



OE-2 TREATMENT OF PEOPLE

Policy Type: Operational Expectation

Annual Monitoring Report - October 10, 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 OE-2 with no exceptions.

The Superintendent shall maintain an organizational culture that treats parents, students and community members with respect, dignity and courtesy, and shall maintain a learning environment that is safe, respectful and conducive to effective learning.

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.

The Superintendent will:

2.1 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, Universal Design for Learning (UDL) framework for inclusive and culturally responsive teaching and learning, and Integrated Multi-Tiered Systems of Support (MTSS).

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](#).

Through the Integrated MTSS work, Tier 1 teams exist at every school. Tier I teams create schoolwide positive behavior expectations and matrices that are explicitly taught by school staff and reviewed at regular intervals. School Wide Information System (SWIS) referrals and the universal screeners inform Tier I teams about which building expectations and supports need reinforcement throughout the year. Tier 1 teams review information from the Social, Academic, and Emotional Behavioral Risk Screener (SAEBRs) universal screener to review students who self-report on social, academic and emotional behavior risk indicators.

Research suggests that self-reporting on social emotional health reduces bias, which was a shared concern for the previous tools. SAEBRs reports on 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](#) schools. Second Step lessons and elements from the Collaborative for Academic Social and Emotional Learning ([CASEL](#)) standards such as morning circle are evident throughout district elementary schools.

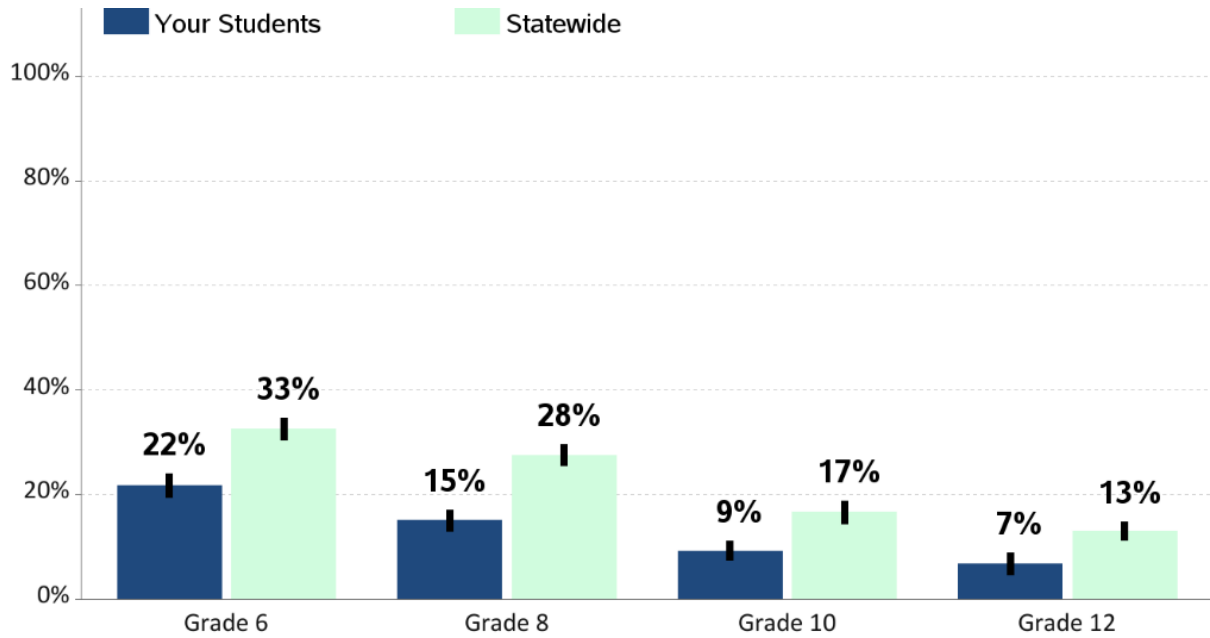
Second Step is the adopted middle school SEL curriculum. Scope and sequence for [middle school](#) provides a view of the topics addressed in middle school, including anti-bullying lessons. School Counselors can enhance the SEL curriculum by providing supplemental classroom lessons that support student’s social-emotional well-being.

