborative relationships, and shared responsibility for student success. Consistent with Operational Expectation 2.2, the district seeks to create an open and responsive environment where families are welcomed as valued partners, have meaningful opportunities to provide input, and are supported in actively participating in their children's educational experiences.

Family Engagement Measures and Baseline for the 2026-29 Strategic Plan

Beginning in fall 2025, the district implemented a new Parent/Caregiver Survey to gather feedback regarding family perceptions of communication, engagement opportunities, responsiveness, and the overall educational environment. This is the first year the survey has been administered in its current format. As a result, the 2025 findings establish an important baseline for monitoring family engagement under the 2026-29 Strategic Plan and will serve as the foundation for future trend analysis. In addition to family feedback, the district reviews student survey data regarding communication between schools and families to better understand how students experience family-school partnerships.

Overview of Family Engagement Results

Overall, survey results indicate that families view the district as welcoming, communicative, and committed to family partnership. More than four out of five respondents report that the district provides a welcoming and inclusive learning environment, and nearly eight out of ten report that the district welcomes and encourages involvement in their child's education. Families also report strong satisfaction with district-level communication, with 92% indicating that communication about district activities, events, recognitions, and news is moderately or extremely effective.

Student survey data provide a complementary perspective on family-school communication. Most elementary students report that their caregivers are informed about their school progress, while middle school students report lower levels of agreement with this statement. Although survey wording was updated in 2025-26 and direct comparisons to prior years should be made with caution, these results establish an important baseline and highlight an opportunity for continued improvement. The district will continue to examine middle school communication and engagement practices to better understand differences in student perceptions and identify strategies that strengthen family awareness of student progress and learning.

Fall 2025 Parent/Caregiver Survey: District-Level Communication (n=2,307)

Survey Question	Extremely or Moderately Effective
How effectively does the school district communicate to families/caregivers about activities, events, accolades, and other district-level news?	92%

Fall 2025 Parent/Caregiver Survey: Family Engagement and Inclusive Environment (n=2,394)

District Agreement	Agree or Strongly Agree
Our school district provides a welcoming and inclusive learning environment for all students.	81%
Our school district welcomes and encourages your involvement in your student’s education.	79%
The school district encourages engagement opportunities and seeks your opinions and feedback.	73%

Previous Family Survey Longitudinal Measure: Families Rate the District an “A” for Welcoming and Encouraging Opinions

Level	2022-23	2023-24	2024-25
Elementary	55%	60%	62%
Secondary	45%	46%	48%

Spring 2026 Student Survey: Students Say Their Caregivers Are Informed About Their School Progress
(Pg. 9 in Detailed Student Survey Data Tables 2025-26)

Grade Level	2023-24	2024-25	2025-26	Pattern
5th Grade	91%	90%	85%	New wording in 2025-26; lower than prior years
8th Grade	74%	73%	55%	New wording in 2025-26; lower than prior years

Family Engagement Practices

These results reflect the district's ongoing commitment to cultivating strong partnerships with families through a variety of engagement structures, communication systems, advisory groups, and direct supports. During the 2025-26 school year, the district partnered regularly with PTSA leadership, the Family Partnership Advisory Group, Family Advisory Committee, Special Education Parent Advisory Council, Dual Language Parent Engagement Group, Language Access Advisory Committee and other advisory bodies to gather feedback and incorporate family perspectives into district decision-making. Families also participated in Curriculum Nights, parent-teacher conferences, transition events, principal forums, Family Connections meetings, multilingual family information sessions, and program-specific engagement opportunities designed to support student success.

The district continued to invest in equitable access to engagement opportunities through Family Partnership Liaisons, language access supports, community-based outreach, and family education events offered in multiple languages. These efforts help ensure that families can access information, provide feedback, build relationships with school staff, and participate meaningfully in their child's educational journey. Collectively, the survey results, family engagement structures, communication systems, and direct family supports provide evidence that the district maintains an open and responsive environment that encourages parent involvement and supports compliance with OE 2.2.

