

**Issaquah School District  
Executive Limitations Monitoring Report**

**EL-3 Personnel Administration  
(Annual Internal – October 28, 2009)**

***The Superintendent certifies that the District is in compliance with EL-3  
with no exceptions.***

***The Superintendent shall not fail to assure the employment, development, evaluation and compensation of district employees necessary to enable the organization to achieve its Ends policies.***

***Accordingly, the Superintendent may not fail to:***

- 1. Make mandatory background inquiries and checks prior to hiring any paid personnel.***

**Interpretation**

I interpret this to mean that ISD hiring procedures will ensure that no person with a history of disqualifying criminal activity will be recommended for District employment.

**Evidence**

I certify that the procedures enumerated below show all paid employees as of October 2009 to be 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 FBI fingerprinting.
- The District has 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, as required.
- With the purchase of CrossMatch, which provides electronic fingerprinting and electronic submission to FBI, the district is provided cleaner fingerprints, efficient and quick submission, and approximately 48 hour results from FBI, as opposed to the six week response of inked fingerprints and paper-submission via US Mail.

***...the Superintendent may not fail to:***

- 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 policy for all volunteers who will have unsupervised contact with students.

## **Evidence**

Each school maintains a binder or file of screening forms on volunteers who are cleared for service to the school's programs. Their cadre of volunteers is drawn from this source in keeping with District policies 5630—*Volunteers* and 5631—*Volunteers Assisting Coaches*. In addition, each school provides August training of volunteers in building and field trip procedures.

*...the Superintendent may not fail to:*

- 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 "most highly qualified" applicants for available positions. From that pool, interview teams representing supervisors, co-workers in related roles and, when appropriate, students and/or community members will assist the responsible administrators by exercising their collective judgment to recommend candidates who are best suited to meet local needs.

## **Evidence**

I certify that personnel procedures to achieve the ends stated above are in place, including:

- aggressive recruitment strategies and timelines, including early notification (May 1<sup>st</sup>) of retirement or Year's Leave of Absence required by certificate contract
- legal counsel re: application of employment law and contract requirements
- training of all interview teams for fair, effective process
- review of all interview documents by Personnel Department prior to job offer
- assignment and transfer procedures for current certificated staff, secretaries, and educational assistants involve a transfer interview with receiving school's principal and co-workers to ensure appropriate placement of current staff
- excessing and Reduction-in-Force/Recall procedures align with negotiated contract and RCWs and are directed by the Executive Director of Personnel
- assignment of excessed or recalled certificated staff is determined by the Executive Director of Personnel, with input from appropriate principal(s)

*...the Superintendent may not fail to:*

- 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 I will keep appropriate personnel policies, contracts, and procedures updated and accessible to all staff for reference in the daily operation of the school district. These working documents will: (1) set forth expectations of employees, (2) describe timely, agreed-upon processes for addressing personnel concerns or complaints, and (3) prevent unfair employee practices.

## **Evidence of Compliance**

Personnel policies specific to this Executive Limitation include:

- 5010: Recruitment, Selection and Assignment: Nondiscrimination

- 5011: Affirmative Action
- 5012: Employment of Handicapped Persons
- 5013: Sexual Harassment - Personnel, Volunteers and Parents
- 5014: Prohibition Against Harassment
- 5110: Recruitment of Staff
- 5224: Staff Participation in Political Activities
- 5241: Whistle Blower Protection
- 5251: Conflict of Interest
- 5255: Disciplinary Action and Discharge
- 5282: Civility
- 5000-5449: Other personnel policies
- School building, custodial and bus driver handbooks, which include expectations for staff, are reviewed periodically with employees.
- Negotiated contracts with eight employee unions include informal and formal grievance procedures and remedies
- Specific appeal procedures are provided as protection in the areas of civility, discipline, employment and re-employment, harassment and whistleblower.

*...the Superintendent may not fail to:*

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 detail will be examined thoroughly and appropriately and brought to resolution by the administration wherever possible, using applicable district policy, procedure and contractual processes. If complaints rise to the level of Board hearing or court procedure, background information and materials will be thoroughly and accurately prepared.