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. While this data will not be updated until 2025, the 2023 district student results for related questions are below. At all grades surveyed, district 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 and report the highest average of students responding they feel safe at school. The district has adopted several questions from the Healthy Youth Survey into our annual surveys to gain annual student feedback data, which can strengthen longitudinal data interpretation.

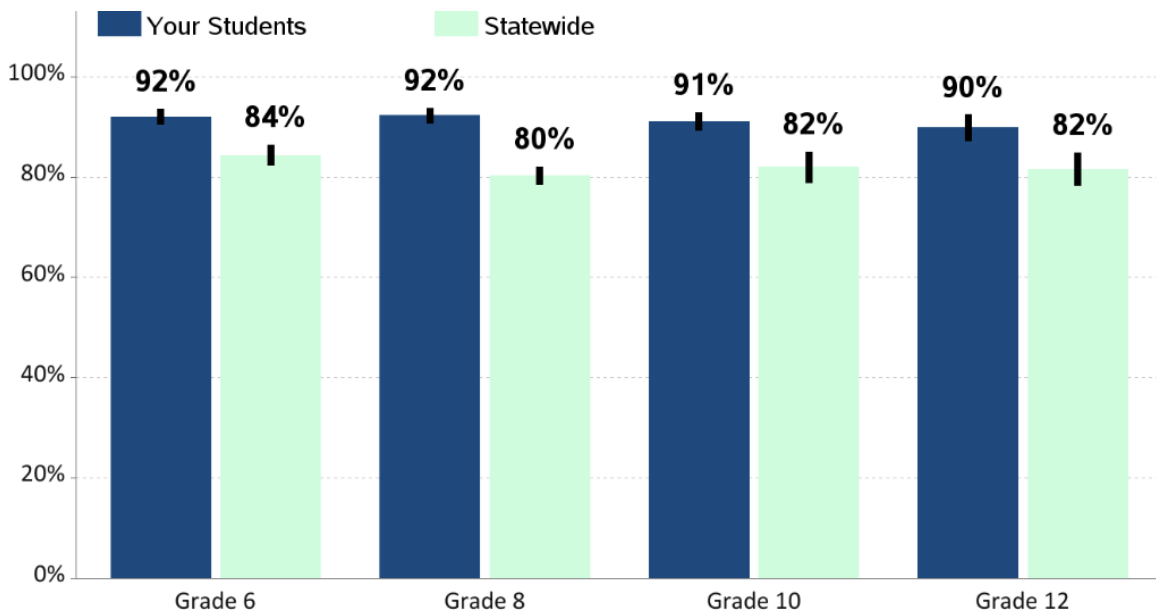
The Hope Index scores show that at all grades, more than 80% of students surveyed in the district report feeling moderately or highly hopeful. The full results for the 2023 Healthy Youth Survey, by district average and individual school can be seen [here](#).

