

**Issaquah School District
Executive Limitations Monitoring Report**

**EL-3 Personnel Administration
(Annual Internal – October 14, 2021)**

*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 1, 2021 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 by law.
- The District requires all certificated substitutes who are also employed by other school districts during the school year to submit the State of Washington Sexual Misconduct Form each year.
- With the purchase of CrossMatch, which provides electronic fingerprinting and electronic submission to the FBI, the District is routinely provided cleaner fingerprints, efficient and quick submission, and approximately 72 hour results from FBI. In school year 20-21 a second fingerprinting machine was purchased and in use and we experienced no significant delays in the processing of fingerprints.

...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 Regulation and accordance with Human Resources best practices for all volunteers who will have unsupervised contact with students.

Evidence

- Human Resources uses an online system through the HRM Plus portal for employee hiring to screen adult volunteers. The link to the portal is disseminated as part of the Back-to-School Business days completed at each level. In 2020-2021 we restricted volunteer access to schools as a result of COVID. We did continue to screen and utilize volunteer coaches in our MS and HS athletics programs and for some ASB club support.
- Each school maintains a binder or file of screened volunteers who are cleared for service to the school's programs. Their cadre of volunteers is drawn from this source in keeping with District Regulations 5630—*Volunteers* and 5631—*Volunteers Assisting as Coaches*. In addition, each school provides training of volunteers in building and field trip procedures.
- Volunteers with regular unsupervised contact with students also submit to the FBI Fingerprinting. These volunteers include such positions as Robotics Club Advisors.
- All chaperones on over-night field trips have cleared background checks through the Washington State Patrol. At the secondary levels, chaperones are housed separately. At the elementary level, when students go to Camp as a school-sponsored activity, two or three parent chaperones are assigned to each cabin of students, and/or two or three high school students are in each same gender cabins. Overnight field trips were suspended in school year 20-21 as a result of COVID.
- Procedures have been implemented, monitored, and enforced with building administrators to eliminate parent drop-in visitors at Camp.

....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 hiring managers 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, including hosting job fairs, participating in regional job fairs, recruiting from local and other regional universities and college, posting of positions on regional, state, and national professional association websites, and an on-line application process.
- In school year 20-21 we attended no job fairs and hosted no job fairs as a result of capacity and crowd limitations set forth by the Department of Health throughout the Puget Sound region.
- Student enrollment projections are determined early in the spring, which allows for the hiring process to begin earlier than some neighboring districts.
- Certificated staff returning from leave notify the District by February 1.
- Conversations with building administrators about staff needs and performance evaluation status occur in March to plan for and solidify recruitment needs.
- Early notification (May 1) of retirement or Leave of Absence (February 28) is required by certificated contract.
- Access to legal counsel regarding application of employment law and contract requirements.
- Training of all interview teams, including students and parents when applicable, for fair effective, and equitable processes.
- Interviews that contain questions focused on equity and the pursuit of candidates that value and have a sensitivity to diversity.
- Review of all interview documents by personnel in the Human Resources Department prior to job offer.
- Transfer procedures that occur February 1-28 for current certificated staff, involve a transfer interview with receiving school's administrator and co-workers to ensure appropriate placement of current staff.
- Current office professional, paraprofessionals, and custodial/maintenance employees have preferential treatment to vacancies in accordance with their collective bargaining agreements.
- Excessing and Reduction-in-Force/Recall procedures align with negotiated contract and RCWs and are directed by the Assistant Superintendent of Human Resources.
- Assignment of excessed or recalled certificated staff is determined by the Assistant Superintendent of Human Resources, with input from appropriate principal(s) and in accordance with the *IEA-ISD Collective Bargaining Agreement*.

...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 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 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 Executive Limitation 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
- 5281: Disciplinary Action and Discharge
- 5282: Civility
- 5000-5642: Other personnel Regulations in the 5000 Series
- School building, custodial and bus driver handbooks, which include expectations for staff, are reviewed periodically with employees.
- The Human Resources Specialists and the Directors of Human Resources facilitated training through *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, such as Civility, Sexual Harassment, Staff/Student Boundaries and Prohibition Against Harassment. District Regulations 3207: Prohibition Against Harassment, Intimidation, and Bullying; 3210: Nondiscrimination; 2022: Electronic Resources; 5201: Drug Free Workplace; and 3421 Child Abuse, Neglect, and Exploitation Prevention were disseminated to all employees.
- The District orients all new staff to district, state, and federal Personnel Regulations and labor regulations through both *SafeSchools* and in-person instruction to promote safe and positive work and learning environments. *SafeSchools* online training was also utilized for annual and periodic mandatory trainings for employees as one part of the three-(3)-year rotation training-delivery model. School year 20-21 was the rest year in our three year cycle. Next year will include *Safe Schools* online training, the third year in the three year cycle.
- Negotiated contracts with employee unions include informal and formal grievance procedures and remedies
- Specific appeal procedures are provided as protection in the areas of civility, discipline, nondiscrimination, employment and re-employment, harassment, intimidation 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 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. If complaints rise to the level of a Board hearing or court procedure, background information and materials will be thoroughly and accurately prepared.