### **Evidence**

For the monitoring period from October 2008 – October 2009, I certify that:

- All employee grievances have been handled through grievance procedures established in applicable labor contracts. We have addressed 8 grievances (6 classified and 2 certificated) during this period of time, with one that moved to arbitration.
- All complaints of employee misconduct have been investigated and resolved in keeping with applicable statutes, District policy and labor contracts. During this period we have addressed 24 complaints of misconduct (7 certificated and 17 classified employees).

*...the Superintendent may not fail to:*

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 duties change.

## **Evidence**

- District policy #5220—*Certificated and Classified Job Descriptions* sets forth this requirement. I certify that job descriptions are on file for all positions and updated as needed, including review/revision as vacancies are posted.

*...the Superintendent may not fail to:*

### **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 policy, and local labor contracts before being disciplined or terminated.

## **Evidence**

- I certify that (a) appropriate guidance for the protection of due process rights is in place for all supervisory personnel, including both written documents and training, and (b) no complaint related to employee due process rights remains unaddressed during this monitoring period. (Requirements are set forth in RCW 28A.400.300, District Policy #5250—*Termination of Employment*, and local labor contracts.)

*...the Superintendent may not fail to:*

### **8. Protect against retaliation against any staff member for lawful, non-disruptive expressions of dissent.**

## **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**

- 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 12 months.

*...the Superintendent may not fail to:*

### **9. Prepare staff to deal with emergency situations**

## **Interpretation**

I interpret this to mean that staff will be trained in and will have practiced emergency procedures relating to fire, earthquakes, lockdown, bomb threats, and weather-related emergencies.

## **Evidence**

- The district works with the various fire and police jurisdictions to train for and practice fire, earthquake, and lock-down drills. Each school is required to conduct one of the three drills each month. All schools have performed these drills as required.
- The District has assisted each school in developing an emergency plan that identifies specific duties and responsibilities, such as command-and-control, fire, earthquake, intruder, student care, logistics, student comfort, student-parent reunification, first aid, and search and rescue.

These plans, assigning tasks and responsibilities to specific staff members, are on file for each school and are periodically reviewed and improved.

- The District provides first aid and CPR training as a service to those staff members are required to maintain specific levels of proficiency.
- OSPI has required all school districts to implement a School Safety Plan. The Issaquah School District has adopted and implemented “Rapid Responder” which is a school mapping information system. Rapid Responder also includes a comprehensive school safety checklist and detailed comprehensive safe school plans for each of our schools in the areas of prevention, intervention, all hazard/crisis response, and post-crisis recovery. All building administrators have been trained on Rapid Responder and will continue to monitor effectiveness of the building’s safety plan.

*...the Superintendent may not fail to:*

**10. Protect confidential information**

**Interpretation**

I interpret this to mean that I must protect confidential records and information of employees.

**Evidence**

- All personnel records are protected to the extent of the law and in keeping with collective bargaining agreements. This includes, but is not limited to, privileged and legal documents, application materials, investigative records, and personnel files.
- Requests for Public Records are handled by the Executive Director of Personnel Services. During this monitoring period, all requested records have been released according to RCW 42.17.310.
- Policy 5230 – Certificated and Classified Staff Personnel Records establishes standards for personnel records. Excellent secure storage is provided for effective management of personnel records.

*...the Superintendent may not fail to:*

**11. 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 compensation and benefit plans that will attract and retain highly qualified employees by remaining competitive with that of other surrounding Districts of similar size, subject to available District resources. I further interpret this mean that in a dynamic and fluid financial and labor market we are continuously analyzing all appropriate data.

**Evidence**

- RCW 28A.400.200 (Compensation) and RCW 28A.400.280 (Benefits)
- Comparability studies of employees’ compensation will completed during appropriate bargaining cycles.

- Annually the District collects negotiated agreements from surrounding districts to study settlement patterns to attract and retain the highest quality employees.

*...the Superintendent may not fail to:*

- 12. Consistent with the Superintendent's own evaluation, evaluate all employee performance according to their contribution toward achieving the Board's Ends policies and their compliance with the Board's Executive Limitations policies**

### **Interpretation**

I interpret this to mean that employee evaluation instruments and procedures must be aligned with the Board's Ends and Executive Limitations policies and these aligned forms must be on file for all employees.