2023 Healthy Youth Survey data: percent of students who report being bullied in the past 30 days:

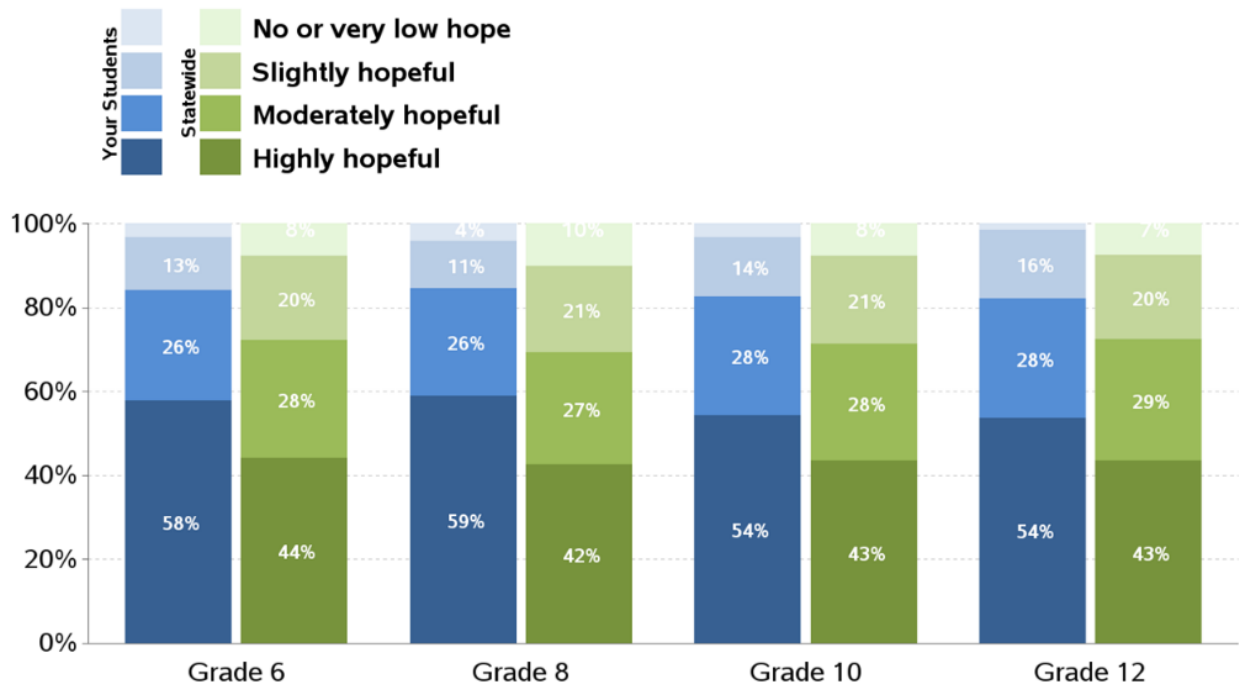
“Bullying is when one or more students threaten, spread rumors about, hit, shove, or otherwise hurt another student over and over again.”



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 2022-23, Strategic Plan Priority 1b states “students will feel safe and have a sense of belonging,” and specifically calls out a districtwide focus on emotional safety, physical safety, school climate and school support. The strategy team adapted survey questions from the Positive Behavior Interventions and Support (PBIS) School Climate Suite and Panorama Student Survey to include in district annual surveys. These questions focused on overall safety at school as well as physical and emotional safety. For example, asking students where they feel most and least safe in school buildings informs building leaders to the needs of their individual school. District leaders will continue to seek authentic student engagement and incorporate their perspectives and experiences in improvement work through the district.

Elementary:

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. The new question that asks students to share how often they feel safe at school mirrors the question from the Healthy Youth Survey shows that 80% of students reported feeling safe at school often or always. Specific information about where students feel most and least safe is reported and shared with staff. Specific questions about emotional safety reflect that students feel emotionally supported at school 71% of the time. The new question about being bullied online allows district leaders to measure and monitor the impact of online bullying behavior at several points throughout the system.

From the 4th grade soft skills survey 2024:

		2021-22	2022-23	2023-24
4th Grade Soft Skills Survey: <i>I respect ideas that are different than mine</i>	Percent agree or strongly agree	96%	97%	91%
	Number Respondents	1131	1198	1066

		2021-22	2022-23	2023-24
4th Grade Soft Skills Survey: <i>I feel safe sharing opinions in class.</i>	Percent agree or strongly agree	77%	76%	67%
	Number Respondents	1327	1191	1061

		2021-22	2022-23	2023-24
4th Grade Soft Skills Survey: <i>Students feel free to express their ideas and opinions.</i>	Percent agree or strongly agree	89%	86%	77%
	Number Respondents	1324	1203	1072

New questions in 2023-24 resulting from the work of the Priority 1b strategy team are added here:

		2023-24	2024-25	2025-26
4th Grade Soft Skills Survey: <i>I feel safe at school</i>	Percent always / often	80%		
	Number Respondents	1079		

		2023-24	2024-25	2025-26
4th Grade Soft Skills Survey: <i>Places I feel most safe at school:</i>	Classroom	75%		
	Library	64%		
	Gym	55%		
	Lunchroom	51%		
	Respondents	1083		

		2023-24	2024-25	2025-26
4th Grade Soft Skills Survey: <i>Places I feel least safe at school:</i>	Bathroom	28%		
	Office	25%		
	Playground	24%		
	Bus	24%		
	Respondents	1083		