Evidence

For the monitoring period of the 2020-2021 school year I certify that:

- All employee grievances have been handled through grievance procedures established in applicable labor contracts. We have addressed 0 grievances (0 classified and 0 certificated) during this period of time.

Grievances	2018-19	2019-2020	2020-2021
Certificated	1	0	0
Classified	12	7	0
Total	13	7	0

- All complaints of employee misconduct are investigated and resolved in keeping with applicable statutes, District Regulations and labor contracts. During this period we have addressed approximately 21 complaints of misconduct involving 12 certificated and 9 classified employees.

Complaints of Misconduct	2018-19	2019-2020	2020-2021
Certificated	34	32	12
Classified	51	25	9
Coaches	1	2	0
Total	86	*59	21

- *Note: The Issaquah School District opened school in a fully remote mode in the fall of 2020. We resumed in person schooling for LRC II students in September and then in waves for general ed and LRC I students from February throughout the spring.

- Of the 21 total complaints of misconduct, one (1) resulted in discipline of certificated staff and three (3) resulted in discipline of classified staff. Six (6) complaints involving certificated staff and one (1) complaint involving classified staff resulted in the exoneration of those staff members.
- District Administrators regularly meet with Union Officers in Labor Management meetings to handle complaints and concerns proactively and collaboratively.
- Procedures are in place to address concerns in a progressive manner that directs the individual to the authority closest to the issue. For example if a parent raises a concern about a coaching decision they are directed to speak with the coach initially with the understanding that if unresolved at that level the building Athletic Director is the next step.
- The ISD used a student reporting system *Quick Tips* as one method of gathering concerns that could then be looked into.

...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 needed.

Evidence

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 needed, particularly reviewed, revised, or created 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 Regulation, and local labor collective bargaining agreements 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 (b) currently the District has no complaints related to due process which remain unresolved. (Requirements are set forth in RCW 28A.400.300, District Policy #5280.1—*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 twelve (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, active shooter and weather-related emergencies.

Evidence

- The Executive Director of Finance and Support Services has been assigned the responsibility for overseeing Safety and Security in all our schools and work sites.
- The District also 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 provides First Aid CPR/AED training as a service to those staff members required to maintain specific levels of proficiency, and as space permits, to any staff member who wants First Aid and CPR training, and stop the bleed training.
- The District provides Run-Hide-Fight training to all school staff at the inception of the school year. The training is designed by the Department of Homeland Security.
- During school year 2020-2021, schools conducted no less than one safety-related drill each month the school was in session, schools drill focused on three basic functional threat or hazard responses: shelter-in-place, lockdown and evacuation. Schools also completed at least one drill using the school mapping system.
- The District conducted comprehensive security and safety assessments at all ISD sites. Assessment results were processed and needs prioritized via the District Safety Advisory Committee. The District has implemented and trained on the following projects: updated building and emergency radio system, bus stop paddle violation cameras, security camera and intercom access, emergency supply container inventory tracking and replenishment, and electronic access control system.
- The District has assisted each school in developing, updating, and maintaining 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 employment, and search and rescue. These plans, assigning tasks and responsibilities to specific staff members, are on file for each school and are periodically reviewed and improved. The District has standardized plans to provide greater consistency among locations. This minimizes confusion for first responders, central administrators, and others assisting in emergency situations. The District uses a standardized building emergency plan template created and distributed to school administrators. All principals have been trained and certified in incident command system from the Federal Emergency Management Agency.
- 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 school safety information and plans for each of our schools to be used in prevention, intervention, hazard/crisis response, and post-crisis recovery. Building administrators will continue to be trained on Rapid Responder and to monitor effectiveness of the building's safety plan.