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:

The district continued to strengthen systems and structures that support authentic engagement, open communication, and stakeholder inclusion in decisions that affect students, families, staff, and the community. To support consistent implementation of these practices, the Strategic Plan Priority 4a group developed an

Authentic Engagement Companion Guide for Principals, Leaders, and Staff. The guide complements the Engagement Planning Matrix by providing strategies, examples, and timing considerations for a variety of engagement approaches. By helping leaders intentionally seek out diverse perspectives, facilitate dialogue, and communicate the rationale for decisions, the guide supports an organizational culture aligned with the Board's expectations for respectful consideration of opinions, inclusive decision-making, and transparent communication.

Family, Student, and Community Engagement in Program Design and Improvement

The district engaged families, students, and community members in the design, review, and continuous improvement of programs and services that directly affect them. Through a variety of advisory groups and committees, constituents had meaningful opportunities to share perspectives, ask questions, provide feedback, and inform district priorities and decisions.

The Family Advisory Committee met four times during the year to elevate diverse family perspectives and strengthen collaboration between families, schools, and the district. The Family and Community Partnership Committee engaged parents and community members in projects designed to improve the experiences of students, families, and staff. Program-specific engagement structures further ensured that those most directly affected by district programs had opportunities to inform decision-making. The Dual Language Parent Engagement Group met three times during the year to provide input regarding the Dual Language program. The Title IA Parent and Family Engagement Committee advised on Title I/LAP planning, policies, and use of funds, ensuring that family perspectives informed decisions related to services and supports for students.

The district also sought stakeholder input to strengthen program effectiveness and advance the Board's Results policies. The Literacy Continuum Committee met three times to review literacy services and discuss ways to ensure equitable access for all learners. The Technology Advisory Committee met three times during the year and brought together leaders, teachers, students, and community members to provide recommendations regarding technology goals, strategies, and implementation. The Equity Advisory Committee met twice to identify and address inequities affecting students and educators, while the Comprehensive School Counseling Program Committee met three times to guide the continuous improvement of the district's K-12 counseling program. The Language Access Advisory Committee met four times during the year, including two in-person meetings and two virtual meetings, and brought together parents, students, community members, and staff members to identify challenges, discuss solutions, and provide recommendations to improve language access and strengthen communication and engagement with multilingual families across the district.

Student voice remained an important component of district decision-making. Student representatives to the School Board regularly shared insights related to Operational Expectations, Results policies, and the student experience, helping ensure that student perspectives informed board discussions. Students also served on the district's Levy Committee, providing input on the programs and services most important to them. Additionally, student focus groups and interviews informed the design of the district's new high school, demonstrating the district's commitment to including those most affected by future decisions.

The district also incorporated stakeholder voice into curriculum and instructional materials decisions. The Instructional Materials Committee (IMC), which includes parent and guardian representatives, reviewed instructional materials prior to adoption. Input surveys and public review opportunities provided additional avenues for community participation and transparent communication. Consistent with Strategic Plan Priority 2c, instructional materials remained available for public review throughout the field-study period before adoption recommendations were made. Feedback gathered during the 2025-26 process informed the continued development of the Global Studies curriculum and the selection of U.S. History and Civics curricula.

Stakeholder Engagement in Operations, Budget, and Long-Term Planning

The district engaged students, staff, families, community members, and leaders in important operational, financial, and long-term planning decisions through structures designed to encourage dialogue, provide transparent information, and gather diverse perspectives before decisions were made. These engagement opportunities ensured that stakeholders had meaningful opportunities to understand district challenges, contribute ideas, and help shape decisions that affect students and schools.

A significant example of this work was the district's Levy Committee, which included more than 50 stakeholders representing schools, families, staff, students, and community members from across the district. Committee members were provided information regarding district programs, services, facilities, and resource needs and engaged in discussions about priorities for future levy planning. Through this process, participants were able to ask questions, share perspectives, consider differing viewpoints, and develop a shared understanding of district needs. The committee's recommendations informed planning and helped ensure that future levy proposals reflected a broad range of stakeholder perspectives and remained focused on supporting student success and the Board's Results policies.

Student voice was intentionally incorporated into this work and other district planning efforts. Students served as members of the Levy Committee, ensuring that the perspectives of those most directly impacted by district decisions were represented in discussions regarding future investments and priorities. Student representatives to the School Board also regularly provided insights related to Results policies and the student experience, helping inform board discussions and decision-making. In addition, student focus groups and interviews were conducted as part of the planning and design process for the district's new high school, providing opportunities for students to influence decisions related to future learning environments.