		2023-24	2024-25	2025-26
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4th Grade Soft Skills Survey: <i>I feel emotionally supported at school</i>	Percent always/ often	71%		
	Number Respondents	1075		

		2023-24	2024-25	2025-26
4th Grade Soft Skills Survey: <i>How often are you bullied online?</i>	Percent never	84%		
	Number Respondents	1074		

From the 5th grade exit survey 2024:

		2021-22	2022-23	2023-24
5th Grade Exit Survey: <i>I feel safe at school</i>	Percent agree or strongly agree	85%	86%	79%
	Number Respondents	1403	1315	1207

		2021-22	2022-23	2023-24
5th Grade Exit Survey: <i>I feel free to express my thoughts and opinions in my school</i>	Percent agree or strongly agree	74%	75%	65%
	Number Respondents	1403	1315	1207

		2021-22	2022-23	2023-24
5th Grade Exit Survey: <i>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 through my elementary school experience</i>	Percent always/ often	85%	86%	81%
	Number Respondents	1403	1315	1207

		2021-22	2022-23	2023-24
5th Grade Exit Survey: <i>Students at my school show respect for each other</i>	Percent agree or strongly agree	85%	66%	55%
	Number Respondents	1403	1315	1207

New questions in 2023-24 resulting from the Strategic Plan Priority 1b; “Students will feel safe and have a sense of belonging” strategy team.

Students were asked to “check all that apply”. To interpret these results, using the classroom as an example, 78% of the 1201 respondents checked that they feel safe in the classroom.

		2023-24	2024-25	2025-26
5th Grade Exit Survey: <i>Places I feel most safe at school:</i>	Classroom	78%		
	Library	69%		

	Gym	61%		
	Music room	59%		
	Respondents	1201		

		2023-24	2024-25	2025-26
5th Grade Exit Survey: <i>Places I feel least safe at school:</i>	Parking lot	30%		
	Bathroom	25%		
	Office	20%		
	Bus	19%		
	Respondents	1201		

		2023-24	2024-25	2025-26
5th Grade Exit Survey: <i>I have been bullied online this year</i>	Percent never	88%		
	Number Respondents	1201		

		2023-24	2024-25	2025-26
5th Grade Exit Survey: <i>I have a sense of belonging or fitting in at my school.</i>	Percent always / often	79%		
	Number Respondents	1207		

Middle School

Middle school students generally reported how they experience school. Starting in 2023-24, all surveys have a neutral response. As previously stated, new questions for student surveys were added as a component of the Student Wellbeing strategy 1b.

As communicated to the board in the Friday update on 9/6/2024, student participation in secondary school surveys was markedly down in 2024, despite attempting a second round of data collection in the summer by sending the survey through the parent email addresses in Skyward. District leaders have considered that survey fatigue or student confusion on the surveys may have contributed to this reduction in participation. Plans are in place for typical student participation in 2025. Interpretation of this data should be done with caution given the low participation rates.

From the 7th grade Soft Skills Survey 2024:

Students reported on their physical and psychological safety in a variety of questions. Student responses provide direct feedback to the system about how students experience district schools.

		2021-22	2022-23	2023-24
7th Grade Soft Skills Survey:	Percent agree or strongly agree	50%	53%	51%

<i>I feel safe expressing my opinions during class</i>	Number Respondents	1163	1061	203
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2021-22 2022-23 2023-24

7th Grade Soft Skills Survey: <i>The teachers at this school expect me to do my best.</i>	Percent agree or strongly agree	86%	83%	75%
	Number Respondents	1177	1083	230

2022-23 2023-24 2024-25

7th Grade Soft Skills Survey: <i>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>	Percent agree or strongly agree	20%	21%	
	Number Respondents	1053	195	

2022-23 2023-24 2024-25

7th Grade Soft Skills Survey: <i>I feel acknowledged and respected for who I am and my background.</i>	Percent agree or strongly agree	62%	59%	
	Number Respondents	1053	195	

2022-23 2023-24 2024-25

7th Grade Soft Skills Survey: <i>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.</i>	Percent agree or strongly agree	49%	41%	
	Number Respondents	1053	195	