- The District has developed and maintained an Executive Emergency Response Team Guide. The purpose of the guide is to provide Cabinet members and District level administrative staff with an outlined approach to assisting school buildings and ancillary facilities during emergency events. The guide was updated for 2020-21 but no tabletop exercises were conducted prior to the start of the school year as we were planning and preparing for a fully remote open to the school year.
- The ISD also works closely with our local first responders to provide staff trainings and current information related to crisis response.
- The ISD has commissioned law enforcement officers (SRO's) assigned at our high schools, along with school security officers (SSO's) to assist with student, staff, and building security.

...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 Public Records Officer with guidance from the Deputy Superintendent, Assistant Superintendent of Human Resources, the Chief Financial 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.

...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 to 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 completed periodically and/or 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.
- The evaluation standards for [certificated classroom teachers](#) are fully aligned with the [OSPI approved-Danielson Framework](#).
- The evaluation standards for principals are fully aligned with the [OSPI-approved AWSP Framework](#).
- The District has fully implemented the State of Washington Teacher and Principal Evaluation Process for certificated classroom teachers and principals. All appropriate annual evaluation forms for each employee are on file in their personnel files.
- The evaluation standards for certificated support staff, including nurses and Teachers on Special Assignment, are fully aligned with a modified framework based upon Danielson's Framework.
- The evaluation standards for office professionals was updated during the 2017-18 school year in conjunction with representatives of their labor organizations.
- Evaluation tools for employees in transportation, custodial/maintenance, unrepresented staff, and central administrators were all updated and implemented in the 2018-19 school year.
- In 2018 the District adopted a new electronic evaluation tool to use for all certificated and classified evaluations with the exception of paraprofessionals that allows evaluators to share their write-ups with the employee prior to their summative evaluation allowing both for efficacious discussions regarding performance and goal-setting as well as increasing

efficiency. In 2019, the paraprofessional evaluation tool was updated and added to the electronic evaluation system.

- In May of 2020 OSPI adjusted the evaluation requirements for certificated staff and principals, particularly reducing the requirement of meeting student growth goals and achievement given the societal global pandemic of the novel coronavirus and the Governor's proclamation that closed schools. Teaching and instruction shifted to virtual and remote learning, a radically different modality than the traditional in-person mode that had occurred from September 2019 through March 12, 2020. This streamlined evaluation process remained in place through the 2020-2021 school year as directed by OSPI.

...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., classroom teachers, certificated support staff, paraprofessionals, principals, and central administrators) will be designed specifically to measure, document, and improve instruction.

Evidence

- For classroom teachers the ISD uses the research based [Danielson Framework and State of Washington Eight Criteria](#) as the basis for our evaluation process.
- During the 2016-17 school year the District implemented new evaluation tools for [Deans of Students](#) and [Counselors](#) that are based upon the Danielson Framework and are aligned with the state's five (5) criteria for certificated support staff.
- During the 2017-18 school year the District implemented new evaluation tools for certificated staff who are on [special assignment \(TOSAs\)](#).
- During 2017-18 the Assistant Superintendent of Human Resources and the Executive Director of Human Resources and Legal Affairs worked with other executive directors, administrators, and representatives from the IEA bargaining unit to develop evaluations that are based upon a growth model for [Nurses](#). The new tools were implemented during the 2018-19 school year.
- For all principals the ISD uses the research based [AWSP Leadership Framework 2.0](#) and State of Washington Eight Criteria as the basis for our evaluation process.
- All principals and evaluators of certificated staff members continue to receive training on the Danielson Framework and the State Eight Evaluation Criterion for certificated classroom teachers, on the appropriate modified Danielson Framework rubrics for the certificated support personnel that they evaluate, and on inter-rater reliability.
- Certificated staff received up to 10 hours of training on the Danielson Framework and the State Eight Evaluation Criteria.
- All principals continue to receive training on the AWSP Framework, which aligns with the state evaluation criteria.

- All those new to the Issaquah School District have the opportunity to attend 8 hours of paid training on the evaluation process. Training occurred August, 2019.

