

**Issaquah School District
Executive Limitations Monitoring Report**

**EL-2 TREATMENT OF PEOPLE
Annual Internal Review - March 28, 2024**

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.

The Superintendent certifies that the District is in compliance with EL-2 with no exceptions

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 fail to:

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. In addition to in-building mentor support, new-to-profession teachers are provided training on a variety of topics including Equity and Parent Engagement, Role of general

education teachers in special education meetings, de-escalation strategies, instructional strategies to support varied learners, and Integrated MTSS basics.

First year administrators are provided mentor support, which includes the development of culture. Criterion 1 and 2 of the state-approved Administrator [AWSP framework](#) call for 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. Specific framework rubrics for culture and safety linked [here](#). Zero administrators were evaluated to be unsatisfactory in “Creating a Culture” or in “Ensuring School Safety”, and three administrators were deemed by their supervisor to require additional coaching in the 2022-2023. This coaching was provided.

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 inform Tier I teams about which building expectations and supports need reinforcement throughout the year. Tier I building teams review data 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](#)).

In the 2022-2023 school year, the Ed Planning and MTSS team examined alternate tools as universal screeners for behavior and SEL. In the spring, [SAEBRs](#) and mySAEBRs was selected as the new universal screener, and was fully implemented in the fall of 2023. Within mySAEBRs, students self-report beginning in second grade using the online tool. Research suggests that self-reporting reduces bias, which was a shared concern of the previous tools. Students in kindergarten and first grade continue to be rated by their teachers. SAEBr reports in Social, Emotional, and Academic domains, or risk indexes and provides specific information about academic risk, which was not reported in previous tools. All grades using the same tool allows for district analysis throughout all levels.

[Second Step](#) is the adopted Social Emotional Learning (SEL) curriculum, and staff delivered 15 consistent SEL lessons at [elementary](#) and at middle schools. Sample lessons linked to creating a positive school culture are below:

[Grade 1 – lesson 19](#)

[Grade 2 – lesson 14](#)

[Grade 3 - lesson 6](#)

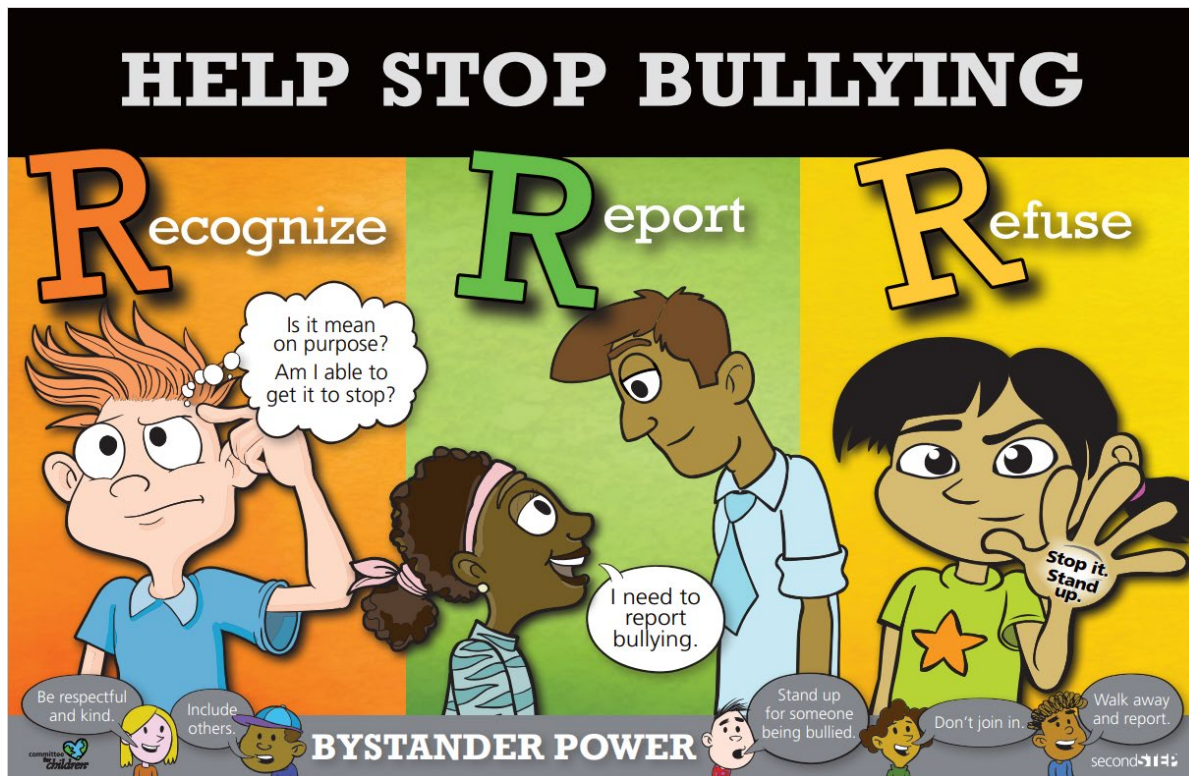
Second Step’s Bullying Prevention units have grade specific information and lessons on bullying prevention, bystander skills, and being assertive. A sample of a full bullying prevention unit is linked [here](#).

Sample lessons on bully prevention/bystander skills and being assertive:

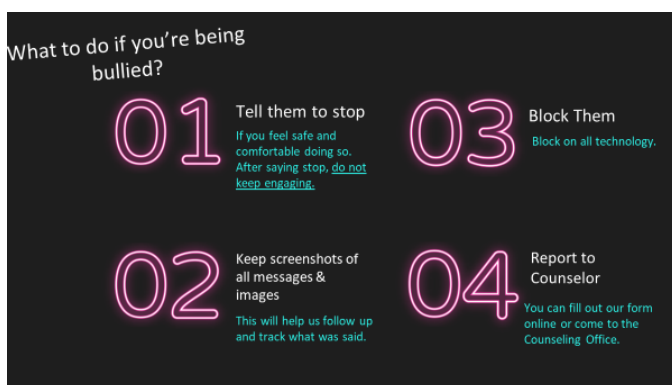
[Second grade](#)

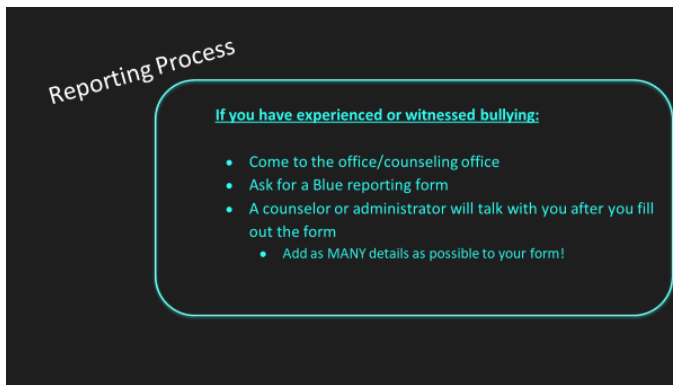
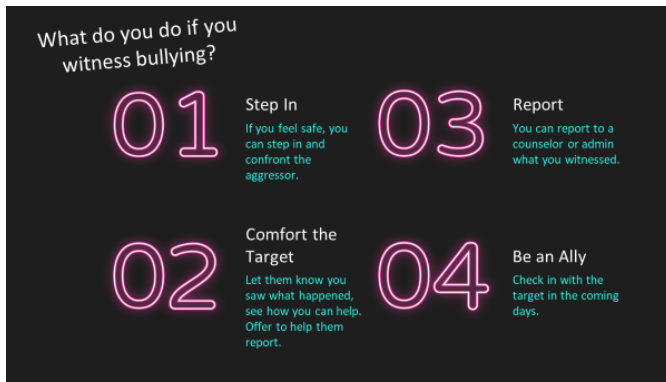
[Third grade](#)

“The ThreR’s” mini poster is provided as a sample from the bully prevention unit:



Second Step is the adopted middle school SEL curriculum. Scope and sequence for [middle school](#) provides a view of the topics addressed in middle school anti-bullying lessons. Middle school leaders provide direct instruction to students on steps that students can take if they experience or witness harassment, intimidation or bullying. Counselors also lead whole class lessons, here are sample slides from one middle school counseling team’s training:

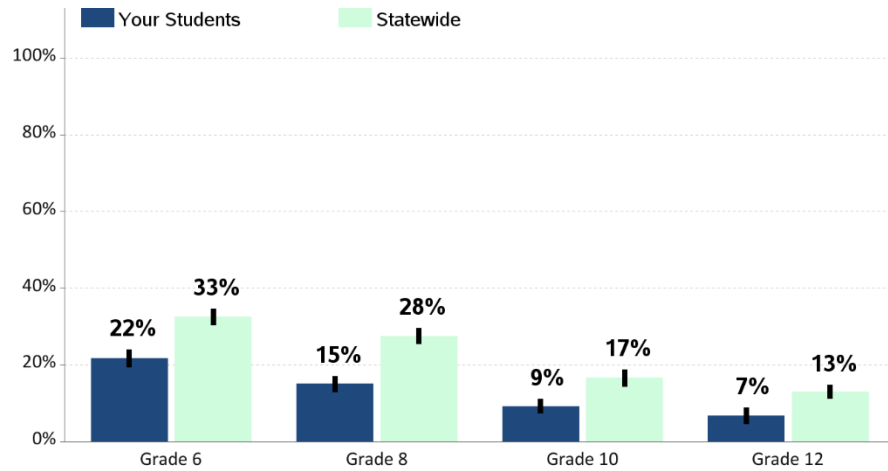




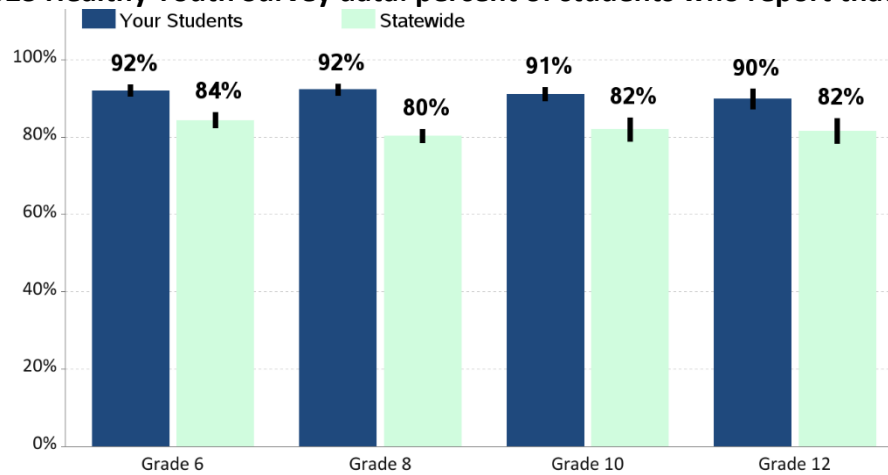
The Healthy Youth Survey (HYS), administered every other year, includes questions about being bullied while at school, feeling safe while at school, and on how hopeful students feel. 2023 ISD student results for related questions are below. At all grades surveyed, ISD students report less bullying than the state average, and that from sixth grade to twelfth grade, ISD students report being bullied less each year. Sixth grade data continues to show more reports of bullying than other grades. This is paired with sixth grade reporting the highest average of students responding they feel safe at school. The Hope Index scores show that at all grades, more than 80% of students surveyed in the ISD report feeling moderately or highly hopeful. The full results for the 2023 Healthy Youth Survey, by district average and individual school can be seen [here](#).

2023 is the second iteration for this cohort taking the Healthy Youth Survey (cohort changed due to COVID school closures) and is now delivered on an electronic platform and in several languages. These changes have made the survey more accessible and potentially the resulting data more useful to schools and districts.

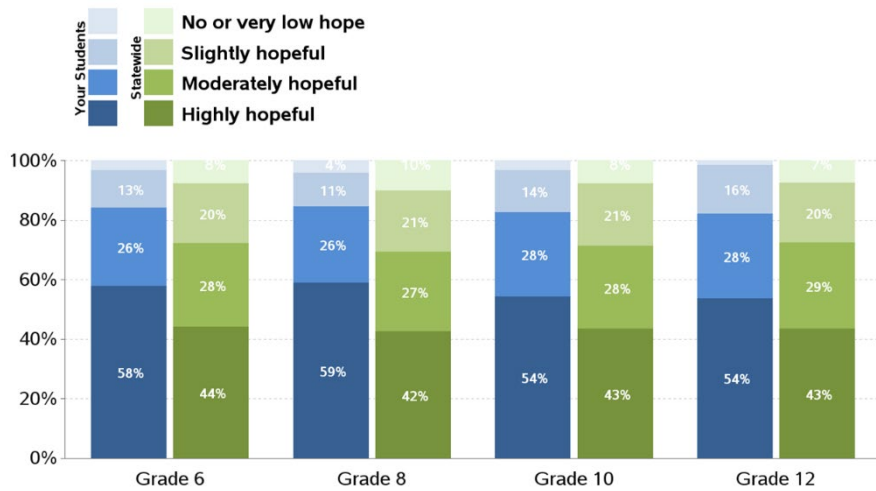
2023 Healthy Youth Survey data: percent of students who report being bullied in the past 30 days:
“Bullying is when one or more students threaten, spread rumors about, hit, shove, or otherwise hurt another student over and over again”.



2023 Healthy Youth Survey data: percent of students who report that they feel safe during school:



2023 Healthy Youth Survey: Children's Hope Scale



Developed in 2022-2023, Strategic Plan Priority 1b states “Students will feel safe and have a sense of belonging” and specifically calls out a district-wide focus on emotional safety, physical safety, school climate, and school support. District leaders will continue to monitor and craft student-centered questions in student surveys to highlight student lived experiences at the classroom and building level. New questions in the 2022-2023 student surveys are noted.

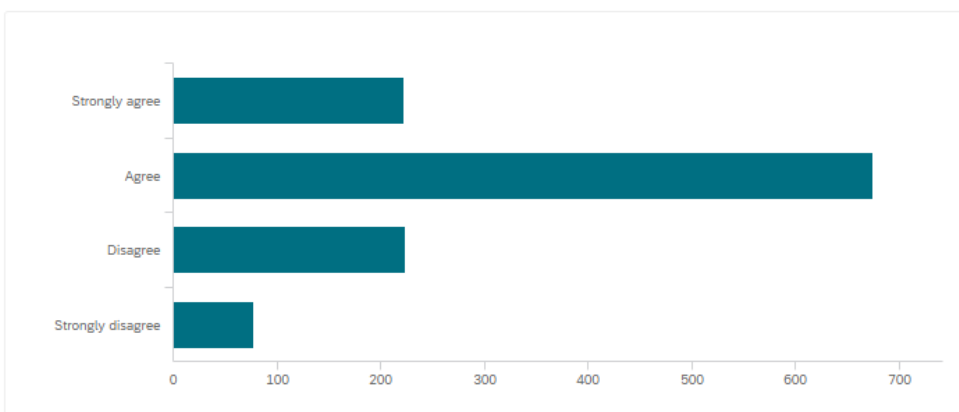
Elementary:

The elementary data, collected through the 4th grade Soft Skills Survey and the 5th grade Exit Survey show that elementary students generally feel and show respect to each other, 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.

From the 2023 4th grade soft skills survey:

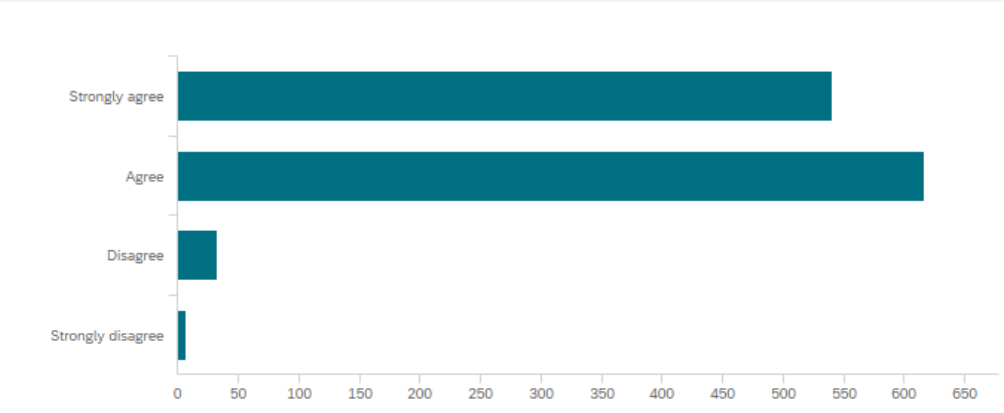
I feel respected by other students (1197 respondents)

I feel respected by other students.



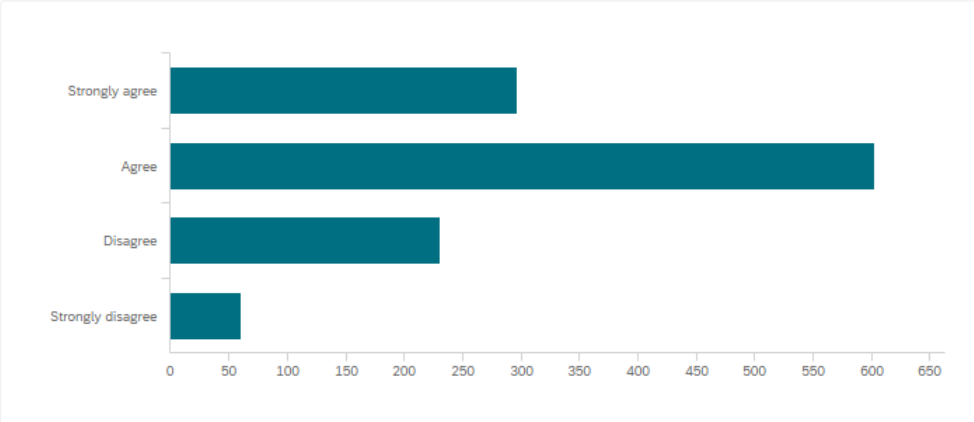
I respect ideas that are different than mine (1198 respondents)

I respect ideas that are different than mine.



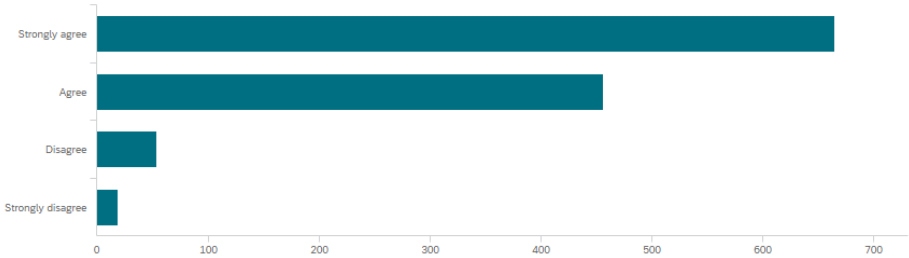
I feel safe sharing opinions in class (1191 respondents)

I feel safe sharing my opinions during class.



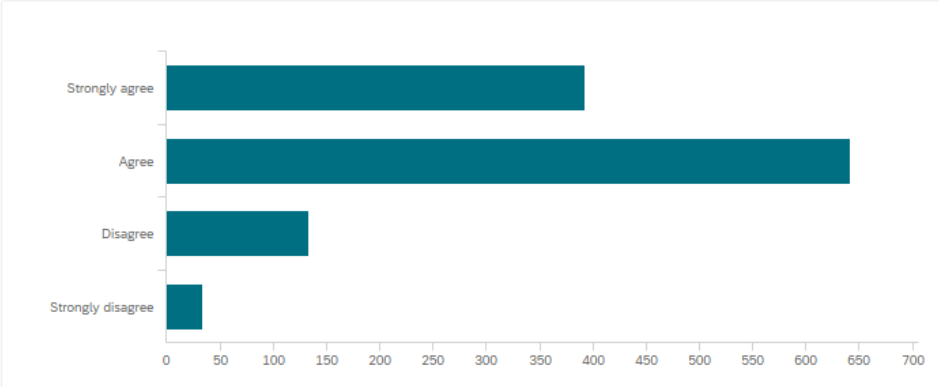
I feel safe sharing my opinions with friends (1194 respondents)

I feel safe sharing my opinions with my friends.



Students feel free to express their ideas and opinions (1203 respondents)

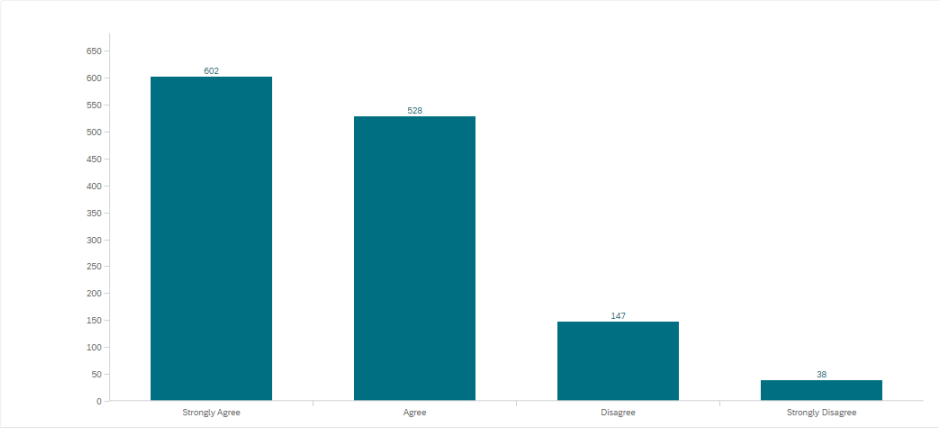
Students at my school feel free to express their ideas and opinions.



From the 5th grade exit survey:

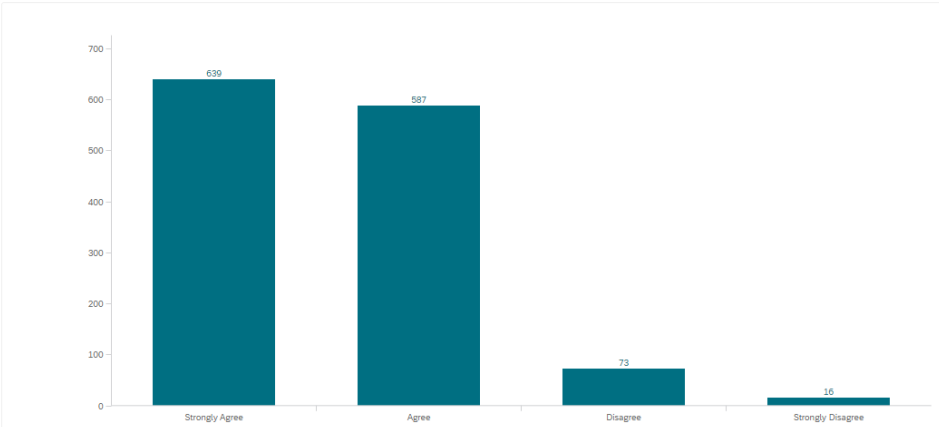
I feel connected to my elementary school (1315 respondents)

Q6 - I feel connected to my elementary school.



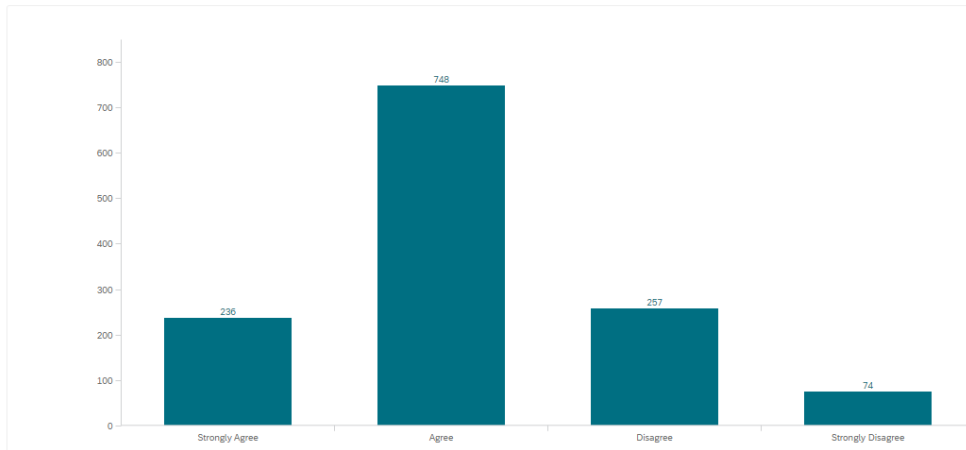
I believe the adult staff at my school care about me and my success in learning. (1315 respondents)

Q11 - I believe the staff at my school care about my learning.



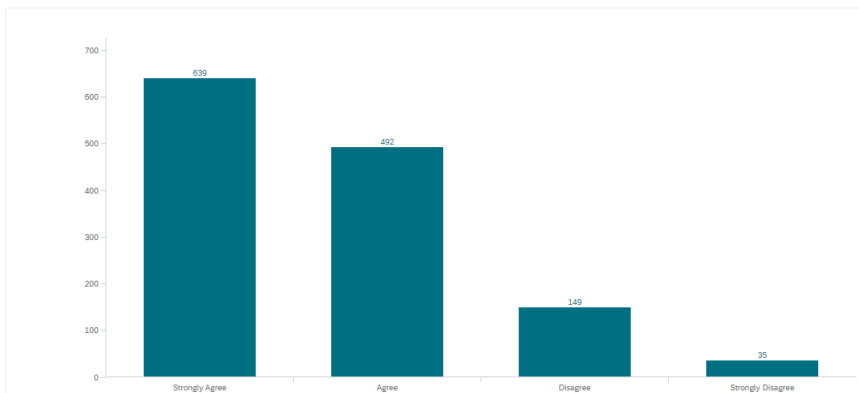
I feel free to express my thoughts and opinions in my school (1315 respondents)

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



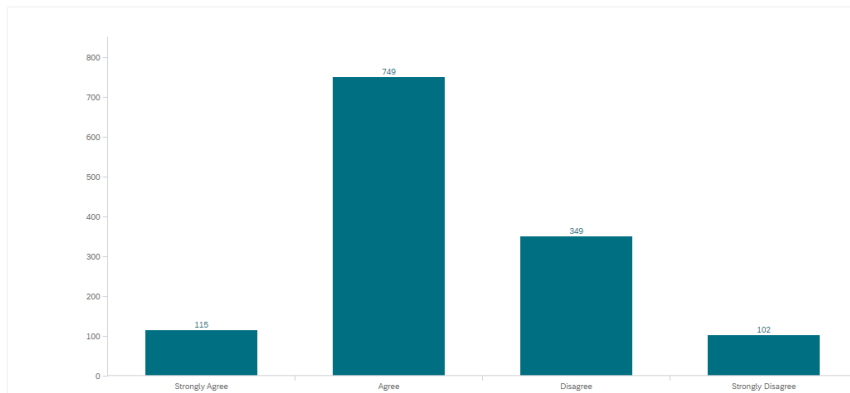
I feel that at least one staff member at my school has taken a genuine interest in me personally and has helped me be successful throughout my elementary school experience. (1315 respondents)

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



Students at my school show respect for each other (1315 respondents)

Q16 - Students at my school show respect for each other.



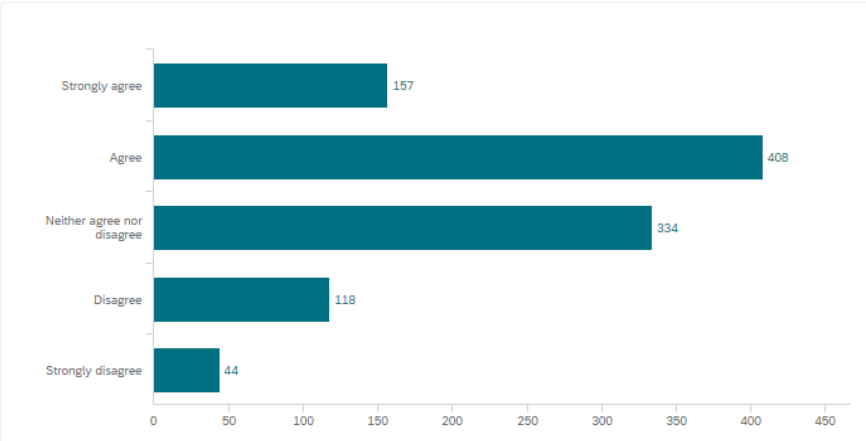
Middle School

Middle school students generally reported positively or neutrally about the culture they experience while at school, including having at least one strong connection with an adult, their experiences while expressing opinions, and that teachers express high expectations. Going forward, the student surveys will have a consistent Likert scale, including a neutral response to aid in interpretation of results and comparability across grade bands. New questions reveal student experiences connected to race, bias, and background.

From the 7th grade Soft Skills Survey:

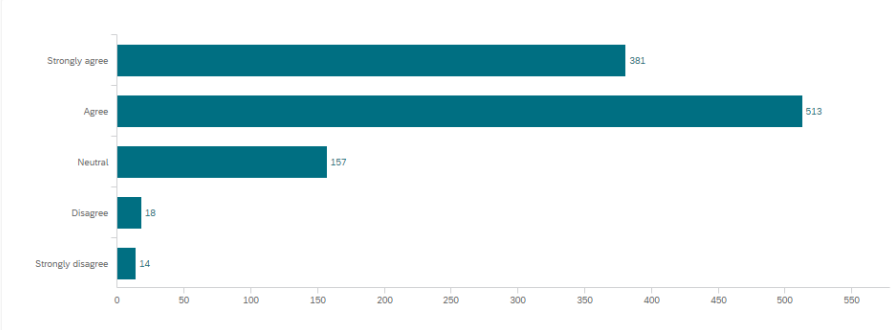
I feel safe expressing my opinions during class (1061 respondents)

I feel safe expressing my opinions during class.



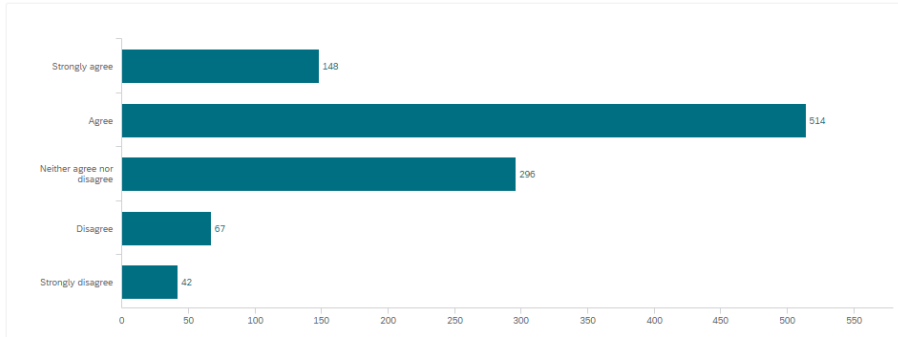
The teachers at this school expect me to do my best (1083 respondents)

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



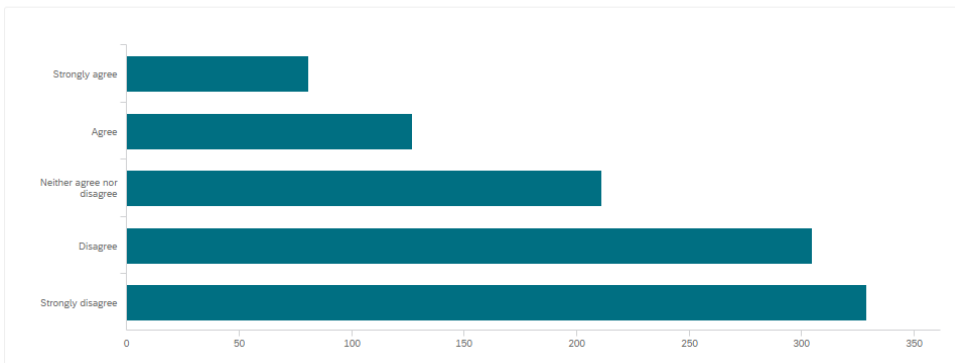
I feel respected by others (1067 respondents)

I feel respected by others.



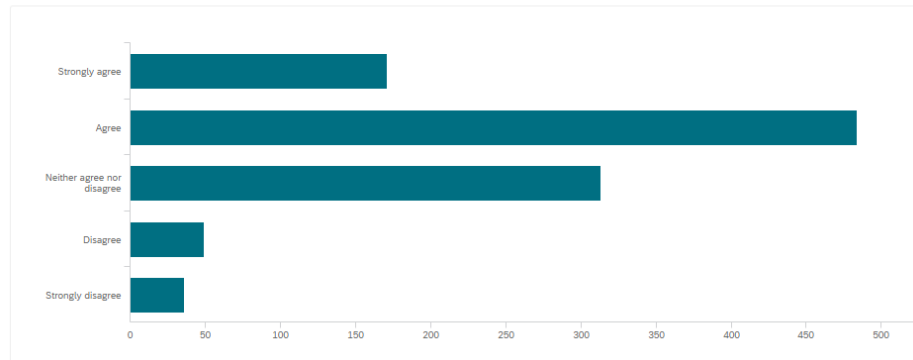
When at school, I have been looked down on or treated badly based on my race, ethnicity, religion, political views, gender or sexual orientation (1053 respondents) **new in 2022-2023**

When at school, I have been looked down on or treated badly based on my race, ethnicity, religion, political views, ...



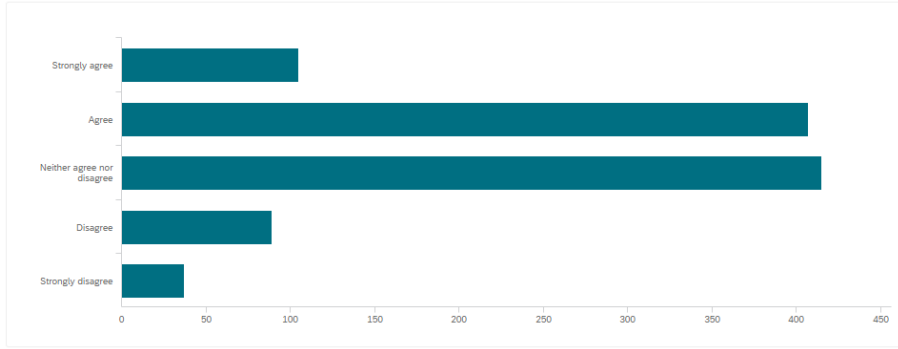
I feel acknowledged and respected for who I am and my background (1053 respondents) **new in 2022-2023**

I feel acknowledged and respected for who I am and my background.



My school challenges me to consider my biases and how they influence the way I think about and interact with other people who are different than me (1053 respondents)

My school challenges me to consider my biases and how they influence the way I think about and interact with oth...

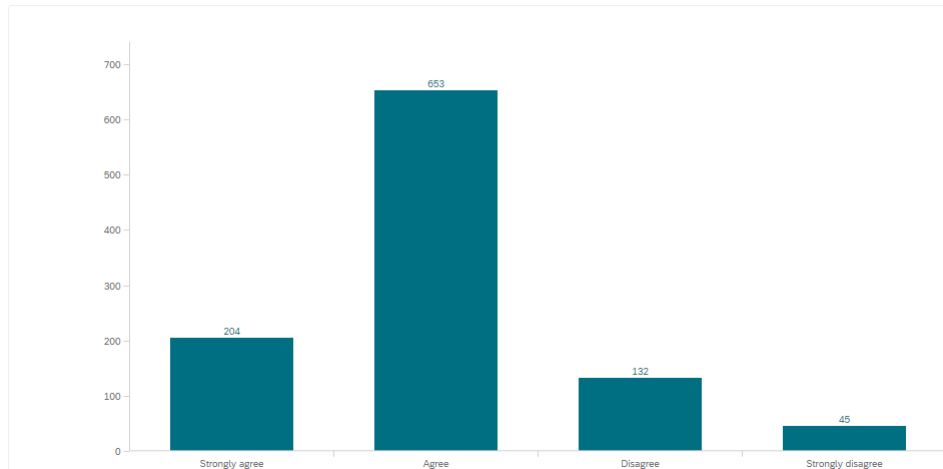


From the 2023 8th grade exit survey:

8th graders generally reported positively in the areas of belonging and connection to caring adults. Approximately half of the students reported feeling respected by their peers, and about two-thirds of the students reported feeling free to express opinions in class.

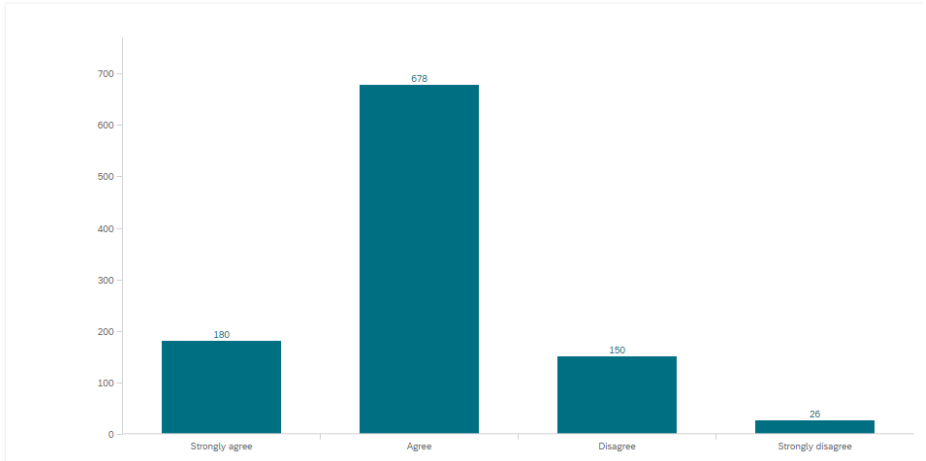
I feel a sense of belonging in my middle school (1034 respondents)

Q5 - I feel a sense of belonging in my middle school.



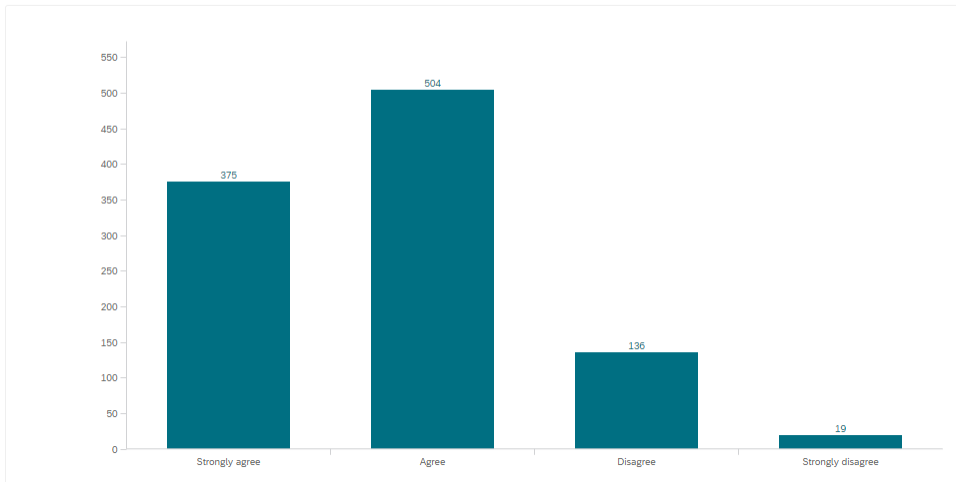
I believe the adults staff at my middle school care about me and my success in learning (1034 respondents)

Q10 - I believe the staff at my middle school care about my success in learning.



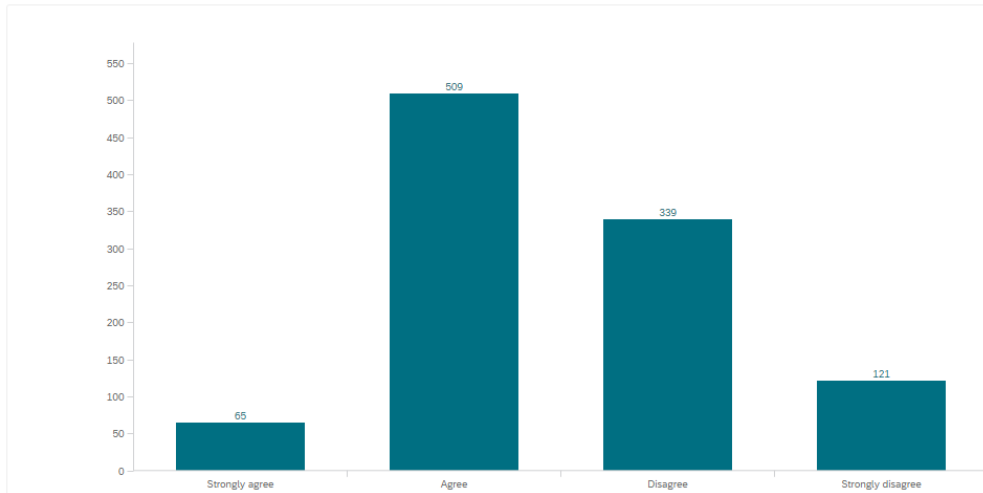
I feel that at least one staff member takes a genuine interest in me personally and has helped me be successful throughout my middle school experience (1034 respondents)

Q11 - I feel that at least one staff member takes a genuine interest in me personally and has helped me be success...



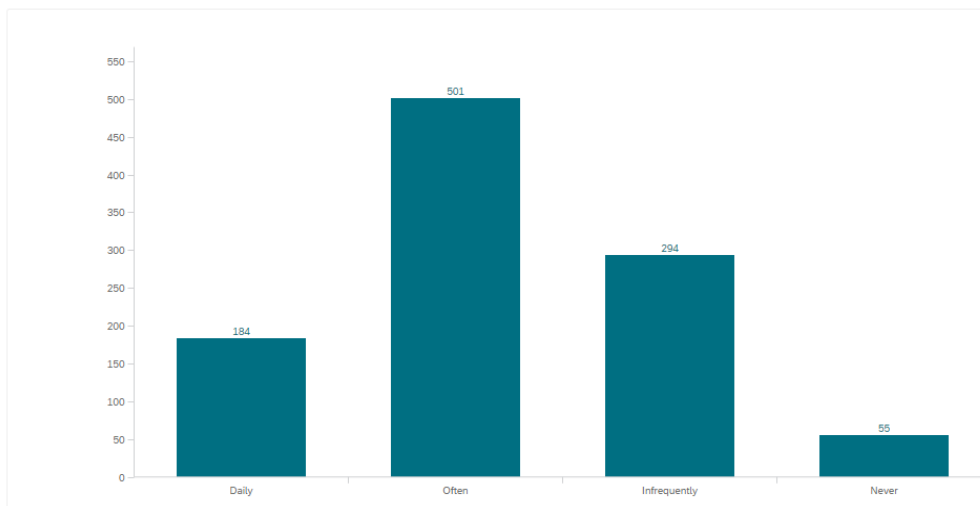
Students at my school show respect for each other (1034 respondents)

Q15 - Students at my school show respect for each other.



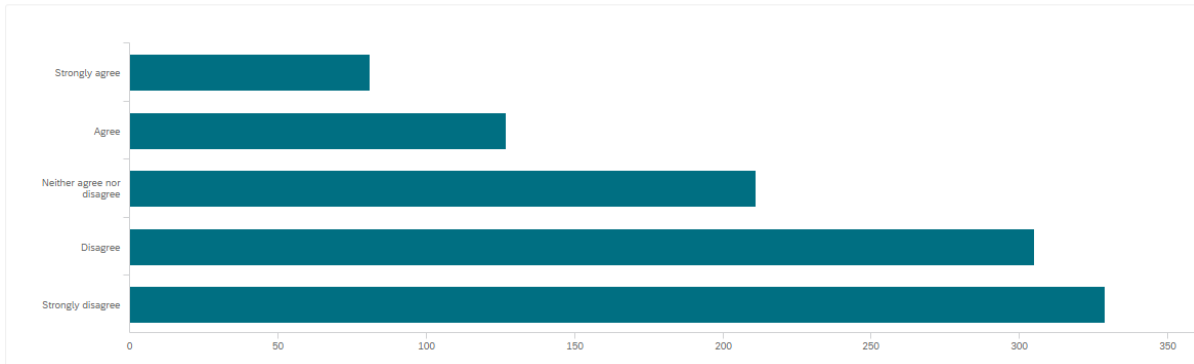
I feel free to express my thoughts and opinions in my classes (1034 respondents)

Q16 - I feel free to express my thoughts and opinions in my classes.



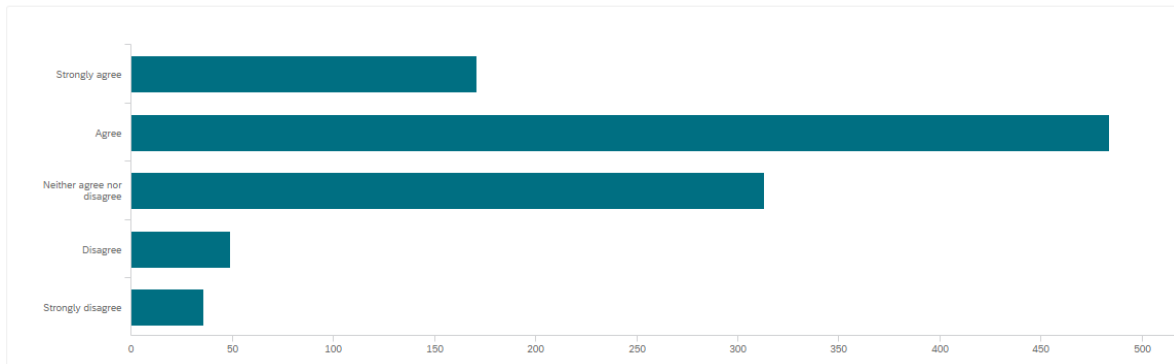
When at school, I have been looked down on or treated badly based on my race, ethnicity, religion, political views, gender or sexual orientation (1034 respondents) **new in 2022-2023**

When at school, I have been looked down on or treated badly based on my race, ethnicity, religion, political views, gender or sexual orientation.



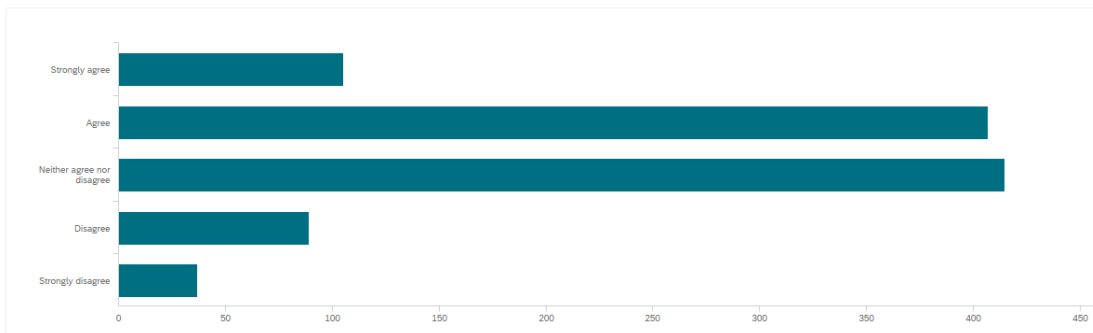
I feel acknowledged and respected for who I am and my background. (1034 respondents) ***new in 2022-2023***

I feel acknowledged and respected for who I am and my background.



My school challenges me to consider my biases and how they influence the way I think about and interact with other people who are different than me. (1034 respondents) ***new in 2022-2023***

My school challenges me to consider my biases and how they influence the way I think about and interact with other people who are different t...



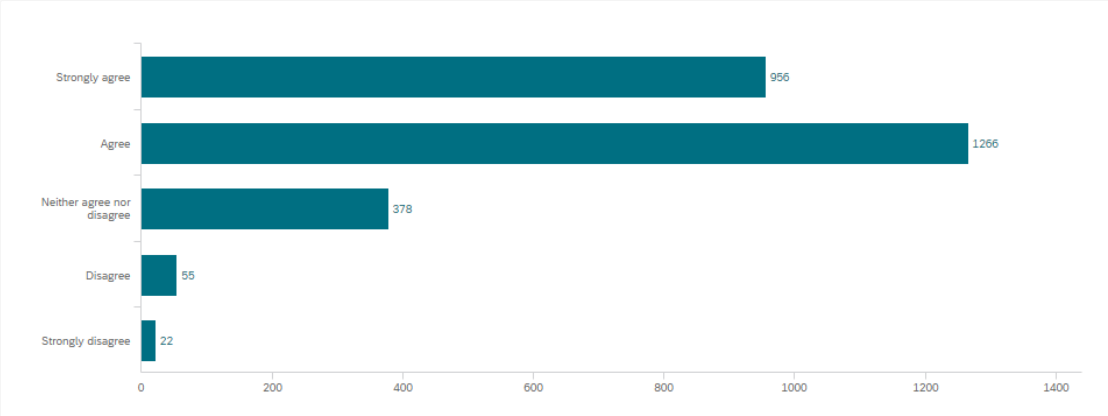
High School

In 2022-2023, high school students in 9th, 10th and 11th grade were invited to participate in the soft school survey, to broaden the responses of students and collect information that can be disaggregated by grade. In general, high school students reported positively or neutrally about teachers showing high expectations, feeling respected and able to express feelings and opinions in class and having at least one staff member who showed interest in their success.

High school grade soft skills survey:

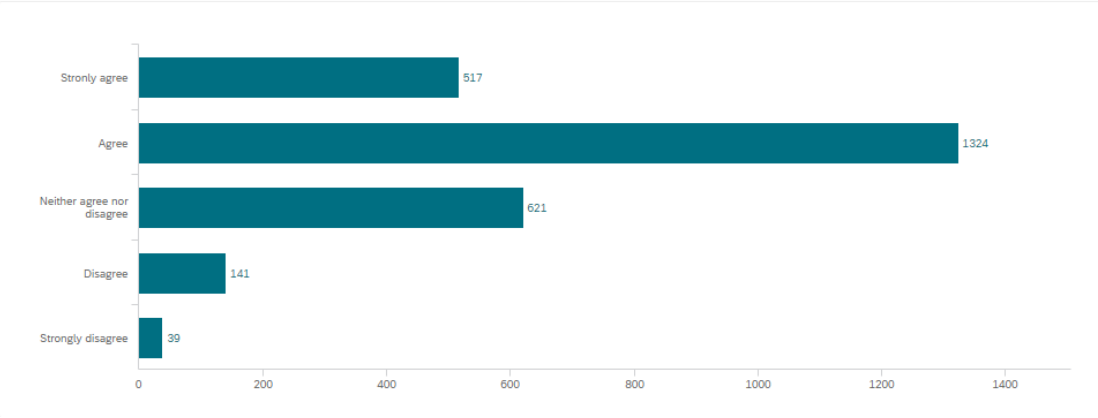
The teachers in this school expect me to do my best (2677 respondents)

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



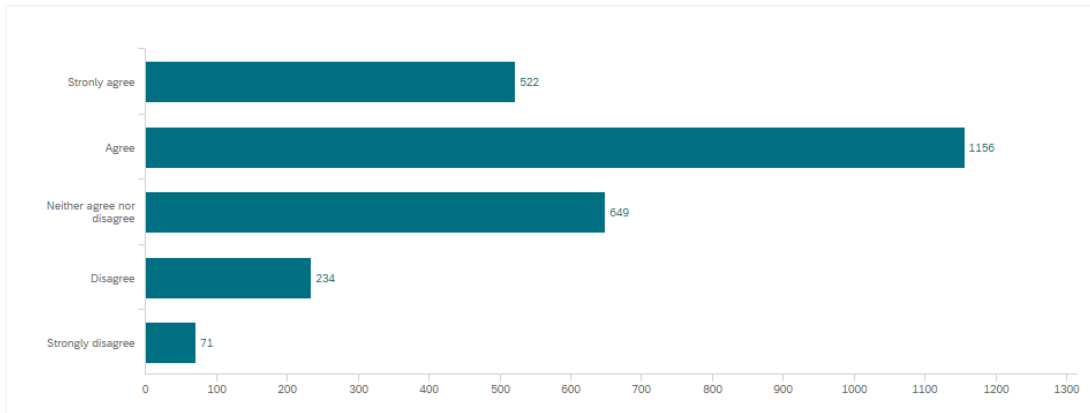
I feel respected by others (2642 respondents)

I feel respected by others.



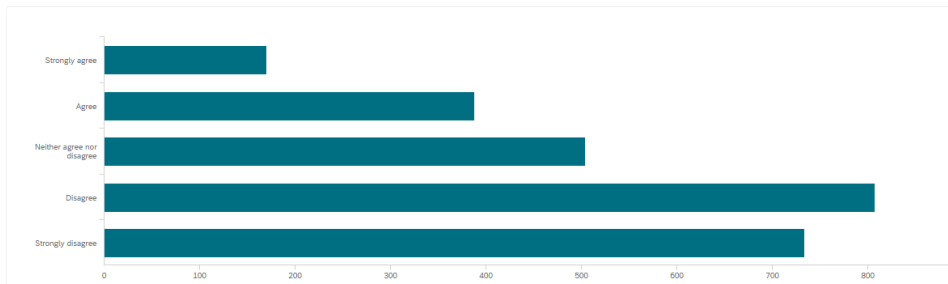
I feel safe expressing my opinions during class (2632 respondents)

I feel safe expressing my opinions during class.



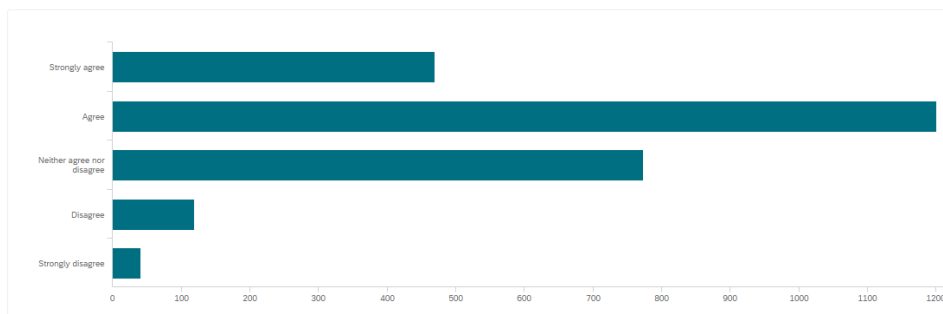
When at school I have been looked down on or treated badly based on my race, ethnicity, religion, political views, gender or sexual orientation. (2604 respondents) **new in 2022-2023**

When at school, I have been looked down on or treated badly based on my race, ethnicity, religion, political views, gender or sexual orientation.



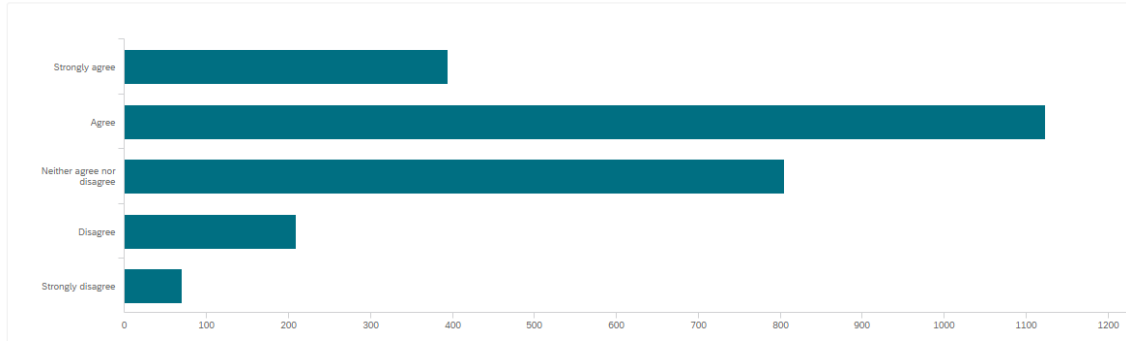
I feel acknowledged and respected for who I am and my background. (2604 respondents) **new in 2022-2023**

I feel acknowledged and respected for who I am and my background.



My school challenges me to consider my biases and how they influence the way I think about and interact with other people who are different than me. (2604 respondents) **new in 2022-2023**

My school challenges me to consider my biases and how they influence the way I think about and interact with other people who are different t...

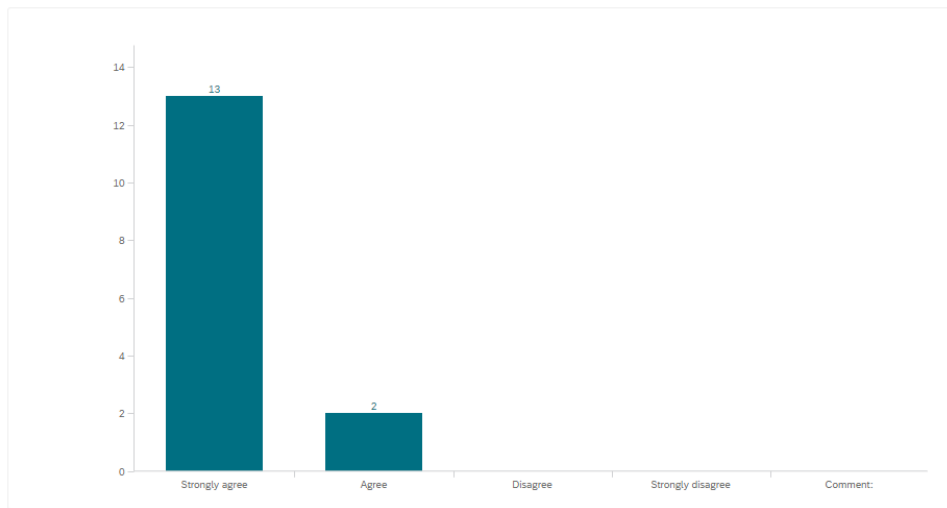


ISD Senior Exit Surveys include a similar question on having one staff member showing genuine interest and support. Student reports are presented below by high school.

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”

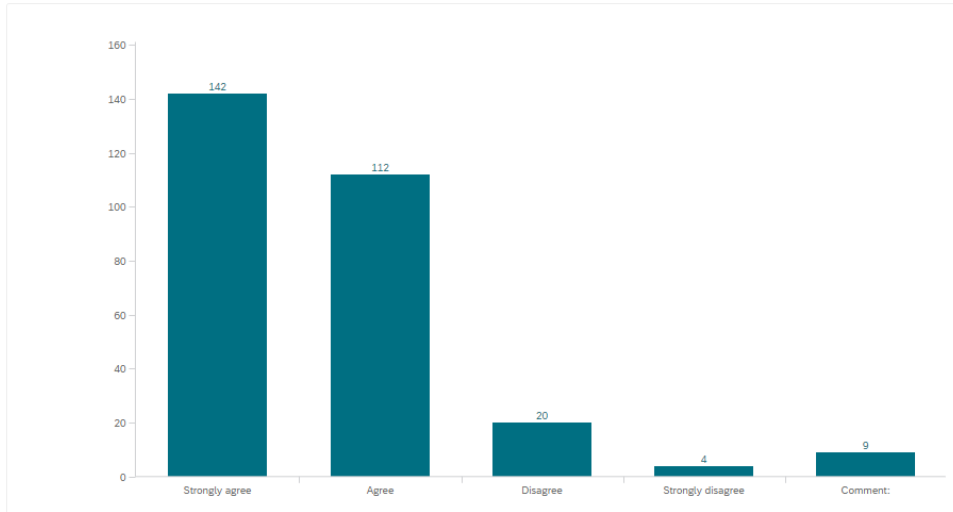
Gibson Ek

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



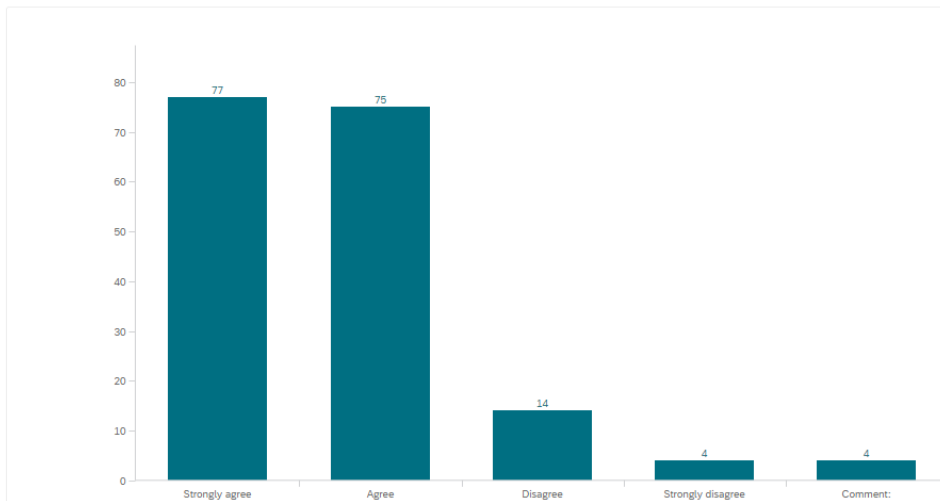
Issaquah High School

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



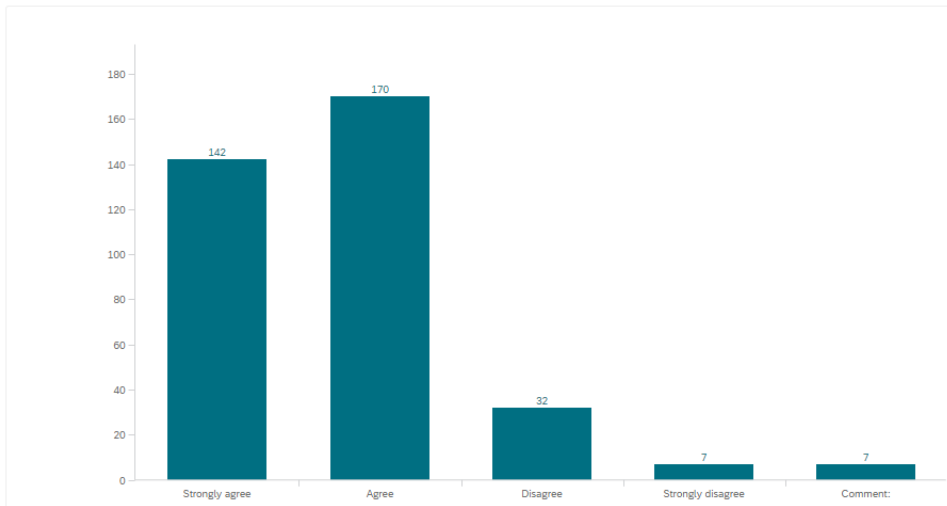
Liberty High School

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



Skyline High School

Q6 - In general, I felt that at least one staff member took a genuine interest in me and personally helped 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:

- Developed in 2022-2023, the Strategic Plan, Priority 4 Authentic Engagement, Strategy 4b is to “Develop and foster relationships to forge purposeful partnerships” showing a commitment to authentic engagement through partnership advisory meetings and will seek new partnerships to collaborate around the district mission and services to students.
- Pre-K (ITK, ECE, ECEAP) and Kindergarten families participate in WA Kids Family Connections meetings held at schools before these programs start. This allows students and families to meet the teacher, ask questions, see where their desk is and allows school staff to welcome students and their family to school in a personalized way.
- Curriculum Night is held at all elementary schools and is open to all families.
- Elementary parent teacher conferences are held during the first semester.
- 5th and 8th grade transition night events occur and provide an opportunity for students and caregivers to learn about and prepare for the move between levels.
- Principals host periodic meetings which are open to all and advertised through the weekly bulletin. Topics may include academic data analysis, behavior expectations, upcoming events, questions and answers, etc.
- The Communications Department engages families and the community with regular social media posts. [District Social Media Channel Statistics \(scroll to bottom of webpage\).](#)
- Special Services Family and Community Partnerships: In the 2022-2023 school year, Special Services convened a group of staff, parent partners, and community representatives to

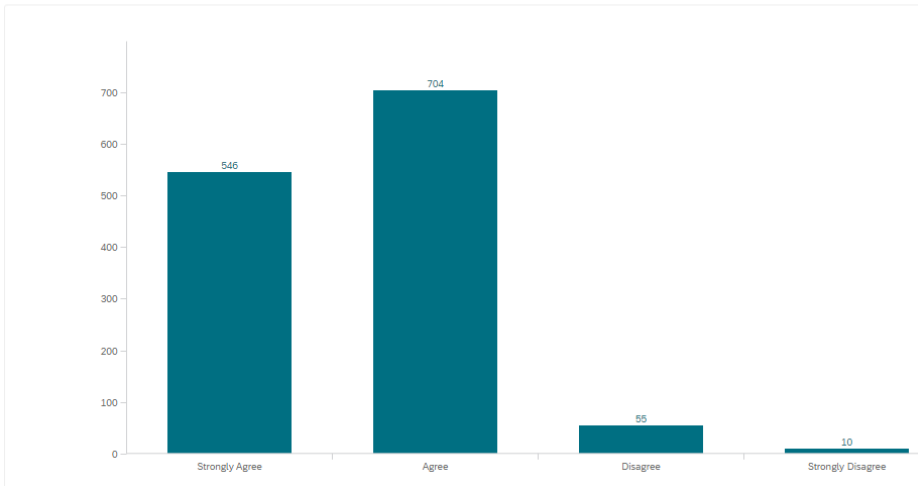
collaborate and work on authentic engagement opportunities, implementation of community recommendations, and provide feedback and input on initiatives to improve practices in special services.