2023-24 2024-25 2025-26

7th Grade Soft Skills Survey: <i>I have a sense of belonging or fitting in at my school.</i>	Percent always / often	62%		
	Number Respondents	215		

2023-24 2024-25 2025-26

7th Grade Soft Skills Survey: <i>How often do you feel emotionally safe/ supported at school?</i>	Percent always / often	56%		
	Number Respondents	215		

2023-24 2024-25 2025-26

7th Grade Soft Skills Survey: <i>The places in the school where I feel safe most of the time are:</i>	Lunchroom	61%		
	Library	59%		
	Classroom	51%		
	Respondents	215		

		2023-24	2024-25	2025-26
7th Grade Soft Skills Survey: <i>Places I feel least safe at school:</i>	Hallway/Breezeway	45%		
	Bathroom	41%		
	Stairwells	29%		
	Respondents	215		

From the 8th grade exit survey 2024:

8th graders generally reported generally positively in the areas of belonging and connection to caring adults. New questions added in 2023-24 indicate students report feeling safe at school at high levels, and that places in school where known adults are contribute to the feeling of safety.

		2021-22	2022-23	2023-24
8th Grade Exit Survey: <i>I feel a sense of belonging in my middle school</i>	Percent agree or strongly agree	65%	83%	70%
	Number Respondents	1009	1034	167

		2021-22	2022-23	2023-24
8th Grade Exit Survey: <i>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</i>	Percent agree or strongly agree	87%	85%	85%
	Number Respondents	1109	1034	167

		2021-22	2022-23	2023-24
8th Grade Exit Survey: <i>I feel free to express my thoughts and opinions in class</i>	Percent agree or strongly agree	67%	66%	59%
	Number Respondents	1009	1034	167

		2022-23	2023-24	2042-25
8th Grade Exit Survey: <i>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>	Percent agree or strongly agree	20%	26%	
	Number Respondents	1034	167	

		2022-23	2023-24	2024-25
8th Grade Exit Survey: <i>I feel acknowledged and respected for who I am and my background</i>	Percent agree or strongly agree	55%	56%	
	Number Respondents	1034	167	

		2022-23	2023-24	2024-25
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8th Grade Exit Survey: <i>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.</i>	Percent agree or strongly agree	50%	53%	
	Number Respondents	1034	167	

2021-22 2022-23 2023-24

8th Grade Exit Survey: <i>I feel safe at school</i>	Percent agree or strongly agree	85%	86%	81%
	Number Respondents	1403	1315	167

2023-24 2024-25 2025-26

8th Grade Exit Survey: <i>Places I feel most safe at school:</i>	Classroom	78%		
	Library	69%		
	Gym	61%		
	Music room	59%		
	Respondents	167		

2023-24 2024-25 2025-26

8th Grade Exit Survey: <i>Places I feel least safe at school:</i>	Parking lot	30%		
	Bathroom	25%		
	Office	20%		
	Bus	19%		
	Respondents	167		

High School

In 2022-23, 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. New questions added show 74% of respondents report feeling a sense of belonging in district high schools. While many students in the district report positively on these surveys, high school students who do not have positive experiences have access to support through school counselors and teams responding to at risk scores on the mySAEBRs universal screener.

High school grade soft skills survey 2024:

2021-22 2022-23 2023-24

High School Soft Skills Survey: <i>The teachers at this school expect me to do my best</i>	Percent agree or strongly agree	85%	83%	88%
	Number Respondents	541	2611	362

Note: 2021-22 school year this question was asked to only 9th grade students.

		2021-22	2022-23	2023-24
High School Soft Skills Survey: <i>I feel respected by others</i>	Percent agree or strongly agree	67%	70%	66%
	Number Respondents	531	2642	343

Note: 2021-22 school year this question was asked to only 9th grade students.