The district also engaged stakeholders in annual budget development and long-term financial planning through the Financial Analysis Core Team (FACT), composed of community members, district leaders, and staff. FACT met four times during the year, creating multiple opportunities for two-way communication throughout the budget development process. Participants reviewed enrollment trends and projections, budget assumptions, revenue and expenditure forecasts, fund balance information, and the financial implications of declining enrollment. These discussions provided stakeholders with the context and rationale behind financial decisions while creating opportunities for questions, feedback, and shared problem-solving. FACT members also provided input on revisions to the district's Budget Guide, helping improve the transparency and accessibility of budget information for the community.

Together, these engagement structures demonstrate the district's commitment to respectful consideration of differing viewpoints, open and honest communication, and the inclusion of stakeholders in decisions that affect them. By providing information, inviting feedback, and incorporating stakeholder perspectives into planning and resource allocation decisions, the district strengthened shared ownership of decisions and maintained a focus on advancing the Board's Vision and Results policies.

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 bulletins
- 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, individual advising from counselors and support staff, 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](#)

Annually, the School Board approves the graduation requirements embedded in regulation and procedure [2410](#) and [2410P](#).

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 2025–26 school year, 77 concerns were submitted via the Vector Safety Concern system and 64 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 2025–26 school year, all staff completed this training, which included explicit instruction on preventing inappropriate student access to staff-only information.

<EXCEPTION> Disclosure of Security Incident:

During the 2025-26 school year, the district monitored and responded to a cybersecurity incident involving Instructure, the provider of the Canvas learning management system used by the district. Following notification of the incident, district technology staff reviewed information provided by Instructure, participated in industry briefings with peer school districts, assessed Canvas integrations and data-sharing practices, and evaluated potential impacts to district operations and information systems. The incident underscored the importance of vendor security oversight, data governance, and continuous risk assessment of third-party educational technology services. Throughout the response, the district remained committed to transparency, informed decision-making, and the protection of student and staff information while monitoring guidance and remediation efforts from Instructure and its third-party cybersecurity investigators.

District technology staff regularly reviewed information provided by Instructure, participated in industry briefings with peer school districts, and assessed potential impacts to district systems and data-sharing practices before determining appropriate next steps. The district also communicated available information as it was verified, keeping affected stakeholders informed of the incident, known impacts, and actions being taken to protect district information.

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 draft monitoring report of [OE-3 Personnel Administration](#).

Evidence:

The district maintains and communicates multiple pathways for community members, parents/guardians, students, and employees to raise concerns and seek resolution. The district website provides clear guidance regarding how stakeholders can share issues, questions, and concerns so that staff can provide prompt and thorough responses. The website also includes information about accessing the [OSPI Office of the Education Ombuds](#), and emails received through the School Board email account are monitored regularly and forwarded to the appropriate staff member for follow-up. These systems help ensure concerns can be brought forward through clearly defined channels and that stakeholders understand how to access support and receive responses.

The district also maintains formal complaint processes that establish expectations for timely communication, investigation, and resolution. Administrators follow the [Issaquah Education Association Collective Bargaining Agreement](#) when processing complaints regarding certificated staff, including provisions requiring certificated employees to respond to parent emails and voice messages within two working days of receipt. Complaints involving students are addressed through established district procedures, including [Procedure 3207P, Prohibition of Harassment, Intimidation and Bullying](#), and [Procedure 3241P, Classroom Management, Discipline and Corrective Action](#). Formal complaints regarding district staff or programs are addressed through [Procedure 4220P, Complaints Concerning Staff or Programs](#), which outlines the process for filing, reviewing, and resolving complaints. When concerns rise to the level of alleged staff misconduct, the Human Resources department issues a notice of investigation and follows the applicable collective bargaining agreement provisions to ensure due process rights are protected while also communicating with complainants regarding the completion of the investigative process, as appropriate. Collectively, these communication channels, policies, procedures, and response expectations demonstrate the district's commitment to sustaining effective processes for receiving concerns, communicating next steps, providing timely responses, and working toward resolution.