### **Evidence**

- Evaluation forms and procedures for all employee groups are generally well aligned with Board Ends and Executive Limitations; however, precise alignment will be reviewed and addressed as appropriate within the negotiations cycles for each bargaining unit.
- Administrators have been trained and supported in conducting staff evaluations.

*...the Superintendent may not fail to:*

- 13. Assure that the evaluation of all educational program personnel is designed to:**
  - 1. Improve and support instruction**
  - 2. Measure and document both excellent performance and unsatisfactory performance**

### **Interpretation**

I interpret this to mean that the evaluation of all educational program personnel (i.e., teachers, educational assistants, principals, central administrators and TOSAs) will be designed specifically to measure, document, and improve instruction.

### **Evidence**

- Standards for Quality Teaching and Learning – Rubric for Certificated Evaluation (i.e. teachers) include the following criteria: classroom environment, classroom management, lesson planning and design, instructional practice, assessment, professional development and responsibility.
- Standards for Quality Leadership – Rubric for Administrative Evaluation (principals) include school culture; safe, efficient, and effective learning environments; continuous improvement plans (CIPs), aligning curriculum and instruction, evaluation of staff, human and fiscal resources, communications, and professional development and responsibility.

*...the Superintendent may not fail to:*

- 14. Ensure that all staff members are qualified and trained to perform the responsibilities assigned to them in pursuit of achieving the Ends**

## **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, I am responsible to provide training as needed by staff to build District capacity in selected skill areas in order to achieve the Board's Ends.

## **Evidence**

- All certificated staff have met the Highly Qualified standards set by No Child Left Behind parameters.
- Educational Assistants and certificated substitutes have met the Highly Qualified standards set by No Child Left Behind parameters.
- Mission Defined Staff Designed Wednesday Time: IEA/ISD Negotiated Contract 2007 – 2010 stipulate “To meet the educational mission of the Issaquah School District, certificated staff shall be provided time for professional development, collaboration, and work related to moving forward the District Educational mission. The District shall establish a schedule of early release at elementary schools and late arrival at secondary schools on Wednesdays.
- New Teacher Academy provides an intensive year-long mentoring program for teachers in their first year of teaching.
- All principals new to the district receive administrative mentors for their first year in the District.
- ISD and Issaquah Schools Foundation partner to provide National Board Certification candidates up to \$3000 to obtain their NB Certificate. This year, 18 teachers have gone through the National Boards process.
- ISD has partnered with Seattle Pacific University to provide the Professional Certification program for teachers holding a Residency Certificate. Classes are taught in the district by ISD staff.
- Principals and supervisors have been provided training in supervision and evaluation, including the use of Plan of Improvements and the certificated Probation process.
- Staff members who are underperforming are addressed through evaluation, and are supported with training and resources through the Plan of Improvement.
- Determination of non-renewal of certificated contracts of underperforming staff is made prior to the state-mandated May 15<sup>th</sup> deadline.

*...the Superintendent may not fail to:*

- 15. 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**

- District policies express high commitment to and expectations for maintaining civil, respectful, collaborative behavior by all members of the school district community. These

policies include: *Policy #5282 – Civility*; *Policy #5013 - Sexual harassment*; *Policy #5014 - Prohibition Against Harassment*, and *Policy #2010—Site Councils*. The District’s *Parent Complaint Policy* is an important procedural mechanism which fosters honest, open dialog and protects culture while managing complaints and concerns.

- Negotiated contracts specifically protect staff rights and create collaborative structures to ensure their ongoing voice in district decisions.
- Interview teams ensure staff perspective in the hiring of new colleagues to help ensure high levels of preparation and positive “fit” within the culture.
- From Special Education to Teaching and Learning, to Libraries, Counselors, Department Chairs and teams of support staff, input structures exist throughout the District to ensure staff voice in decision-making and strong collaboration in all program areas.

*Accepted by the Board:* \_\_\_\_\_