

**Issaquah School District**  
**EL-2 TREATMENT OF PEOPLE**

*The Board values the engagement of its students and families and believes that students, parents and the general community should be treated with respect and 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.*

**Executive Limitations Monitoring Report**  
**May 23, 2023**

*The Superintendent certifies that the District is in compliance  
with EL-2 without exception*

*The Superintendent shall not fail to establish and maintain a learning environment that is safe, respectful and conducive to effective learning; nor shall the Superintendent permit an organizational culture that treats parents, students or community members with disrespect, indignity or discourtesy.*

**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 the 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.

Accordingly, the Superintendent may not:

- 1. Fail to 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

First year teachers are provided mentor support, which would include the development of class culture, behavior expectations and how to access known supports such as counseling or nursing services for students.

First year administrators are provided mentor support, which includes the development of culture. Criterion 1 and 2 of the state approved AWSP framework for administrators call for our administrators to “Create a Culture” that values and responds to the characteristics and needs of each learner and to “Ensure School Safety” including providing for social, emotional and intellectual safety.

<b>Principal and Assistant Principal Evaluations 2021-2022</b>				
<b>Total of 50 Evaluated</b>				
<b>Criterion</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
1	6	24	1	0
2	7	20	1	0

Through the Integrated MTSS work, Tier I teams create schoolwide positive behavior expectations and matrices that are explicitly taught by school staff and reviewed at regular intervals. SWIS referrals and the universal screener information from the BEISY and SDQ inform Tier I teams about which building expectations and supports need reinforcement throughout the year. Tier I building teams review data related to student wellbeing through SWIS behavior referrals that indicate which students report internalizing (stress and anxiety) and externalizing (frustrated/ angry) and thus need support from teachers, administrators, or counselors. (Resource: [Tier I Team Training October 2022.pp-pdf](#))

Secondary students report on “overall stress” in the Strengths and Difficulties Questionnaire (SDQ) and in 2021-2022 school year, between 79.79% and 83.9% of our students reported being in the “normal” or green levels for “overall stress”. There is a slight variance in the report based on gender at the “concern” or red levels of overall stress, and a trend that the spring SDQ shows a slight increase of students reporting higher levels of “overall stress”, with a specific increase of 1.65% at 6<sup>th</sup> grade, an increase of 2.76% at 8<sup>th</sup> grade and an increase of 3.82% at 10<sup>th</sup> grade. The decrease of students from fall to spring in the category of “borderline” indicates promising results that throughout the year, student needs are seen by school teams, and interventions are available.

[SDQ 21-22 Fall Spring Gender by Grade](#)

Staff delivered 15 consistent SEL lessons at elementary and middle schools.

[2021-22 Elementary Second Step Pacing Guide for Teachers](#)

Sample elementary lesson on creating climate:

[Grade 1 – lesson 19](#)

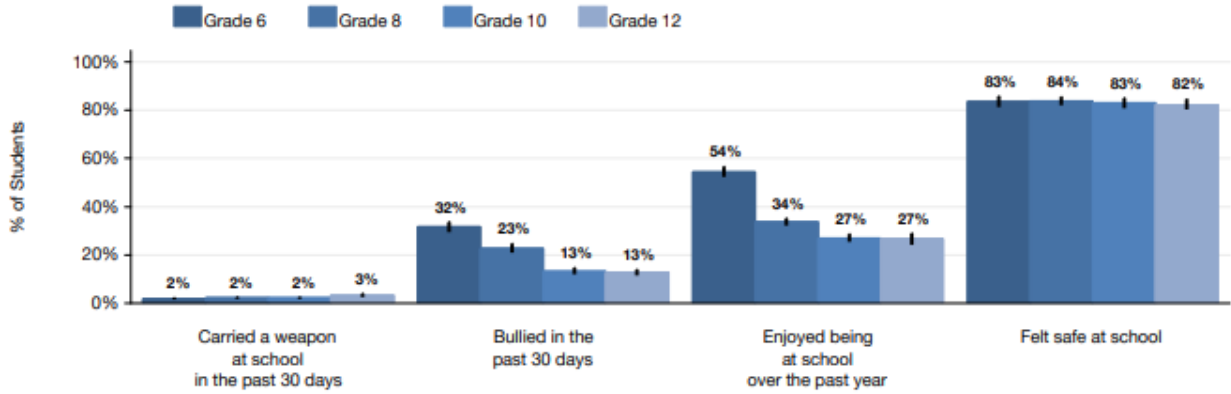
[Grade 2 – lesson 14](#)

[Grade 3 - lesson 6](#)

The Healthy Youth Survey (HYS) includes questions on “felt safe at school” and “enjoyed being at school over the past year”. ISD students report for 2021 is below, with a comparison of before COVID and in 2021, which reveals a drop in the affirmative response. note: in this window of time the cohort changed, so these are different groups of students. Ongoing monitoring of this specific data point will be important to gauge how students are feeling while attending our schools.

2021 Healthy Youth Survey data

<b>Bullying and School Climate</b>	Grade 6	Grade 8	Grade 10	Grade 12
	% (± CI)	% (± CI)	% (± CI)	% (± CI)
Carried a weapon at school in the past 30 days	1.8% (±0.4)	2.2% (±0.4)	2.2% (±0.4)	3.2% (±0.7)
Bullied in the past 30 days	31.6% (±2.1)	22.8% (±1.9)	13.3% (±1.4)	12.7% (±1.3)
Enjoyed being at school over the past year	54.4% (±2.1)	33.7% (±1.5)	27.0% (±1.6)	26.6% (±2.3)
Felt safe at school	83.4% (±2.2)	83.7% (±1.7)	83.0% (±2.1)	82.4% (±2.2)

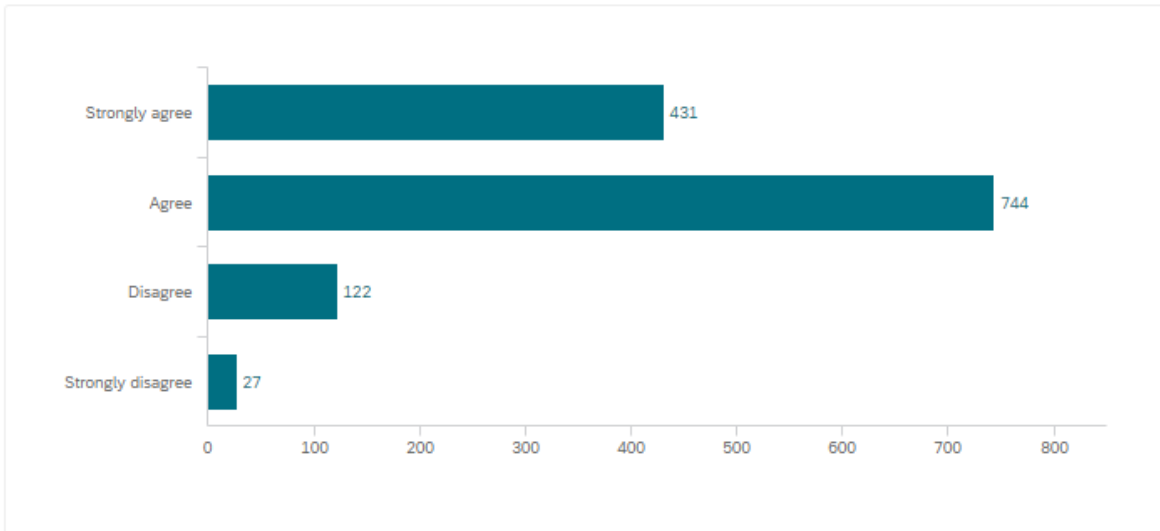


<i>Feel Safe at School</i>	<i>2018</i>	<i>2021</i>
<i>Grade 6</i>	<i>90%</i>	<i>83%</i>
<i>Grade 8</i>	<i>88%</i>	<i>84%</i>
<i>Grade 10</i>	<i>88%</i>	<i>83%</i>
<i>Grade 12</i>	<i>89%</i>	<i>82%</i>

The elementary student survey data, collected through the 4<sup>th</sup> grade Soft Skills Survey and the 5<sup>th</sup> grade Exit Survey show that elementary students largely feel free to share opinions in class and among peers, that the adult staff care about them and their learning, and that they have at least one adult who shows a genuine interest in their development.