...*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, the District is 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

- Under the Washington State Endorsement and Certification Guidelines all but one of the 1403 certificated staff have met the Washington State standards set by the [Professional Education Standards Board \(PESB\)](#) to begin the school year. That staff member had to take and pass a World Language exam (ACTFL) in order to complete her certificate.
- Certificated substitutes have met the Washington standards for endorsement and licensing as set by the PESB.
- Wednesday time for Professional Development and Professional Work: *IEA/ISD Collective Bargaining Agreement* stipulates “*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 to Profession Academy provides an intensive year-long mentoring program for certificated classroom teachers and certificated support personnel in their first year of work in the District. NTPA is focused on effective data collection, using data to inform and improve instruction, creating positive parent relationships, managing behaviors through PBSES, understanding the growth model of the ISD evaluation systems based on the Danielson Frameworks and respective State Eight and Five Criteria, and maintaining quality instruction throughout the year. At the elementary level, the NTPA is carried out by two coordinators of eight seminars on topics key to instructional mastery and that are hosted at the administration building. As a result of the move to remote schooling in fall of 2020, the NTPA shifted its focus to the use of effective tools for remote learning and creating meaningful learning environments for students in a virtual setting. This work is supplemented with in-building mentors for classroom teachers who support curricula implementation and instructional support on the grade-level teams and by department mentors who support implementation of program. At the secondary level, the NTPA is delivered through seven Professional Learning Coaches assigned building-specific caseloads that allow them to focus on the craft of teaching learning in addition to department chairpersons in each building provide the peer mentoring specific to the school's academic efforts and discipline-specific instruction. The Secondary PLCs adjusted to working remotely by holding Zoom and/or MS Team meetings with their

mentees. This proven quite successful, as our new to profession and new to district teachers needed extra guidance during this time. In addition, our elementary mentors, guided by our Elementary Mentor Leads, worked remotely with their mentees. Once students were back in the classrooms, PLCs offered to do in person observations and meetings. Most staff were comfortable with this and found the time useful.

- Human Resources also has two professional learning coaches for paraprofessionals. They are charged with training new staff in the multiple modules from the PSEB to meet the mandated certification for being a paraprofessional. They also mentor new paraprofessionals across the district on appropriate supervision of students, appropriate data-taking, and how to work with certificated and administrative staff.
- All building administrators new to the District receive administrative mentors for their first year in the District.
- All building administrators who transition to new schools or to a different level within the ISD receive administrative mentors for one (1) year following the move to the new assignment.
- During the 2020-21 school year, 10 teachers were in the initial National Boards process (6 of whom completed) with approximately 2 teachers pursuing their renewal (both of whom completed). The total number of National Board certified teachers in the Issaquah School District is approximately 225 certificated staff. Our program is approved by OSPI and we have had a state-recognized facilitator on staff beginning 2018. NBC is well aligned with the District initiative to implement the Danielson Framework and State Eight or State Five Criteria.
- State standards are designed to build upon the most advanced current thinking about preparing all students to be college and career ready. Principals, educational administrators, and teachers received training and professional development in state standards in the areas they teach or supervise. Training on state standards occurs when new curricula is adopted, when new standards are adopted by the state or district, and during induction as new employees with the Issaquah School District.
- Principals and supervisors have been provided training in supervision and evaluation, just cause, due process, interviewing, prevention of harassment, intimidation and bullying, and records retention.
- Staff members who are underperforming are addressed through evaluation and are supported with training and resources, including a Plan of Improvement.
- The re-issue determination of certificated contracts of underperforming staff is made prior to the state-mandated May 15 deadline.
- All Paraprofessionals hired in the 2020-21 school year are in compliance with the minimum employment requirements as outlined in HB1115. The Paraprofessional Learning Coaches continued with the implementation of the Fundamental Course of Study (FCS) and the General Paraeducator Certificate, with two hundred thirty one (231) completing the FCS twenty eight (28) hours, three hundred five (305) completing the twenty (20) hours of the Special Education Subject Matter Certificate and three hundred fourteen (314) completing the twenty (20) hours of the English Language Learner Subject Matter Certificate as of September 1, 2021.

...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

- Beginning July, 2013, the Superintendent has promoted a Culture of Kindness, Sustainability, and Safety/Security throughout the District for staff, students, and parents. This focus has been highlighted in all August trainings/staff meetings, with students at Back to School activities in September, and woven throughout the daily activities across the District.
- 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 not limited to: *Regulation #5282 – Civility; Regulation #5013 - Sexual Harassment Prohibited; Regulation #5014 - Prohibition Against Harassment and Intimidation.*
- 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.
- Negotiated contracts specifically protect staff rights and create collaborative structures to ensure their ongoing voice in District decisions.
- We actively encourage the makeup of interview teams be representative of 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.

Board Approval: