

Constituent Issue Resolution

October 12, 2023

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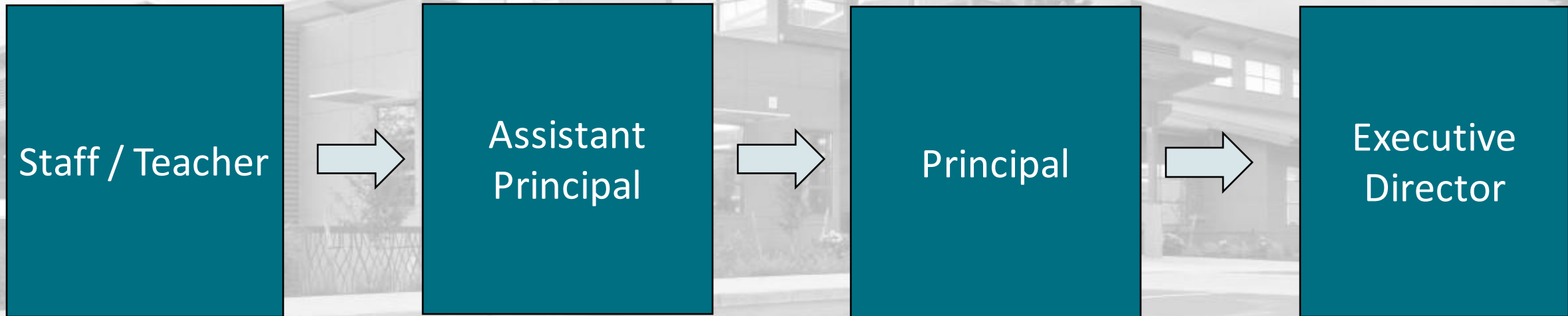
Purpose

- Provide an overview of how to resolve issues and the different systems to support problem solving.

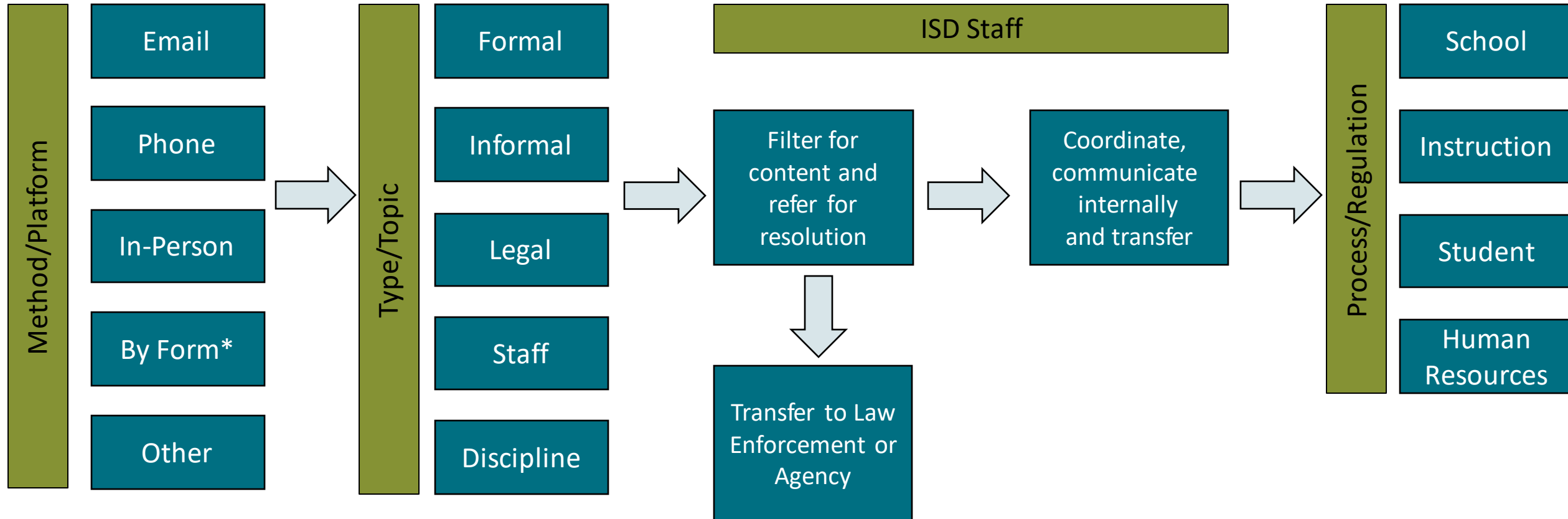
Approach and Values

- Issues are most effectively resolved closest to those who are involved
- Two-way communication
- Civility matters
- Governing responsibility of privacy, confidentiality and legality
- Communication, communication and more communication

Informal ways to raise an issue begin with your school



Systems exist to support questions in all forms, from all constituents



*There are several forms that can be used for sharing a concern, issue or question. More on that in subsequent slides.

Formal ways to raise an issue

Instruction

Curriculum Development and Adoption (2020)

Student

Classroom Management, Discipline and Corrective Action (3241)

Prohibition Against Harassment, Intimidation and Bullying (3207) and Harassment and Intimidation (5207)

Nondiscrimination (3210), Gender Inclusive Schools (3211), Nondiscrimination and Affirmative Action (5210)

Sexual Harassment of Students Prohibited (3205) and Sexual Harassment Prohibited including Title IX (5013)

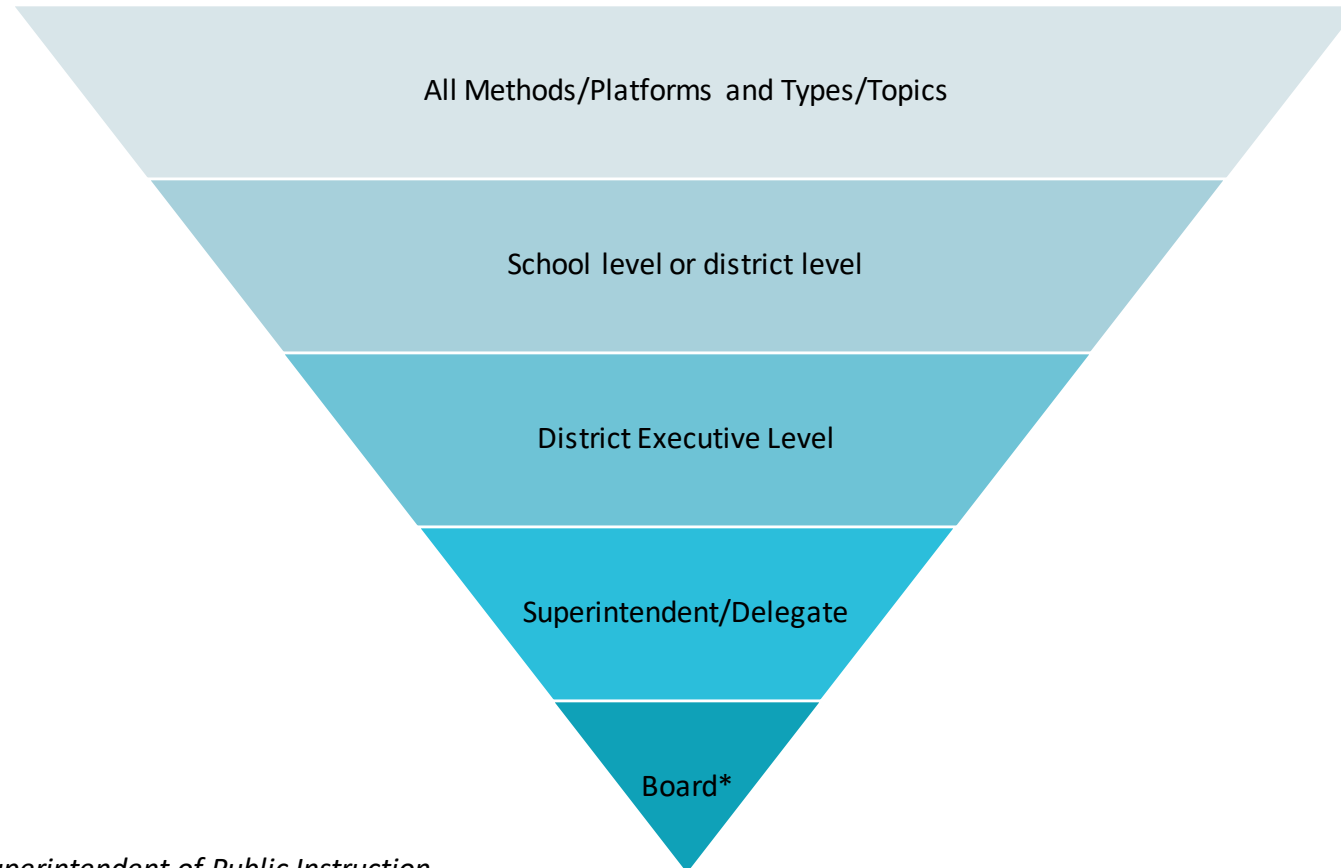
Complaints Concerning Staff or Programs (4220)

Human Resources

Disciplinary Action and Discharge (5281)

Separation from employment (5280)

How issues may get to a school board for appeal



**Some appeals may go to the Office of Superintendent of Public Instruction*

School examples

Operational - Informal	Instructional - Formal
<p>Parent complains to the school safety officer (SSO) that cars are backing up at dismissal times</p>	<p>Parent appeals grade to assistant principal (AP), and AP upholds grade</p>
<p>SSO shares with Principal who calls parent to learn more</p>	<ul style="list-style-type: none"> • Parent appeals grade to principal; principal reviews AP's work and conducts her own fact finding <ul style="list-style-type: none"> • Student missed more than 50% of all instructional minutes • Teacher and counselor communication was robust and thorough and frequent • No response nor action from student or family until appeal
<p>Principal restripes fire lanes, invites city traffic engineer to check lights, gets new signage installed and communicates to students and families ticketing will happen and under what conditions</p>	<p>Principal upholds grade</p>

Instruction example

Constituent Issue	Action/Response
Parent challenged the use of the materials with concerns about the depiction of violence, political point of view and religious content in an adopted novel from 9th grade ELA curriculum.	
Parent met with teacher	Reviewed the sensitive content and instructional purpose. Parent elevated concern to administrator.
Parent met with administrator	Reviewed the instructional approach used by teacher. Parent elevated to district office.
Parent met with Ex. Director of Teaching & Learning	Reviewed rationale of the novel selection, and curriculum steps when engaging in sensitive content to safeguard students and to avoid bias. Parent elected not to complete the <i>Request for Re-evaluation of Instructional Material (2020P)</i>

Student example

Constituent Issue	Action/Response
Student C punches Student D in the face while playing a game not sanctioned by the school, and in a busy parking lot.	Student C is sanctioned for having injured Student D who had to be seen in the Health Room and go home.
Student C's parents appeal the discipline imposed by the A.P. to the principal claiming Student C is a good kid and his admissions to colleges are at risk.	The principal reviews the work of the A.P. and does her own fact finding. She writes her decision and rationale to the parents upholding the sanction and noting regulation 3231 which had also been cited by the A.P. and counselor before the appeal was filed (no discipline information can be share without the written permission of parent or guardian).

Other examples

Parent - Informal	Staff - Formal
<p>Parent Z is shouting "Kill Jonas" (name fictionalized) loudly at an athletic competition. Other parents alert the principal, state incredible discomfort and ask to stop behavior.</p>	<p>Staff member E writes to human resources (HR) that staff member F had been rude, condescending and abrasive to her during a district professional development meeting.</p>
<p>The principal gets Parent Z to step aside with her and he remains belligerent; as he calms down, she explains he can stay at the event IF he can agree she assigns him a location away from the impacted fans and he can agree to stop yelling "kill" anyone.</p>	<p>HR staff gather facts from the reporting staff and encourage her to talk with colleague herself citing 5282. She provides a rationale for why she is not comfortable doing so. HR staff gather facts from other attendees.</p> <ul style="list-style-type: none"> • HR learns under certain conditions, this kind of interaction does not occur • HR works with district staff leading the next meeting to ensure those positive conditions • HR talks with staff member F
<p>Parent Z agrees and complies. Principal has lines of sight on him for the remainder of the night.</p>	<p>HR shares feedback about intent/impact of his words and delivery to staff member F so that he is aware before the next interactions with staff member E.</p>



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SCHOOL DISTRICT 411

There are several ways to resolve issues and jointly problem solve:

- Start with your school – teachers/counselors, staff, deans, assistant principals and principals.
- There are three different and intentional avenues to escalate issues based on the nature of the concern:
 - Instruction concerns
 - Student concerns
 - Human Resources concerns
- The School Board may hear appeals, with a quasi-judicial role
- [The Washington State Governor's Office of the Education Ombuds](#)



Questions?

School Board Appeals

Instruction

- Challenged curriculum material (2020)

Student

Quasi-Judicial

- Classroom Management, Discipline and Corrective Action (3241)
- Prohibition Against Harassment, Intimidation and Bullying (3207)
- Sexual Harassment of Students Prohibited (3205)
- Nondiscrimination (3210)

Human Resources

No formal role

- Governed by collective bargaining agreements (CBA) and due process
- Legal counsel involved
- Updates provided in Executive Session, as needed