- The Special Services department held ten listening sessions, five focused on team meetings and five focused on social emotional learning and the mental health of students. The following themes emerged in the caregiver feedback:
 - desire for better explanation of rights during meetings
 - desire to better understand how to help their own student
 - desire for more regular and effective communication
 - desire for more access to effective mental health/SEL resources
 - desire for more transparency around supports available for mental health needs of students with disabilities
 - general concern for how to help students with mental health needs.
- Family Information Events and Workshops: nine family information events were held to support our culturally and linguistically diverse families to access Issaquah School District school transitions, services, and programs. The information nights were held in seven languages. See comprehensive list here: [Family Partnership Events for 2022-2023](#)
- Family Partnership Liaisons support the engagement of families, especially those who may be new to the K-12 educational system in America.
- Family Connections Meetings were held to provide a space for all Issaquah School District parents to ask questions and get help. Liaisons invited families who are new to the school district 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:
 - school lunch (meal options and payment)
 - how to participate and join clubs and sports
 - how to use Family Access
 - how to translate documents that have been communicated by the district office
 - how to communicate and talk to teachers
 - The Highly Capable Program
 - how to get involved in supporting their student at school

Student surveys in 5th and 8th grade ask students about how feedback is shared with parents. Results from 2022-2023 surveys are below:

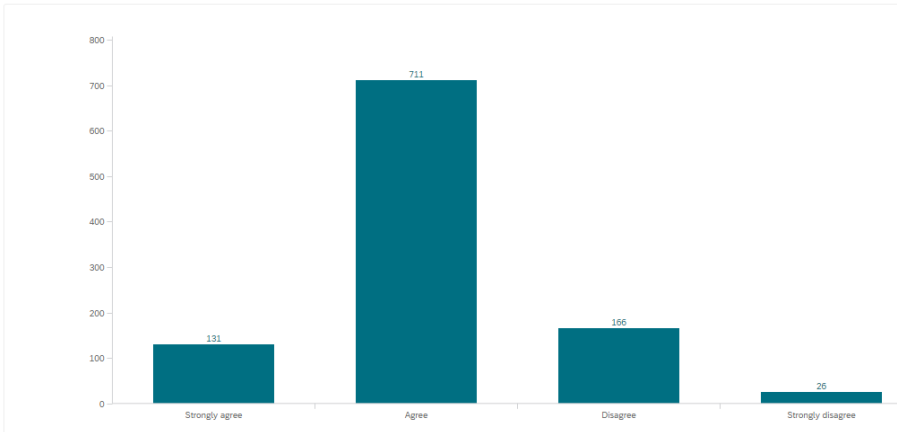
5th grade exit survey (1315 respondents)

Q14 - My teachers provide information to me and my family regarding my learning.



8th grade Exit Survey (1034 respondents)

Q13 - My teachers provide information to me and my family regarding my learning.



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:

- Criterion 5 of the state-approved Danielson framework for teacher evaluations is “Fostering and managing a safe, positive learning environment.” All staff in their first three years of teaching and all staff on the 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 are evaluated on these criteria. Additionally, all administrators rotate onto a comprehensive evaluation every 5 years. See data above in 2.1.
- 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.

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:

- Several engagement opportunities on the development of the Strategic Plan were conducted, with students, staff, and the community. The mission statement “All students thrive as they engage in meaningful learning that unlocks their passion and potential to positively impact the world” was crafted with input from many vested partners, with the final clause, selected from a variety of strong examples, was authored by students.
- Developed in 2022-2023, Strategic plan Priority 4b states “District leaders and staff will lead effective engagement practices and provide opportunity, partnership and access for all, while reaching diverse members of the community”, highlighting district focus on specific engagement outcomes.
- Student representatives to the school board offer student insights and feedback on boards Ends policies and on student perspectives of the school program.
- The Financial Analysis Core Team (FACT) is a team of district leaders and community members whose purpose is to inform and collect input on the district's budget process.
- In alignment with the Issaquah Education Association Collective Bargaining Agreement, each building submits their decision-making process to Human Resources prior to September 30th annually, this assures staff in individual buildings have the opportunity to provide feedback on decisions that affect them.
- The 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 (IMC) includes parent/guardian representatives who provide valuable input. Additionally, an important step in the curriculum adoption process is the survey for input at the beginning of the adoption process and the public review of adopted materials. As a component of the strategic plan in Priority Area 2, the public review of materials window will be open for the entire field study. Adoption committee work in the 2022-2023 school year included: Elementary Literacy Adoption, Middle School Math Adoption, and MS/HS Social Studies Adoption.
- ISD Family Partnership Advisory Group provided two-way communication on how the District and Issaquah School District Family Partnership staff can support culturally and linguistically diverse families.

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 on multiple platforms including the district website and our HRM hiring portal. [Non-Discrimination Statement - Issaquah School District 411 \(isd411.org\)](https://isd411.org)
- Human Resources staff attended a training on job descriptions including non-discrimination statements and updated the non-discrimination language on all job descriptions (July 2023).
- Staff are trained in lawful hiring practices prior to serving on or leading hiring teams.
- All hiring managers were trained on how to mitigate bias when leading our hiring teams (Spring 2023).
- All new staff are provided with the non-discrimination regulations and procedures and returning staff are trained in our training cycle. In 2022-2023 all staff accessed the required non-discrimination training in person.
- One claim of discrimination was investigated and dismissed by the EEOC.

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:

Pre-school parents and caregivers are provided information about the District's various pre-school programs through:

- District Bulletins and website. All district preschool programs are now on [one website](#) page, reducing the barrier of parents needing to know which program might fit their family best.

- Outreach through the Preschool Stakeholders Group, community preschool [partners, fliers,](#) events, etc.
- Childfind activities including informational flier to
- Coordinated enrollment and recruitment

Elementary parents and caregivers are provided information about special programs such as Highly Capable, Dual Language and Science Tech through:

- District and school E-News [sample of e-news on testing window](#)
- ISD websites:
 - [Highly Capable Program](#)
 - [Dual Language Immersion Program](#)
 - [Science Technology Magnet Program](#)

Secondary students and caregivers are provided course enrollment information prior to registration through transition events for students and families, as well as documents presented on school and district websites. Course guides at both middle and high school show students and caregivers all the options for course selection. Principals survey students' interests to inform the course guide options, especially for electives.

- [Middle School Course Guide](#)
- [High School Course Guides](#)
- 5th and 8th grade transition nights, designed to inform students and caregivers about planning and course selection impacts both in the immediate and following school years.
- Sample of [9th grade registration](#) information
- Developed in 2022-2023, Priority 2 Academic Opportunities, strategy e specifically addresses the shared goal of “Create and communicate unique pathways to graduation that ensure students understand opportunities as aligned to their pathway and post-high school goals”. Work on this strategy has begun and includes the development of new lessons to be delivered in class on the information in the High School and Beyond Plan.

Annually, the School Board approves the graduation requirements embedded in regulation and procedure [2410](#) and [2410P](#), please see [Board Meeting Agenda 2-9-23](#).

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 Gaggles 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 2022-2023 school year, the district received 125 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. In 2022-2023, all staff completed this review during an in-person training. This training included not allowing inappropriate student access to information meant for staff.

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 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 through the Annual Building Survey that student information is maintained in secure locations. In 2022-2023, all principals verified that records were properly maintained and protected.
- 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](#) (most recent revision 3/20/23)
- 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.

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.](#)

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](#).
- [Policy 4220P](#) outlines the complaint process for staff or programs. One complaint under 4220P was filed with the Executive Directors of Schools. No appeals to the superintendent or the school board were made in 2022-2023.
- When a complaint rises to the level of a complaint of staff misconduct, the Human Resources department issues a notice of investigation and follows the relevant Collective Bargaining Agreement section to assure the staff member's due process rights. While staff have privacy rights that must be honored, Human Resource administrators respond to the complainant to explain when the investigative and/or discipline process is complete.

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](#)
- 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.
- Exclusion letters when students experience exclusion related to discipline include appeal rights. [Sample of emergency removal 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 the 2022-2023 school year, nine appeals were filed, and four appeals to the Board were made.

2022-2023 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
65	49	18	9	4

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 the 2022-2023 school year.
- No student-to-student reports submitted as a formal complaint indicated retaliation. Of the 18 HIB reports (see 2.11) none indicated retaliation as the reason for reporting harassment, intimidation or bullying.

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: March 28, 2024