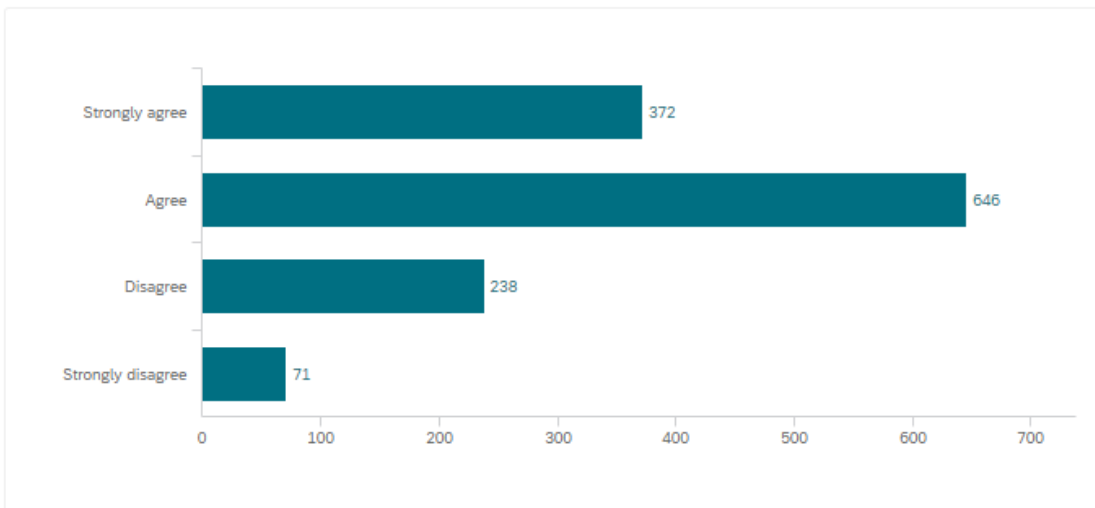
4<sup>th</sup> grade soft skills (1324 respondents)

Students at my school feel free to express their ideas and opinions.

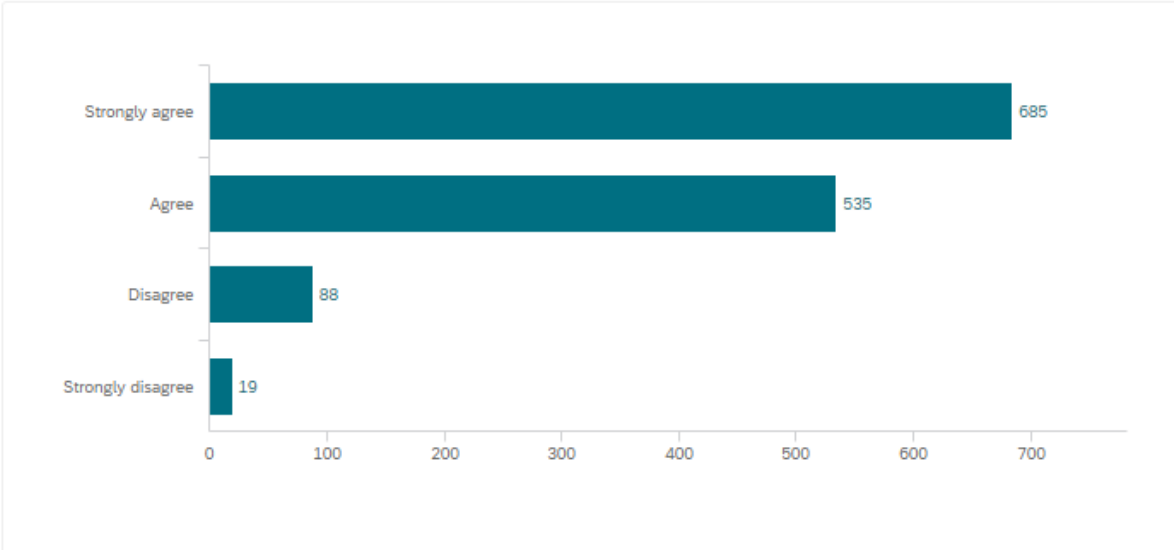


Students feel safe sharing opinions in class and with friends (1327 respondents)

I feel safe sharing my opinions during class.

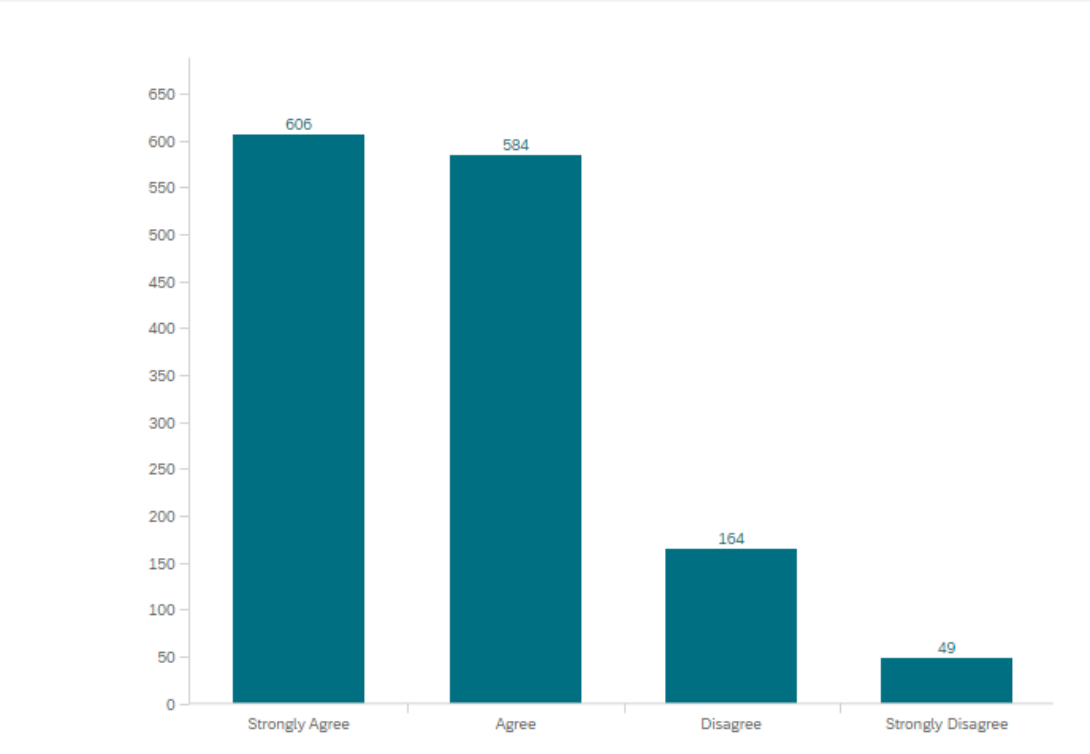


I feel safe sharing my opinions with my friends.



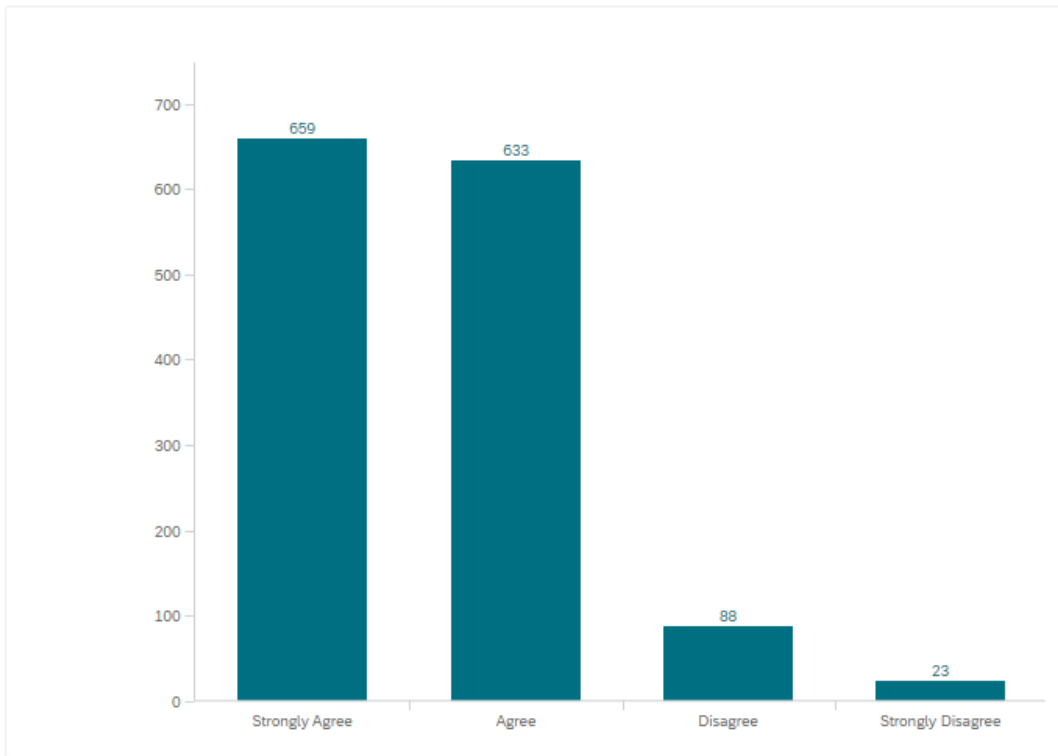
From the 5<sup>th</sup> grade exit survey (1403 respondents)

Q6 - I feel connected to my elementary school.

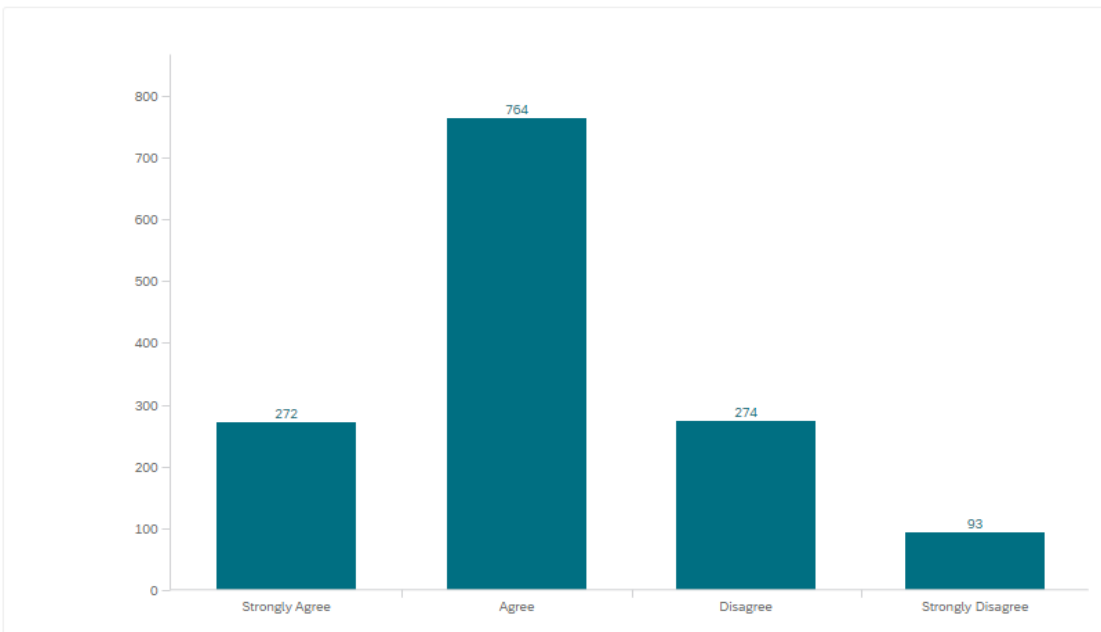


I believe the adult staff at my school care about me and my success in learning.

Q11 - I believe the adult staff at my school care about me and my success in learn...

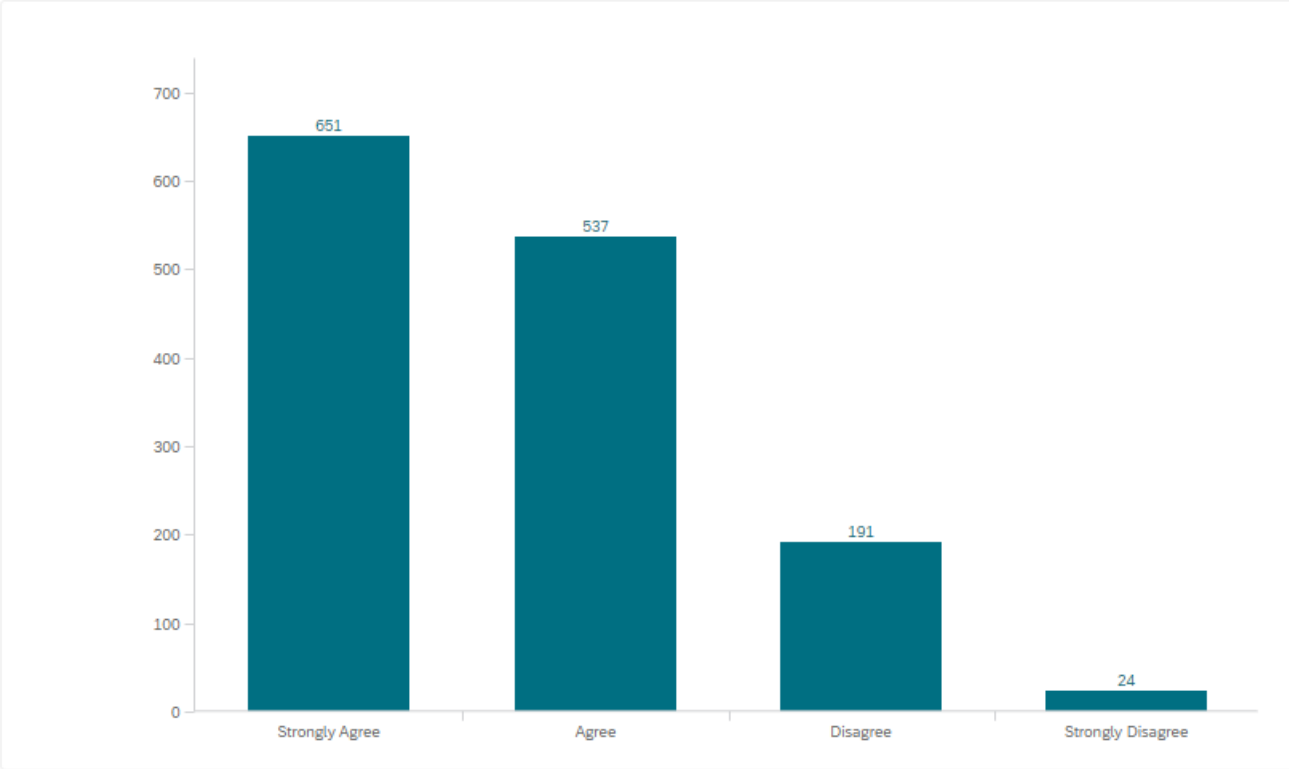


Q17 - I feel free to express my thoughts and opinions in my school.



Question 12 in its entirety “I feel that at least one staff member at my school has taken a genuine interest in me personally and has helped me be successful throughout my elementary school experience”

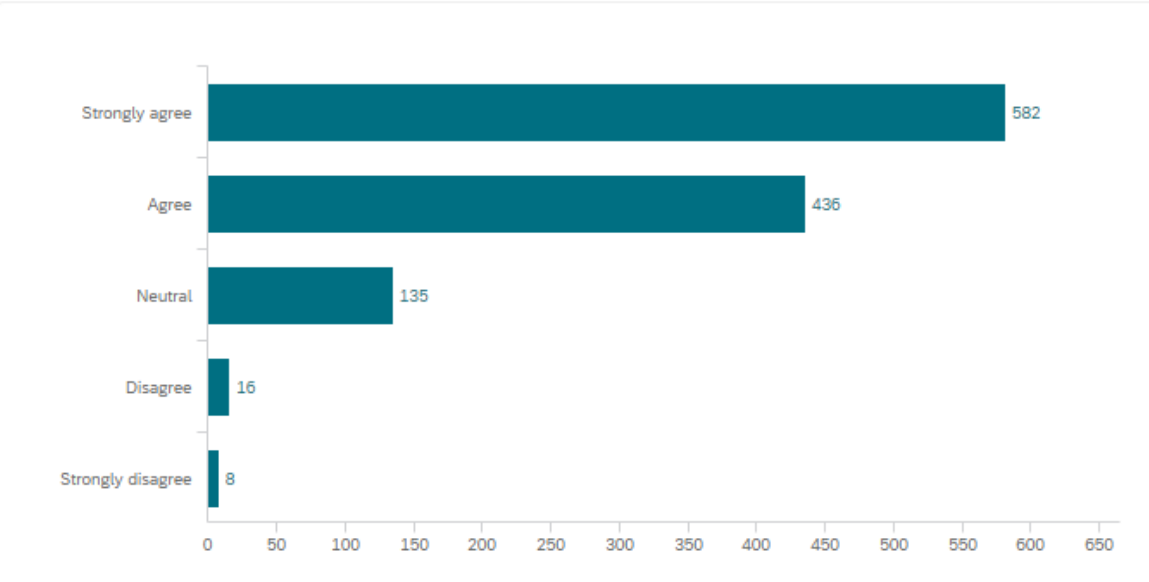
Q12 - I feel that at least one staff member at my school has taken a genuine interest in me perso...



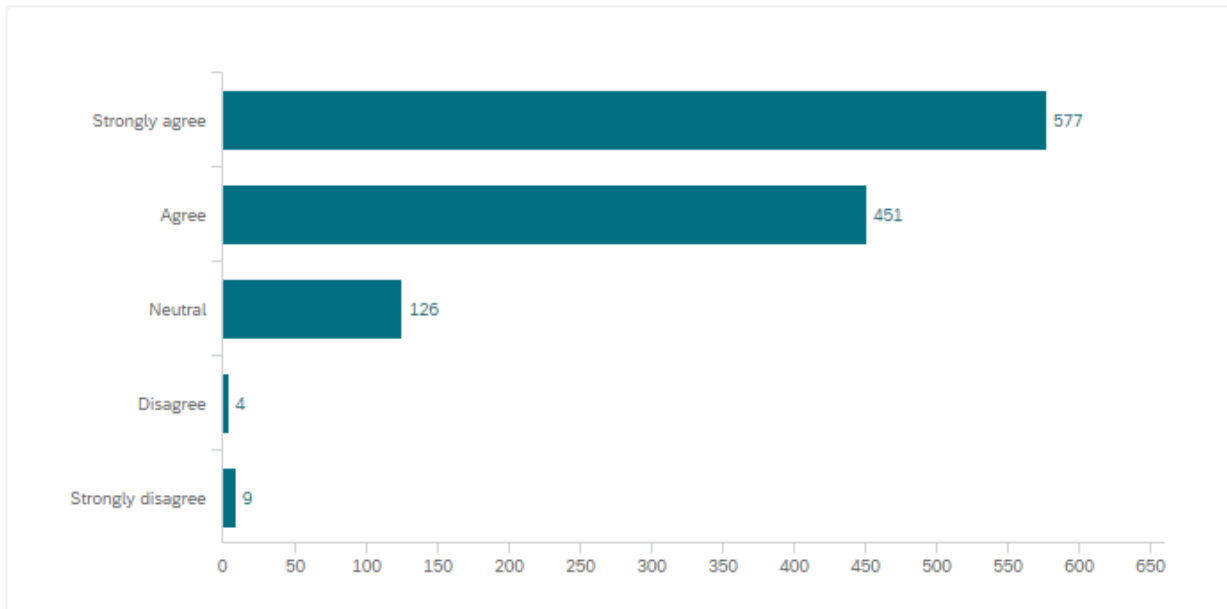
Middle school students report through the 7<sup>th</sup> grade Soft Skills Survey (1177 respondents) and the 8<sup>th</sup> grade Exit Survey 1009 respondents)