Note: Also, see evidence in 2.7 and 2.11.

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 during the annual Enrollment Verification Process (EVP) in August prior to the 2025-26 school year, which is updated and published annually and includes appeal rights.

- [Elementary School Student Handbook](#)
- [Middle School Student Handbook](#) Example
- [High School Student Handbook](#) Example

<EXCEPTION> Parental Notification: While the district maintains multiple processes for addressing concerns and communicating appeal rights, some recent complaints and appeals have identified a need for greater consistency in family communication and involvement, particularly in complex situations involving student discipline or other sensitive matters. The district recognizes the need to further clarify and consistently communicate these processes so that appeal rights are visible, accessible, and understood by students and families.

The district communicates students' and families' appeal rights through established procedures and written notices when decisions or findings are made that may be subject to appeal. Families receiving support through the McKinney-Vento program are provided information regarding the formal process for school placement decisions, including the steps for appealing a Best School Determination decision. Similarly, exclusion letters issued as part of student discipline proceedings include information about appeal rights, ensuring that students and families understand the process available to challenge disciplinary decisions. These practices support the district's commitment to informing affected students and families of their rights at the time decisions are made.

The district also maintains clearly defined appeal processes within its procedures and communicates those rights directly to affected parties. For example, [Procedure 3207P, Prohibition of Harassment, Intimidation and Bullying](#), outlines both the process for handling HIB complaints and the complainant's right to appeal findings. Findings letters issued through the HIB process include information regarding appeal rights and next steps. During the 2025-26 school year, five HIB appeals were filed, including two appeals to the Board, demonstrating that families and students were informed of and able to access the appeal process. Collectively, these procedures, notices, and communications demonstrate that students and families are advised of their appeal rights and provided information about those rights when appropriate.

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
2023-24	70	51	32	9	3
2024-25	69	58	30	7	1
2025-26	93	60	32	5	2

Appeal Rights Related to Special Education and 504 Services:

Issaquah School District ensures that students and families are informed of their appeal rights through the dissemination of *Notice of Special Education Procedural Safeguards for Students and Their Families* and *Student Rights: Section 504 and Students with Disabilities*.

For students receiving special education, families are provided a copy of the *Notice of Special Education Procedural Safeguards* minimally at the following required points: annually, upon initial referral or request for evaluation, when the district proposes to initiate special education services for the first time (initial IEP), upon the district's receipt of a family's first special education community complaint or due process hearing request, when a disciplinary action results in a change of placement and at a Manifestation Determination Meeting, and upon request.

The Notice of Special Education Procedural Safeguards for Students and Their Families outlines families' rights to mediation, community (state) complaints, impartial due process hearings, and civil action.

For students with a Section 504 plan, families receive a copy of their Section 504 Procedural Safeguards minimally at two key points: before any evaluation begins and before a 504 plan is implemented.

The Student Rights: Section 504 and Students with Disabilities describes families' rights to a manifestation determination meeting prior to certain disciplinary removals, and to file a formal complaint with the district, the Washington State Human Rights Commission, or the U.S. Department of Education's Office for Civil Rights.

Together, these practices ensure that all families, regardless of whether their child is served under an Individualized Education Plan (IEP) or a Section 504 plan, are equipped with clear information about how to raise concerns and pursue resolution when they disagree with a district decision.

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:

The district maintains policies, procedures, and reporting systems designed to protect students who voice grievances from retaliation. [District Procedure 3207P, Prohibition of Harassment, Intimidation and Bullying](#), specifically recognizes retaliation as a prohibited behavior and defines retaliation as adverse action taken against a student because the student reported harassment, intimidation, or bullying or participated in an HIB investigation. The procedure further requires staff who observe, receive reports of, or become aware of potential harassment, intimidation, bullying, or retaliation to take prompt and appropriate action and report concerns to the appropriate administrator. In support of these protections, the district updated the [3207F Harassment, Intimidation, and Bullying Incident Reporting Form](#) on October 7, 2024, to include an option for complainants to indicate when they believe the reported behavior may be retaliation stemming from a previous conflict. During the 2025-26 school year, sixteen (16) student-to-student reports identified retaliation as a factor in the complaint, and nine (9) of those investigations resulted in findings of harassment, intimidation, or bullying. When retaliation or other violations of district regulations are substantiated, the appropriate building or district administrator responds in accordance with district procedures and applicable disciplinary or corrective action processes.