		2021-22	2022-23	2023-24
High School Soft Skills Survey: <i>I feel safe expressing my opinions during class.</i>	Percent agree or strongly agree	60%	64%	61%
	Number Respondents	529	2632	339

		2022-23	2023-24	2024-25
High School Soft Skills Survey: <i>When at school I have been looked down on or treated badly based on my race.</i>	Percent agree or strongly agree	21%	26%	
	Number Respondents	2604	321	

		2022-23	2023-24	2024-25
High School Soft Skills Survey: <i>I feel acknowledged and respected for who I am and my background</i>	Percent agree or strongly agree	64%	61%	
	Number Respondents	2604	321	

		2022-23	2023-24	2024-25
High School Soft Skills Survey: <i>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.</i>	Percent agree or strongly agree	58%	64%	
	Number Respondents	2604	321	

		2023-24	2024-25	2025-26
High School Soft Skills Survey: <i>I feel emotionally safe/supported at school</i>	Percent agree or strongly agree	62%		
	Number Respondents	111		

		2023-24	2024-25	2025-26
High School Soft Skills Survey: <i>I feel a sense of belonging or fitting in at my school</i>	Percent agree or strongly agree	74%		
	Number Respondents	111		

		2023-24	2024-25	2025-26
High School Soft Skills Survey: <i>Places I feel most safe at school:</i>	Classroom	75%		
	Library	65%		
	Office	52%		
	Respondents	111		

		2023-24	2024-25	2025-26
High School Soft Skills Survey <i>Places I feel least safe at school:</i>	Bathroom	53%		
	Hallway/ Breezeway	25%		
	Lunchroom	25%		
	Stairwells	24%		
	Respondents	111		

District Senior Exit Surveys 2024 include a similar question on having one staff member showing genuine interest and support. The new question added in 2023-24 mirrors the question in other surveys and the Healthy Youth Survey. Student reports are presented below by high school.

Senior Exit Survey: *In general, I felt that at least one staff member took a genuine interest in me and personally helped me to be successful through my high school years.*

		2021-22	2022-23	2023-24
Gibson Ek	Percent agree/ strongly agree	87%	100%	85%
	Number respondents	23	15	26
Issaquah High	Percent agree/ strongly agree	87%	89%	80%
	Number respondents	533	287	144
Liberty High	Percent agree/ strongly agree	88%	87%	83%
	Respondents	142	174	160
Skyline High	Percent agree/ strongly agree	90%	87%	84%
	Respondents	507	358	362

Senior Exit Survey: *In general, I felt safe in high school*

		2023-24	2024-25	2025-26
Gibson Ek	Percent agree/ strongly agree	87%		
	Number respondents	23		
Issaquah High	Percent agree/ strongly agree	58%		
	Number respondents	144		
Liberty High	Percent agree/ strongly agree	80%		
	Respondents	161		
Skyline High	Percent agree/ strongly agree	77%		
	Respondents	357		

Senior Exit Survey: *In general, I felt a sense of belonging to my school during my high school years.*

		2023-24	2024-25	2025-26
Gibson Ek	Percent agree/ strongly agree	87%		
	Number respondents	23		
Issaquah High	Percent agree/ strongly agree	60%		
	Number respondents	146		
Liberty High	Percent agree/ strongly agree	65%		
	Respondents	158		

Skyline High	Percent agree/ strongly agree	62%		
	Respondents	356		

2.2 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 the student’s desk and cubbie are, and allows school staff to welcome students and their caregivers to school in a personalized way.
- Curriculum Nights are held at all schools and are 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 \(scroll to bottom of webpage\).](#)
- A Dual Language Program Parent Engagement Group was formed and met twice.
- In the 2023-2024 school year, the Special Services Department continued their focus on Family and Community Partnership and collaboration. Engagement opportunities included the reconvening of multiple groups 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. 2023-2024 Special Services Family and Community Partnerships included Parent Advisory, Student Advisory, Family and Community Partnership Committee, Early Learning Parent Series, and Literacy Continuum Committee.
- During the 2023-24 school year the work of community engagement and feedback within the Special Services Department shifted from information gathering to action and implementation of efforts listed below. Though no listening sessions occurred, engagement was more diverse in our efforts and streamlined in our methods.
 - Deployed Special Service Team Meeting Feedback Survey
 - Presented Draft Copy of ISD Parent/Caregiver IEP/504 Handbook
 - Gave input and participated in multiple engagement projects
- Nine family information events were held to support our culturally and linguistically diverse families to access district school transitions, services, and programs. The information nights were held in seven languages. See comprehensive list here: [Family Partnership Events for 2023-2024](#)
- 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 2023-24 surveys are below:

		2021-22	2022-23	2023-24
5th Grade Exit Survey: <i>My teacher provide information to me and my family regarding my learning.</i>	Percent agree or strongly agree	95%	95%	91%
	Number Respondents	1403	1315	1207

		2021-22	2022-23	2023-24
8th Grade Exit Survey: <i>My teacher provide information to me and my family regarding my learning.</i>	Percent agree or strongly agree	79%	81%	74%
	Number Respondents	1009	1034	167

2.3. Maintain an organizational culture that is consistent with the following values:

- a. encourages exchange of opinion*
- b. reasonable inclusion of 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 Results 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.
- The Bond Advisory convened for eight planning sessions to advise the district about community priorities for a bond package recommendation to the Superintendent.
- 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 Advisory Group, Parent Panels.
- 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 2c, the public review of materials window will be open for the entire field study.
- Adoption committee work in the 2023-24 school year included: completing Elementary Literacy Adoption and the Middle School Math Adoption; and initiating MS/HS Social Studies Adoptions in World History, Northwest History and Geography.

2.4 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:

- Coordinated enrollment and recruitment for 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.

Elementary 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.
- Developed in 2022-2023, Priority 2e Academic Opportunities, strategy 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.
- Developed in 2022-23, Priority 2e work team members led a Pathways to Graduation information night at Issaquah High School with the goal of informing 8th grade students and families about the High School and Beyond Plan framework for creating a personalized pathway to graduation and beyond. This information will be included in 8th grade transition nights going forward.

Annually, the School Board approves the graduation requirements embedded in regulation and procedure [2410](#) and [2410P](#), please see [Board Meeting Agenda 1-11-24](#).

2.5 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 district has two types of anonymous tips on its “Safety Concern” webpage, which allow safety concerns to be submitted via text, phone or website; or for reports of Harassment, Bullying or Intimidation. Using these options, anyone can report unsafe behavior. In the 2023-24 school year 143 concerns were submitted via the Vector Safety Concern and 121 via the HIB Reports portal, although not all were for safety or student concerns. When received, the tips are forward to the appropriate responder by whomever on the recipient list first sees the tip.
- Our student and staff databases are password protected and we have moved toward 2-step authentication where appropriate.
- Students and caregivers 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 2023-24, all staff completed this review. This training included not allowing inappropriate student access to information meant for staff.

2.6 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 [OE-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. Information about how to access the Office of the Education Ombuds (OEO) is on the district website.
- Administrators follow the IEA Collective Bargaining Agreement (CBA) 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.
- 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. In the annual monitoring of Operational Expectation 8 – Communication and Support to the Board [on 9/12/2024](#), it was noted in section 8.10 as evidence that there were six complaints received and one was appealed during the 2023-24 school year.
- 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.

2.7 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 caregivers 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 2023-24 school year, nine appeals were filed, and three appeals to the Board were made.

Harassment, Intimidation and Bullying reports

School Year	Number of HIB Reports	Number of HIB formal investigations	Number found to be HIB	Number appealed	Number appealed to the board
2022-2023	65	49	18	9	4
2023-2024	70	51	32	9	3

2.8 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 2023-2024 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.

The Superintendent will not:

2.9 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 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 in accordance with state guidance. 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. In 2023-24, staff accessed this training in the on-line platform available to us through our participation in the Risk Management group.

2.10 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 \(isd411.org\)](http://isd411.org)
- 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 hiring teams (Spring 2024).
- All new staff are provided with the non-discrimination regulations and procedures and returning staff are trained in our training cycle. In 2023-24, staff accessed required discrimination training on the on-line platform available to us through our participation in Risk Management.
- Three claims of discrimination were investigated. The district secured independent investigators to investigate claims of discrimination.

2.11 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](#), Students 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, 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 2023-24, all principals verified that records were properly maintained and protected.
- The district provides annual training on 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 caregivers 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.

2.12 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](#)

- Student Records section 6.4 p.59-66
- Health Services section 7.2 p.72-74.

2.13. 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: October 10, 2024