7<sup>th</sup> grade responses:

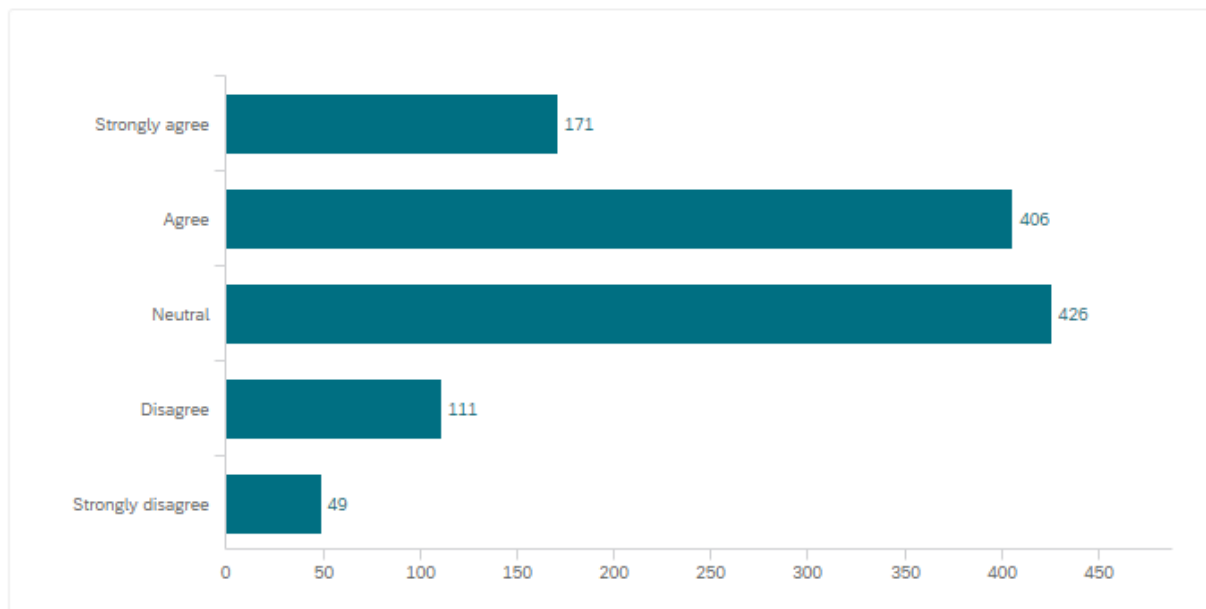
The teachers in this school expect me to do my best.



I support my friends to be the best they can be.



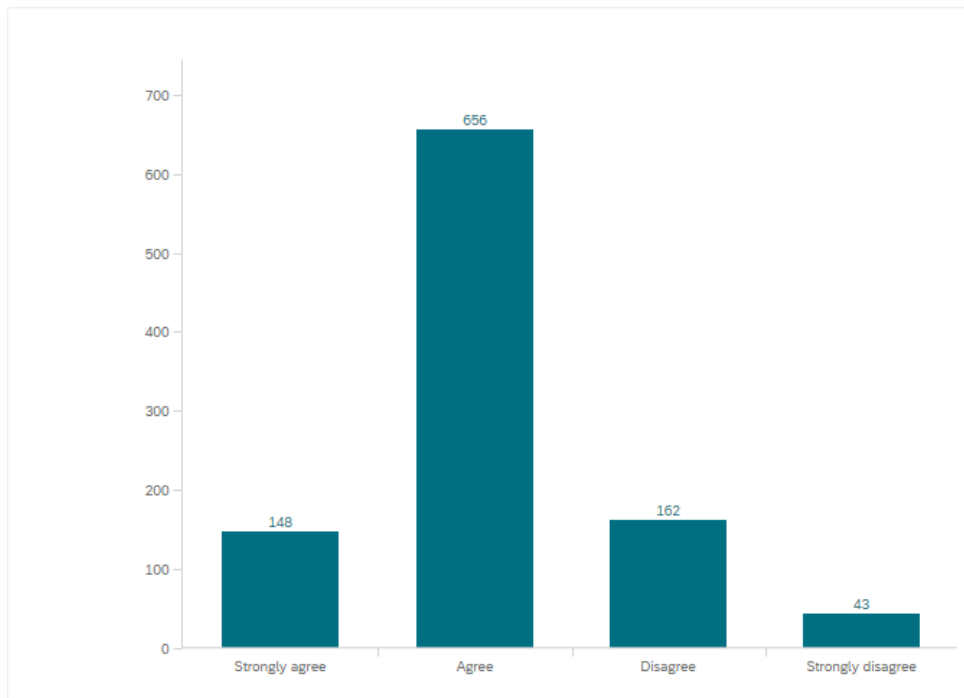
I feel safe expressing my opinions during class.





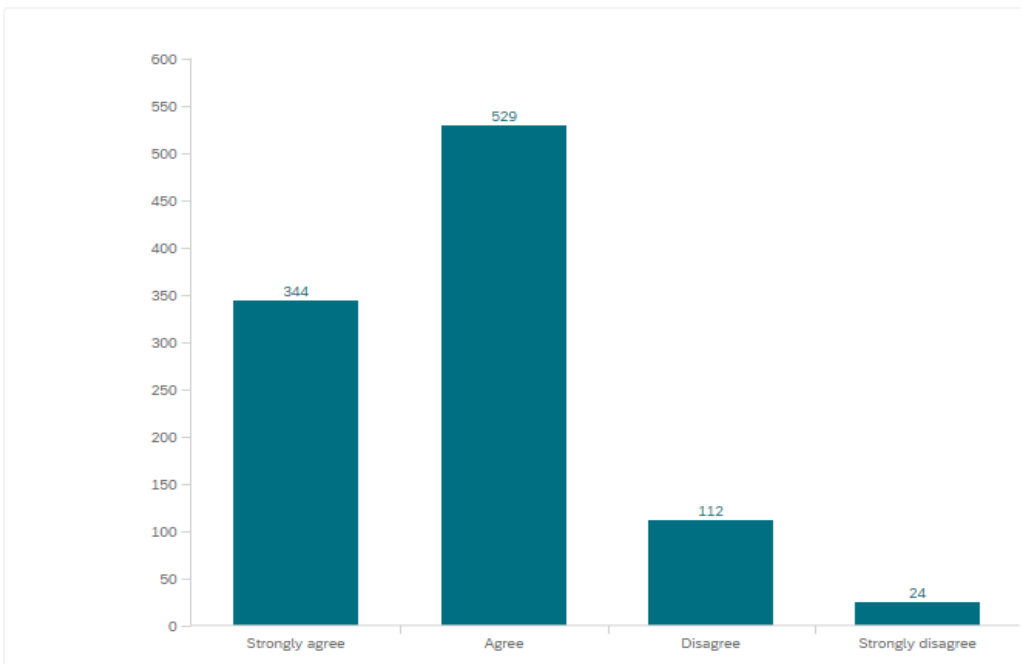
8<sup>th</sup> grade exit survey. Question 10 in its entirety “I believe the adults staff at my middle school care about me and my success in learning”.

Q10 - I believe the adult staff at my middle school care about me and my success...