The district's protection against retaliation extends beyond student-to-student interactions. District policies governing complaints and investigations require concerns to be reviewed, investigated when appropriate, and addressed through established procedures. During the 2025-26 school year, the district received one allegation of retaliation involving staff members. The concern was addressed under Procedure 4220P, Complaints Concerning Staff or Programs, which establishes a process for investigating and resolving complaints while ensuring concerns are reviewed and addressed. Through clear expectations, reporting processes, investigation procedures, and administrative follow-through, the district seeks to protect students who raise concerns and to respond promptly when retaliation is alleged by either students or staff.

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:

The district does not tolerate adult behaviors, actions, or attitudes that hinder the academic performance or well-being of students. As noted in criterion 2.5, the district has established regulations, procedures, and professional expectations that define appropriate conduct for adults who interact with students and provide mechanisms for reporting, investigating, and addressing concerns. In addition to these behavioral expectations, the district utilizes its evaluation systems, professional learning, and accountability structures to

ensure that staff and administrators actively foster safe, supportive, and productive learning environments. For certificated staff, Criterion 5 of the state-approved Danielson evaluation framework, *Fostering and Managing a Safe, Positive Learning Environment*, explicitly evaluates educators' ability to maintain conditions that support student learning and well-being. All teachers in their first three years of teaching and all teachers on the comprehensive evaluation cycle are formally evaluated on this criterion. Similarly, Criteria 1 and 2 of the AWSP leadership framework require administrators to create a culture that values and responds to the characteristics and needs of each learner and to ensure students' physical, social-emotional, and intellectual safety. Administrators are evaluated on these criteria during their first three years and periodically thereafter through the comprehensive evaluation cycle.

The district further supports this expectation by ensuring that staff and administrators receive training on their responsibilities to protect student well-being and respond appropriately when concerns arise. All administrators new to the district and/or the Danielson framework participate in training that includes evaluating Criterion 5 and recognizing effective practices that support student safety and success. Additionally, staff are required by state law to complete mandatory reporting training every three years, with administrators annually reviewing those obligations, district regulations, and procedures. During the 2025-26 school year, staff were required to review the district's mandatory reporting regulation and procedure through the district's risk management training platform. Together, these evaluation systems, training requirements, and accountability processes demonstrate that adults who interact with students are held to clear expectations regarding student safety and well-being and that concerns about conduct that may negatively affect students are addressed through established supervisory, investigative, and corrective processes.

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:

The district works to prevent illegal discrimination by establishing clear expectations, providing ongoing training, and maintaining systems to address concerns when they arise. Non-discrimination statements are prominently communicated through multiple platforms, including the district website and the Human Resources hiring portal. In addition, each workplace displays information from the Washington State Human Rights Commission regarding protected classes and prohibited discriminatory employment practices. New employees are provided with the district's non-discrimination regulations and procedures, and returning staff receive regular training as part of the district's learning and compliance cycle. During the 2025-26 school year, all staff were required to review the district's non-discrimination regulations and procedures through the district's Risk Management training platform. These communication and training efforts are designed to ensure that employees understand both their responsibilities and the district's expectations regarding equitable treatment and compliance with state and federal law.

The district also proactively works to prevent discrimination in employment practices. Staff serving on hiring teams receive training in lawful hiring practices prior to participating in candidate selection processes, and all hiring managers are trained in strategies to recognize and mitigate bias when leading hiring teams. These measures help promote fair and equitable employment decisions and reduce the likelihood of discriminatory practices.

When allegations of discrimination are raised, the district responds through established processes and works with legal counsel to investigate and address concerns appropriately. During the 2025-26 school year, two discrimination complaints were filed with the Equal Employment Opportunity Commission by former staff members. Human Resources staff are actively collaborating with legal counsel in responding to these complaints, both of which remain under review. Together, these communication, training, prevention, and response efforts demonstrate the district's commitment to preventing illegal discrimination through education, training, and corrective action when concerns arise.