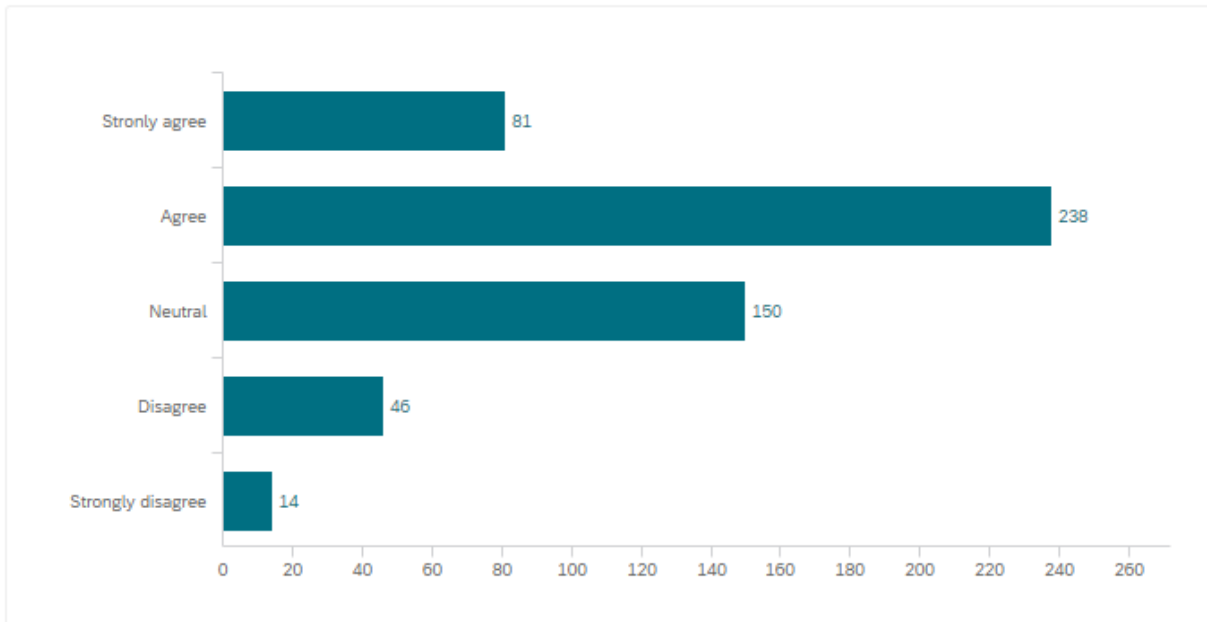
I feel that at least one staff member takes a genuine interest in me personally and has helped me be successful throughout my middle school experience (1009 respondents)

Q11 - I feel that at least one staff member takes a genuine interest in me persona...

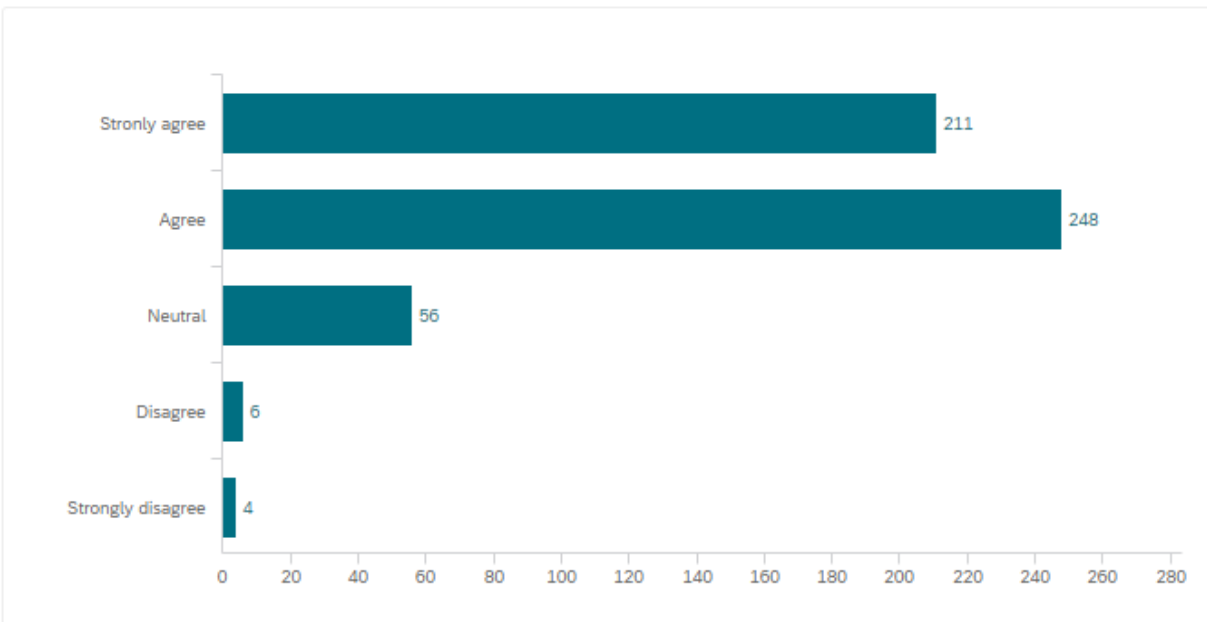


9<sup>th</sup> grade soft skills survey (532 respondents).

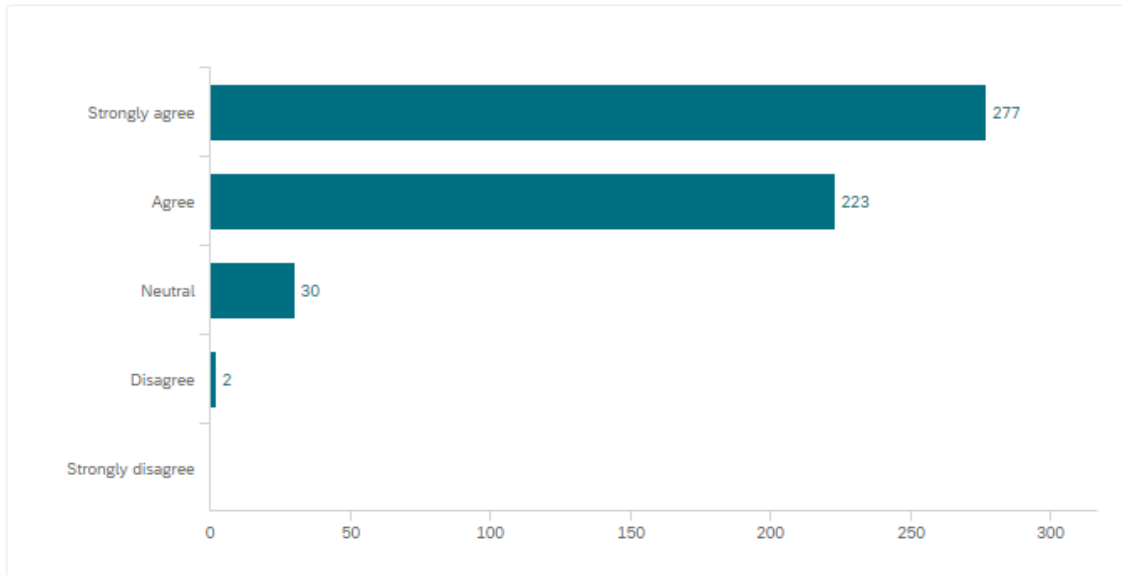
I feel safe expressing my opinions during class.



I feel safe expressing my opinions to my friends.



I support my friends to be the best they can be.

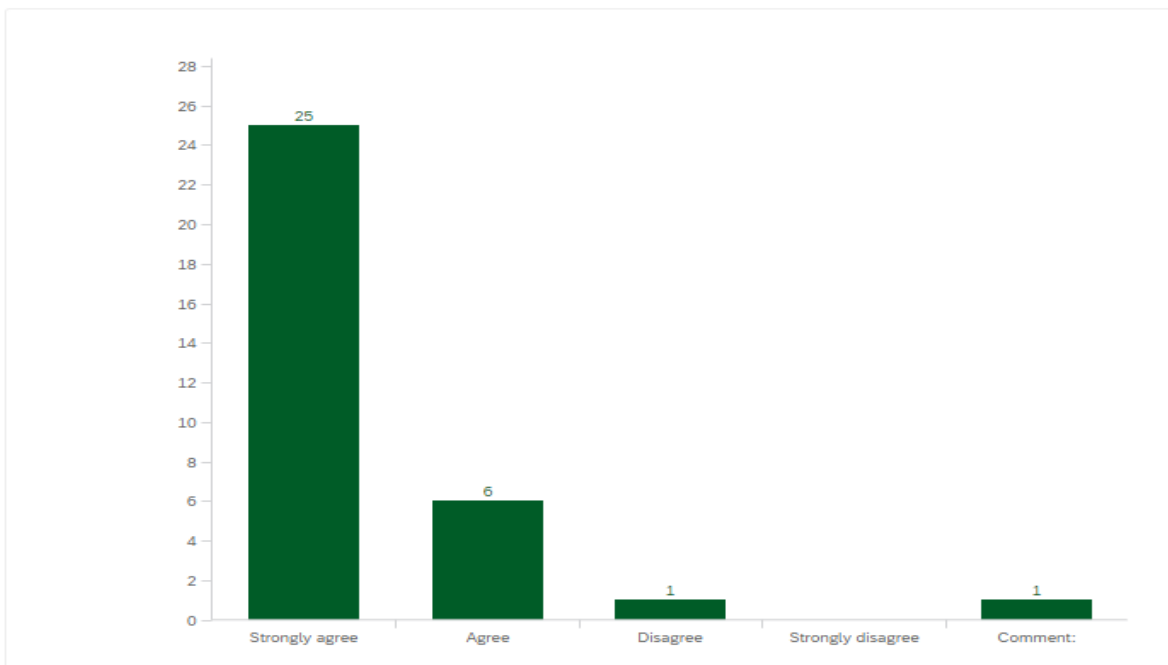


ISD Senior exit surveys include a similar question on having one staff member showing genuine interest and support. Student reports are presented below by high school.

Question 6 in entirety reads: “In general, I felt that at least one staff member who took a genuine interest in me and personally helped me to be successful throughout my high school years”

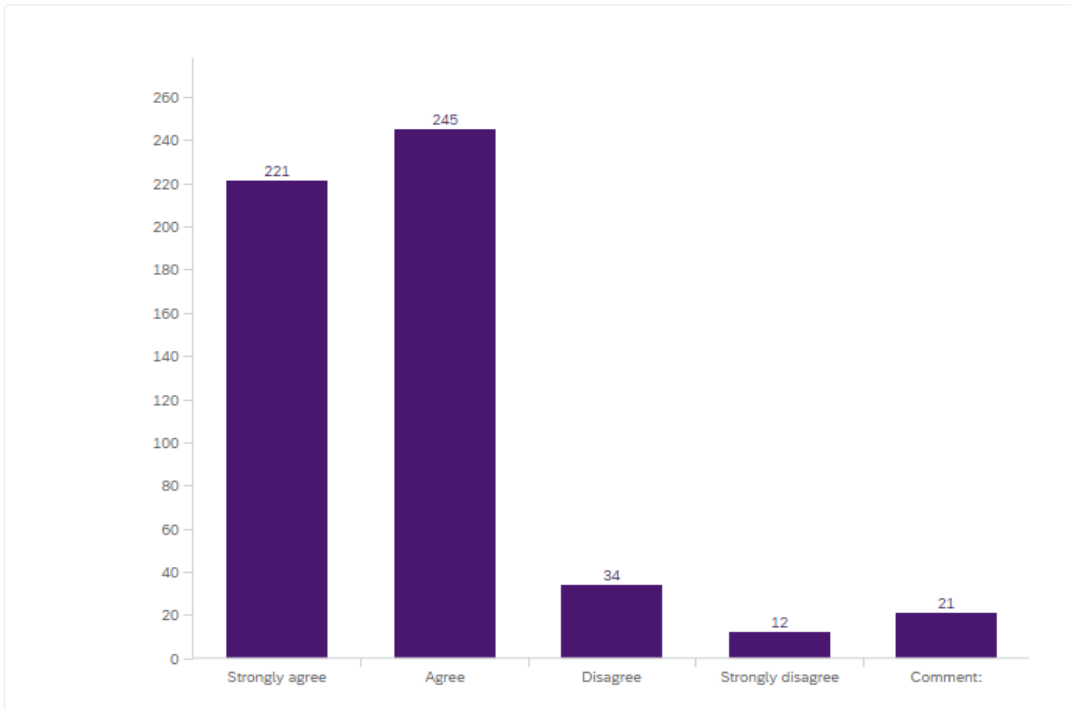
Gibson Ek (33 respondents)

Q6 - In general, I felt that at least one staff member took a genuine interest in me...



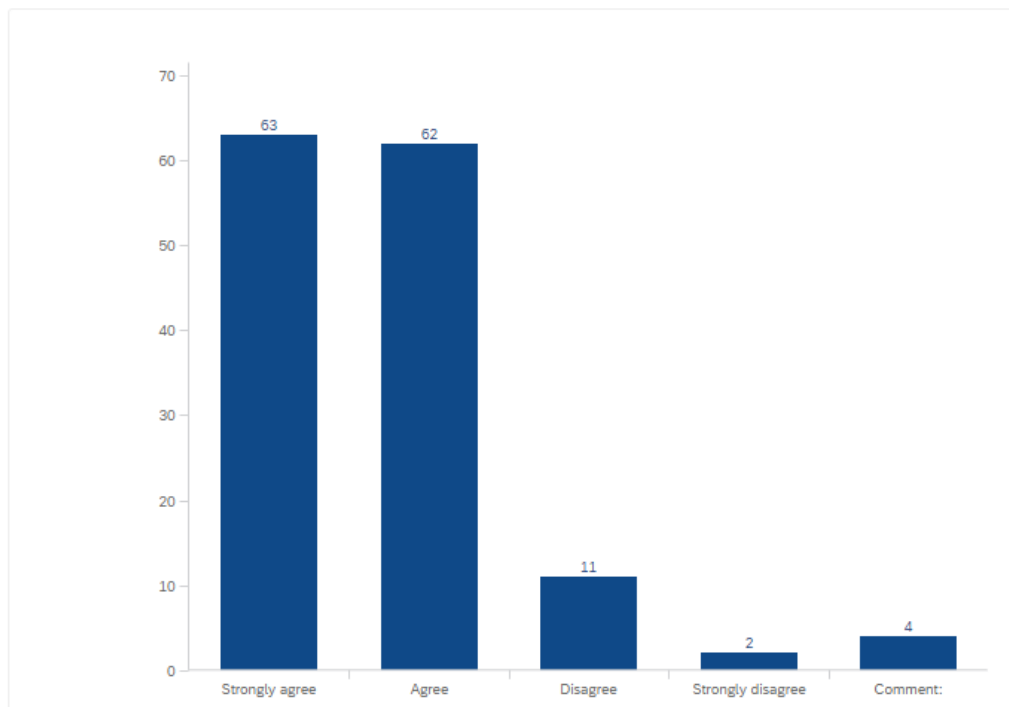
Issaquah High School (533 respondents)

Q6 - In general, I felt that at least one staff member took a genuine interest in me...



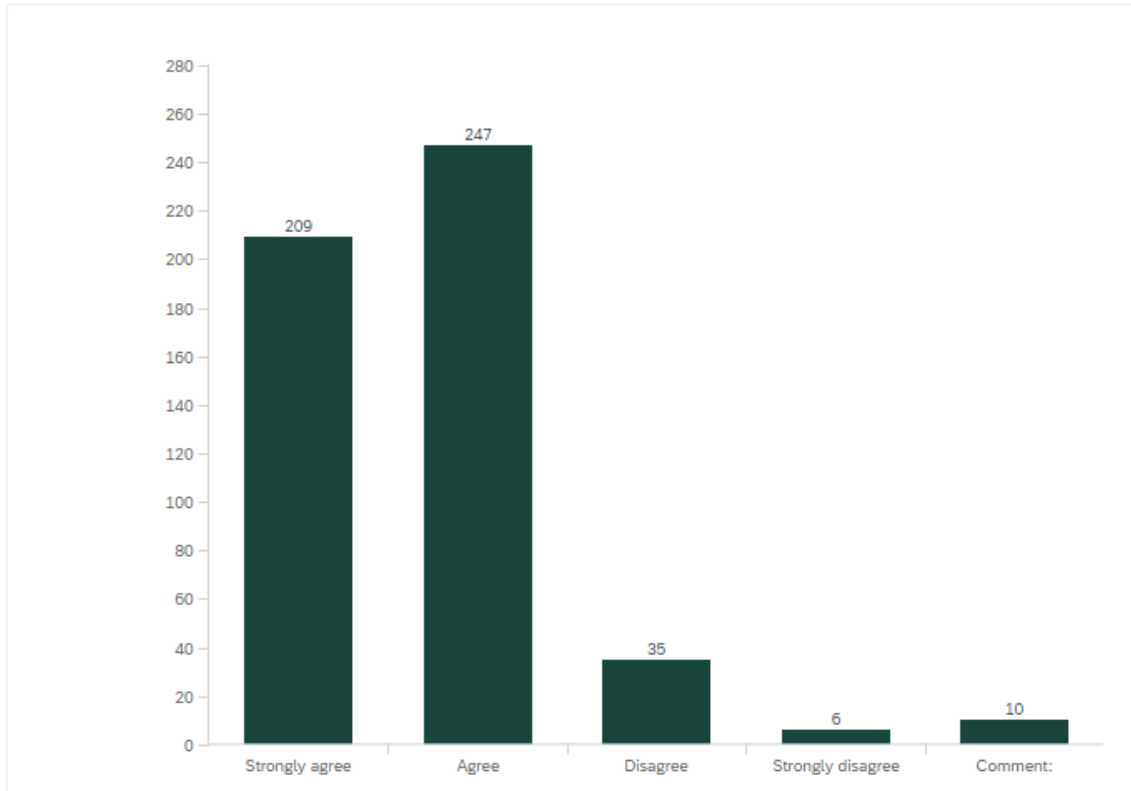
Liberty High School (142 respondents)

Q6 - In general, I felt that at least one staff member took a genuine interest in me...



Skyline High School (507 respondents)

Q6 - In general, I felt that at least one staff member took a genuine interest in me...



*...the Superintendent may not:*

*2. Fail to 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**

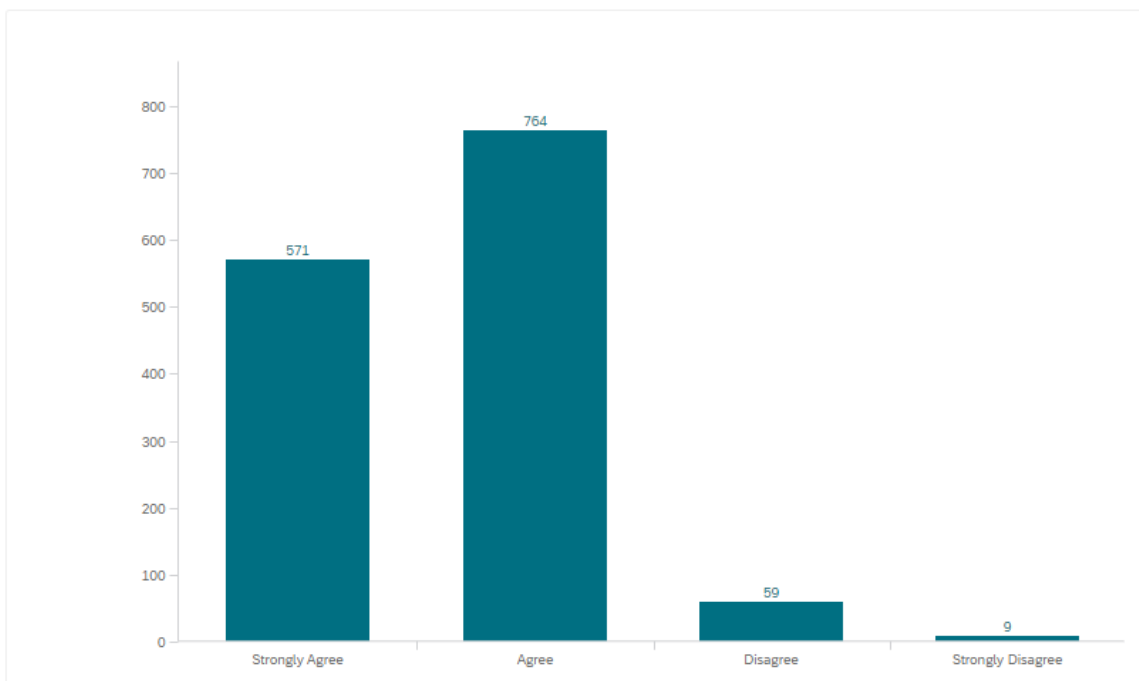
- Pre-K (ITK, ECE, ECEAP) and Kindergarten families participate in WA Kids Family Connections meetings, held at schools prior to the start of these programs. This allows students and families to meet the teacher, ask questions, see where their desk and cubbie is, and allows school staff to welcome students and their family to school.
- Principals host periodic meetings such as "Java with JZ (IMS), "Coffee with Kathy (DIS), Coffee with Keith (SHS), which are open to all and advertised through building E news.

- Our communications department engages families and the community with regular social media posts. [District Social Media Channel Statistics \(scroll to bottom of webpage\)](#).
- In spring 2022, the Special Services department, in collaboration with the Equity department and community members, provided surveys to families and community members and conducted 7 parent listening sessions via Zoom, 5 in English, 1 in Spanish, and 1 in Mandarin. During these listening sessions, the focus was to better understand how to improve collaboration and collaborative relationships with parents, guardians, and non-district IEP meeting participants by asking 4 distinct questions around participants experience, knowledge, and recommendations during and after IEP meetings.
- Family partnership events, hosted by the Equity department support connecting parents and guardians to schools and support topics such as Online Enrollment Verification process, Canvas, Tips for Parent-Teacher conferences, and Understanding the School system, as examples.
- Family Partnership Liaisons support the engagement of families, especially those who may be new to the K-12 educational system in America.
- The Equity department hosts three Family Connections Meetings in October, December and March to provide a space for all Issaquah School District parents to ask questions and get help. Liaisons invite new families to these meetings as families enroll in the district throughout the school year. The Family Partnership team answers questions on a variety of topics such as school lunch (meal options and payment), how to participate and join clubs and sports, roles of counselors and how to approach them, how to communicate and talk to teachers, highly capable program and how to get involved.

Student surveys in 5<sup>th</sup> and 8<sup>th</sup> grade ask students about how feedback is shared with parents. Results from 2021-2022 are below:

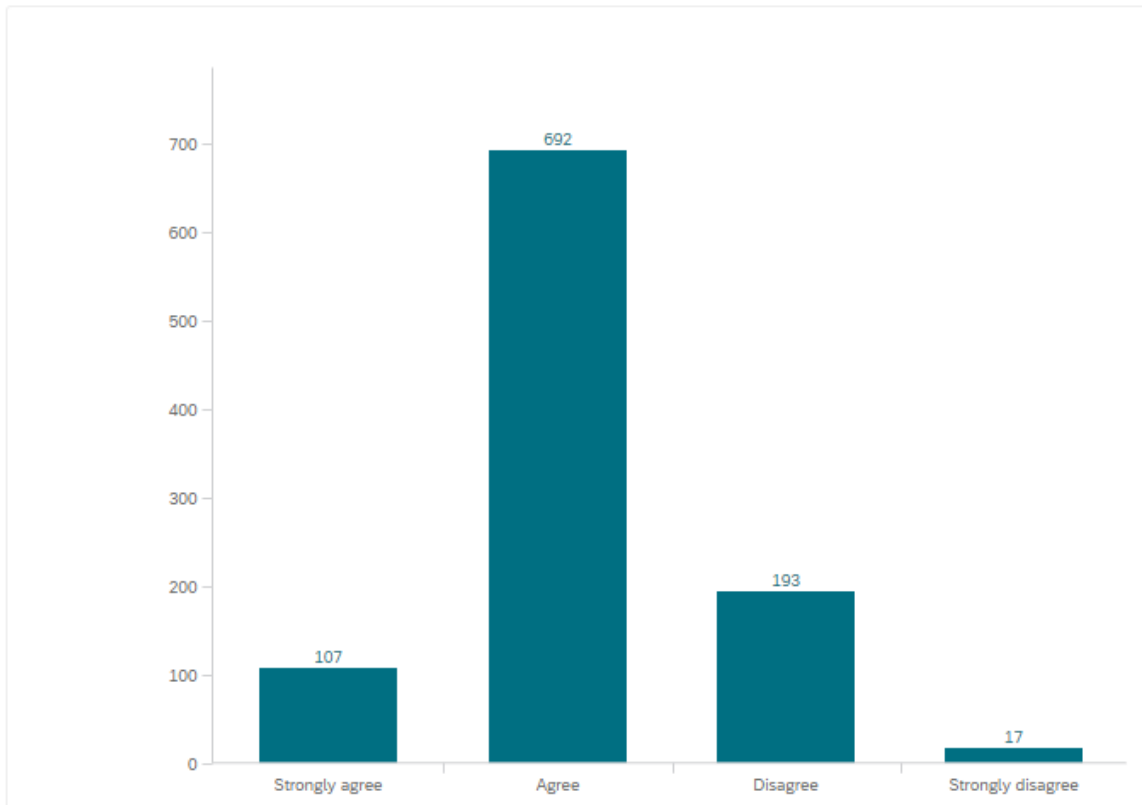
5<sup>th</sup> grade exit survey (1403 respondents)

Q14 - My teachers provide information to me and my family regarding my progress in classes.



8<sup>th</sup> grade Exit Survey (1009 respondents)

Q13 - My teacher provide information to me and my family regarding my progress...



... *the Superintendent may not:*

**3. 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 or disciplined in a manner that will address and correct this situation.

## EVIDENCE

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

*... the Superintendent may not:*

- 4. Fail to maintain an organizational culture that conforms with the following values:*
  - a. encourages exchange of opinion*
  - b. reasonably includes 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 Ends 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 Ends. I further interpret this to mean that the District engages constituents in decisions that directly affect them to the greatest extent possible.

## EVIDENCE

- Example: [Superintendent Search ThoughtExchange, \(click ThoughtExchange tab\)](#)
- In alignment with the IEA Collective Bargaining Agreement, each building submits their decision-making process to Human Resources prior to September 30<sup>th</sup>.
- The Tech Levy work led by CFO Turney engaged the public.
- Our Equity Department sponsors several groups that engage the public—the Family Partnership Group, Parent Panels, Educators of Color Affinity Group and BEL.
- The Instructional Materials Committee includes parent/guardian representatives that provide valuable input. Additionally, an important step in the curriculum adoption process is the survey



for input at the beginning of the process and the public review when new curriculum is adopted. Adoption committee work in the 2021 – 2022 school year include: Elementary Literacy Adoption, Middle School Math Adoption, and MS/HS Social Studies Adoption.

- The District convened a [levy committee](#) from December 2021 to January 2022 led by Josh Almy, Deputy Superintendent and Martin Turney, Executive Director of Finance and Support Services. The committee met five times to form a recommendation for a package of levies for a 2022 ballot measure. The Levy Development Committee members considered the proposed content, total cost and tax impact of three ballot measures: an Educational Programs and Operation Levy, a Capital Levy, and a Transportation Levy. Committee members were charged with proposing levy packages that included funding essential to ensure the District has all resources necessary to meet its mission and Ends student learning goals; and safely and efficiently maintain facilities and property according to state and district use standards and schedules. All committee meetings were open to the public and meeting materials, agenda, mini summaries, and official notes were posted online. The District also maintained an email address to collect and share public comments with the committee.
- ISD Family Partnership Advisory Group - This team provides input and ideas on how the District and Issaquah School District Family Partnership staff can provide support for families, especially our culturally and linguistically diverse community. The Equity team seeks out the voices from each feeder pattern, various cultural and religious groups and also different grade levels. One of the goals of the meeting is to also inform families about school programs, district initiatives and practices so they can inform other members of their communities. The Family Advisory Group met in January via Zoom and [March via a hybrid meeting](#) to hear parent perspectives and experiences. As a result of the meeting:
- Welcome signage was created and posted in all schools along with the District office and May Valley, informing families that interpreters were available for families to communicate with staff.
- The Equity department hosted Parent Panels last year at Issaquah Middle School, Grand Ridge Elementary, Cascade Ridge, and Sunset Elementary. Parent panels are hosted at the request of the building Principal and facilitated by the Equity department. The Parent panels are a way of amplifying the voices, experiences, and perspectives of our culturally and linguistically diverse families in regard to navigating the Issaquah School District.
- In spring 2022, the Special Services department, in collaboration with the Equity department and community members, provided surveys to families and community members and conducted 7 parent listening sessions via Zoom, 5 in English, 1 in Spanish, and 1 in Mandarin. During these listening sessions, the focus was to better understand how to improve collaboration and collaborative relationships with parents, guardians, and non-district IEP meeting participants by asking 4 distinct questions around participants experience, knowledge, and recommendations during and after IEP meetings.
- Outcomes of the parent listening sessions include; parent IEP information presentation in May of 2022, updated guidance, procedures and training on evaluation and IEP meetings for teachers and staff, and feedback that informed the Special Services Strategic Planning that begun in the summer of 2022.

... *the Superintendent may not*  
5. *Permit any form of illegal discrimination.*

## INTERPRETATION

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

## EVIDENCE

- Non-discrimination statements are posted electronically in multiple platforms including the district website and our HRM hiring portal. [Non-Discrimination Statement - Issaquah School District 411 \(isd411.org\)](#)
- Staff are trained in lawful hiring practices prior to serving on or leading hiring teams.
- All new staff are provided with the non-discrimination regulations and procedures and returning staff are trained in our training cycle. In 21-22 all staff accessed the required non-discrimination training in the Safe Schools platform to which we subscribe.
- One claim of discrimination was investigated and dismissed by the EEOC.

...*the Superintendent may not:*

6. *Fail to 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

Elementary Parents are provided information about special programs and Highly Capable testing through: (sample links for Highly Capable).

- District and school E-News [Window for Highly Capable Program Referrals will Open Sept. 1 | Single Announcement \(isd411.org\)](#)
- ISD website [Highly Capable \(Gifted\) - Issaquah School District 411 \(isd411.org\)](#) [Dual Language Immersion Program - Issaquah School District 411 \(isd411.org\)](#)

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

- Middle school [course descriptions](#) sample
- ISD [high school](#) course guides
- 8<sup>th</sup> grade transition night [presentation](#) for families new to high schools in the US
- 5<sup>th</sup> grade transition night [presentation](#) for families new to middle schools in the US

- Skyline High School [9<sup>th</sup> grade parent night](#) 2022 (as a sample)

Annually, the School Board approves the graduation requirements embedded in regulation and procedure [2410](#) and [2410P](#), also see [Board Meeting Agenda 1-27-2022](#).

*...the Superintendent may not:*

7. *Fail to 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 ISD uses Gaggle net to monitor school issued software and devices.
- The ISD has robust filters to minimize student exposure to developmentally inappropriate content.
- The ISD has an anonymous tip line called Quick Tip where anyone can report unsafe behavior. In the 21-22 school year, the district received 99 reports via this system, although not all were for safety or student concerns. When received, the tips are forwarded to our Director of Safety and Security, District Lead Security Officer, Executive Director of Communication, Assistant Director of Communications, Communication Specialist, Executive Director of Operations. Whomever on the recipient list first sees the tip first sends the information to the appropriate principal, executive direction and cc's the rest of the initial recipient list so the team knows the information has been given to the appropriate staff members for follow up.
- Our student and staff databases are password protected and we have moved toward 2-step authentication where appropriate.
- Students and parents sign a student-friendly version of the Responsible Use Guidelines annually.
  - [K-5 Responsible Use Agreement](#)
  - [6-12 Responsible Use Agreement](#)
- Staff also read, review and sign off on the Responsible Use Guidelines as a part of their regular training cycle. Last year all staff completed this review in Safe Schools, an online training platform. This training included not allowing inappropriate student access to information meant for staff.

*...the superintendent may not:*

8. *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 ISD securely stores critical staff and student data off site, and it is backed up regularly through our contract with Washington School Information Processing Co-op (WSIPC)
- The ISD, including the Human Resources Department, adheres to all state-required records retention rules for staff files and timely supplies records responsive to public records requests.
- Staff files are securely stored both physically and digitally and are password protected or more when in electronic format. For example, some files are protected by a second set of access limits created by our IT department upon request;
- Student information stored in cumulative files at the building level follow district guidelines. [Public Schools Retention Schedule, Student Records section 6.4 p.51-56.](#)
- Student Information Systems department maintains a spreadsheet of staff who have been hired/resigned/retired/transferred/ are contracted or agency Staff and inactivate their access to student information at the end of the appropriate period.
- Student Information Systems department annually adjusts student access permissions for staff such as Nurses, SLP's, OT's, etc., who may be moved each year to a new school building, so to protect from unnecessary access to student information from previous schools.
- Principals verify annually that student information is maintained in secure locations. They complete the Annual Building Survey each year and reported during 2021-22 all schools were in compliance with the exception of Cougar Mountain Middle School. CMMS was temporarily located at Ringdall Jr High in Bellevue, WA. When the school moved to its new location, movers lost one box of files. These files have not been located as of the date of this report, however, these files have since been recreated.
- The district provides annual training on the accessibility by only authorized persons performing official duties; examples include registrar training on the submission of the P223.
- Student Records [Regulation 3231](#) and [Procedure 3231/P](#)
- Students and families are annually notified of their rights under FERPA.
- Confidential records required to be kept as hard copy files, like transcripts, are maintained behind at least two locks.
- Given the increasing number of public records requests, Human Resources staff have reviewed the 2021 updated retention rules and are lawfully destroying records in a timely fashion so as to protect staff time as a precious district resource.

*. . . the Superintendent may not:*

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

[Public Schools Retention Schedule, Version 8.4, April 2021.](#)

[Public Schools Retention Schedule, Student Records section 6.4 p.51-56.](#)

[Public Schools Retention Schedule, Health Services section 7.2 p.72-74.](#)

*. . . the Superintendent may not:*

**10. Fail to provide a process for the effective handling of complaints.**

## **INTERPRETATION**

I interpret this to mean that the District develops, promotes and sustains systems for community members, parents/guardians, students, and employees to bring complaints and concerns forward. The District will have clear and timely expectations communicated about next steps or responses/resolutions.

As a practical matter, employee appeal rights are noted, but are not treated in depth in this monitoring report. They are treated in more detail in the monitoring of [EL-3: Personnel Administration](#).

## **EVIDENCE**

- The District website includes directions on how community members, parents/guardians, students and employees can share thoughts about issues, questions and concerns. [Issues, Questions or Concerns](#). Additionally, the School Board email account is monitored regularly, and forwarded to the appropriate person for response. Looking forward, information about how to access the Office of the Education Ombuds (OEO) will be made clear on the District website.
- Administrators follow the IEA Collective Bargaining Agreement when processing complaints about teachers.
- Per the IEA CBA, certificated staff are expected to respond to parents' voice mails or emails within two working days of receipt.
- The district website includes directions on how community members, parents/guardians, students and employees can share thoughts about issues, questions and concerns. [Issues, Questions or Concerns](#). Additionally, the school board email account is monitored regularly, and

forwarded to the appropriate person for response. Looking forward, information about how to access the Office of the Education Ombuds (OEO) will be made clear on the district website.

- Other complaint processes involving fellow students are typically governed by district regulation and procedure like our HIB regulation and procedure [3207/P](#) or student discipline regulation [3241/P](#). Cite regulation and procedure.
- When a complaint rises to the level of a complaint of staff misconduct, HR issues a notice of investigation and follows the relevant CBA for assuring the staff member’s due process rights. While staff have privacy rights that must be honored, HR administrators respond to the complainant to explain when the investigative and/or discipline process is complete.

... *the Superintendent may not:*  
**11. Fail to inform students 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 families sign they have read and understood the student handbook which is updated and published annually and include appeal rights.
  - [Elementary School Student Handbook](#)
  - [Middle School Student Handbook](#)
  - [High School Student Handbook](#)
- Exclusion letters when students experience exclusion related to discipline include appeal rights.
  - [Example of exclusion letter with appeal rights information.](#)
- Students and families can appeal HIB findings through district procedure. The process for handling HIB complaints and with the complainants' findings letter, are included in the right to appeal found in procedure [3207P](#) In 2021-2022, two appeals were filed, and zero appeals to the board were made.

2021-2022 School Year

Number of HIB Reports	Number of HIB formal investigations	How many were found to be HIB	How many were appealed	How many were appealed to the board
51	32	7	2	0

- The formal process for resolution for allegations of discrimination is found in [3210P](#)
- For students who receive the support of McKinney Vento services, the [formal process](#) for the school placement decisions include the steps for parents/guardians to appeal the Best School Determination decision.

- [Policy 4220P](#) outlines the complaint process for staff or programs. No complaints under 4220P were filed with the superintendent or the school board in 2021-22. No complaints under 4220P were filed with the superintendent or the school board in 2021-22.

*... the Superintendent may not:*

**12. Fail to protect students who have voiced grievances from retaliation within the school environment.**

## **INTERPRETATION**

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

## **EVIDENCE**

- Human Resources received no claims of retaliation from anyone involving staff in school year 21-22.
- There was no student to student reports submitted as a formal complaint indicating retaliation. Of the seven HIB reports (see 2.11) none indicated retaliation.

*... the Superintendent may not:*

**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:*