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 maintains comprehensive systems and safeguards to protect the confidentiality of student and staff information and to prevent improper access. Student records are governed by [Regulation 3231](#) and [Procedure 3231P](#), and students and caregivers are annually notified of their rights under [FERPA](#) through the Enrollment Verification Process or upon initial enrollment. Student and staff records are maintained in secure physical and electronic environments, with critical district data securely stored and regularly backed up through the Washington School Information Processing Cooperative (WSIPC). Electronic records are password protected and, when appropriate, subject to additional access restrictions established by the Information Technology department, while confidential hard-copy records such as transcripts are maintained behind multiple layers of physical security. Access to student information is limited to authorized individuals performing official duties through ongoing management of user permissions, including the removal of access when employees leave the district or change positions and annual reviews of access for staff whose assignments change.

Staff receive training regarding the appropriate handling of confidential information and legitimate educational interest requirements, including annual training for personnel with record-access responsibilities. The district further adheres to state records retention requirements, including the Public Schools Retention Schedule, and lawfully archives, maintains, and destroys records as required. Together, these practices demonstrate that student and staff information is securely maintained, accessible only to authorized individuals, appropriately shared with those having a legal right to access, protected through physical and electronic safeguards, and managed in compliance with federal and state confidentiality, retention, and records-management requirements.

The district maintains comprehensive systems and safeguards to protect the confidentiality of student and staff information and to prevent improper access. Student records are governed by [Regulation 3231](#) and [Procedure 3231P](#), and students and caregivers are annually notified of their rights under the [Family](#)

[Educational Rights and Privacy Act \(FERPA\)](#) through the Enrollment Verification Process or upon initial enrollment. The district distinguishes between protected student data contained in student education records and directory information, which FERPA permits schools to disclose under certain conditions. The district's designated directory information and parent/guardian rights, including the opportunity to opt out, are outlined in the annual FERPA notice.

Student and staff records are maintained in secure physical and electronic environments, with critical district data securely stored and regularly backed up through the Washington School Information Processing Cooperative (WSIPC). Electronic records are password protected and, when appropriate, subject to additional access restrictions established by the Information Technology department. Access to student information is limited to authorized individuals performing official duties through ongoing management of user permissions, including the removal of access when employees leave the district or change positions and annual reviews of access for staff whose assignments change. Confidential hard-copy records such as transcripts are maintained behind multiple layers of physical security. Staff receive training regarding the appropriate handling of confidential information and legitimate educational interest requirements, including annual training for personnel with record-access responsibilities.

As a district practice, entities requesting lists containing student directory information must complete a Data Sharing Agreement (DSA) that identifies the information requested, its intended use and the agreement's expiration date. Typical requests come from PTAs/PTSAs, booster organizations and foundations seeking to communicate with families. While some information may be designated as directory information, the district does not typically provide dates of birth, attendance information, physical descriptions, photographs or academic-related information through routine directory requests without appropriate notice, authorization or another legal basis. The district also uses secure network access for authorized users and approved requesters rather than routinely transmitting student directory files through unsecured email.

Student information shared with state and federal agencies is managed in accordance with applicable laws and Office of Superintendent of Public Instruction (OSPI) requirements. When the district or a school works with external organizations to analyze student achievement or performance data, agreements establish appropriate limitations on data use and typically aligned with FERPA. When a parent, caregiver or guardian raises a concern and requests removal from public placements, the district works with the family and the applicable entity or agency to address the request and, when appropriate, remove the student's information or image.

The district complies with state records retention requirements established by Washington State Archives, including Common Records (CORE) and Public Schools (K-12) retention schedules, and lawfully archives, maintains and disposes of records in accordance with those requirements. These practices ensure student and staff information is securely maintained, accessible only to authorized individuals, appropriately disclosed when legally permitted or required, and managed in accordance with applicable federal and state confidentiality, retention and records-management requirements.

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 per the Public Schools Retention Schedule. The district collects, maintains, and retains only those records necessary to provide educational services, comply with legal requirements, and support district operations. Consistent with Regulation 4300, Limiting Immigration Enforcement in Schools, the district does not collect or maintain student immigration or citizenship status information. The regulation further affirms the district's commitment to protecting student privacy and limiting the disclosure of student information in matters related to immigration enforcement.

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: