

**Issaquah School District
Executive Limitations Monitoring Report**

**EL-3 Personnel Administration
(Annual Internal – October 28, 2015)**

***The Superintendent certifies that the District is in compliance with EL-3
with no exceptions.***

The Superintendent shall not fail to assure the employment, development, evaluation and compensation of district employees necessary to enable the organization to achieve its Ends policies.

Accordingly, the Superintendent may not fail to:

- 1. Make mandatory background inquiries and checks prior to hiring any paid personnel.***

Interpretation

I interpret this to mean that ISD hiring procedures will ensure that no person with a history of disqualifying criminal activity will be recommended for District employment.

Evidence

I certify that the procedures enumerated below show all paid employees as of October 1, 2015 to be free from criminal activity that would disqualify them from employment in the Issaquah School District.

- Background inquiries and checks have been performed for all paid employees, including substitutes, coaches, assistant coaches and student teachers.
- Background inquiries and checks include application materials, interviews, reference checks, and Washington State Patrol and FBI fingerprinting.
- The District has met its obligation for fingerprinting as specified in RCW 28A.400.303.
- The State of Washington Sexual Misconduct Form has been completed and filed for all new hires, as required by law.
- The District requires all certificated substitutes who are also employed by other school districts during the school year to submit the State of Washington Sexual Misconduct Form each year.
- With the purchase of CrossMatch, which provides electronic fingerprinting and electronic submission to FBI, the District is provided cleaner fingerprints, efficient and quick submission, and approximately 72 hour results from FBI, as opposed to the six week response of inked fingerprints and paper-submission via US Mail.
- During the 2014-15 school year the District implemented new requirements for fingerprinting and background checks of all school employees who work in schools housed in juvenile detention facilities (Echo Glen for the ISD). This new rule requires that districts conduct background checks and fingerprinting of these employees every five years. The ISD has conducted these checks of all Echo Glen school staff for which this rule applied.

...the Superintendent may not fail to:

- 2. Conduct reasonable background inquiries and checks prior to utilizing the services of any volunteers who have unsupervised contact with students.*

Interpretation

I interpret this to mean that the District will perform screening as set forth in District policy for all volunteers who will have unsupervised contact with students.

Evidence

- Each school maintains a binder or file of screening forms on volunteers who are cleared for service to the school's programs. Their cadre of volunteers is drawn from this source in keeping with District policies 5630—*Volunteers* and 5630.1—*Volunteers Assisting Coaches*. In addition, each school provides training of volunteers in building and field trip procedures.
- Volunteers with regular unsupervised contact with students also submit to the FBI Fingerprinting. These volunteers include such positions as Robotics Club Advisors.
- All chaperones on over-night field trips have cleared background checks through the Washington State Patrol. At the secondary levels, chaperones are housed separately in same gender rooms. At the elementary level, when students go to Camp as a school-sponsored activity, two or three parent chaperones are assigned to each cabin of students, and/or two or three high school students are in each cabin.
- Personnel Services will research and develop an online system through the HRM Plus portal used for employee hiring to screen volunteers. The plan is to begin such a centralized system during the fall of 15-16 school year as part of the Back-to-School Business days completed at each level.

....the Superintendent may not fail to:

- 3. Select the most highly qualified and best suited candidates for all positions.*

Interpretation

I interpret this to mean that, within the framework of established State and District qualifications and contractual obligations, the District will create a pool of "most highly qualified" applicants for available positions. From that pool, interview teams representing supervisors, co-workers in related roles and, when appropriate, students and/or community members will assist the responsible administrators by exercising their collective judgment to recommend candidates who are best suited to meet local needs.

Evidence

I certify that personnel procedures to achieve the ends stated above are in place, including:

- aggressive recruitment strategies, including regional Job Fairs, college recruitment locally and in other regions of the country, posting of positions in regional, state, and national professional association websites, and an on-line application process
- student enrollment projections are determined early in the Spring, which allows for the hiring process to begin earlier than some neighboring districts
- Conversations with building administrators about staff needs and evaluation results occur in March to plan for and solidify recruitment needs
- early notification (May 1st) of retirement or Leave of Absence required by certificated contract
- access to legal counsel regarding application of employment law and contract requirements

- training of all interview teams, including students and parents when applicable, for fair and effective process
- review of all interview documents by Personnel Department prior to job offer
- transfer procedures for current certificated staff, secretaries, and educational assistants involve a transfer interview with receiving school's principal and co-workers to ensure appropriate placement of current staff
- excessing and Reduction-in-Force/Recall procedures align with negotiated contract and RCWs and are directed by the Executive Director of Personnel
- assignment of excessed or recalled certificated staff is determined by the Executive Director of Personnel, with input from appropriate principal(s)

...the Superintendent may not fail to:

4. *Administer clear personnel rules and procedures for employees, including rules protecting against wrongful conditions, such as nepotism and inequitably preferential treatment for personal reasons.*

Interpretation

I interpret this to mean I will keep appropriate personnel policies, contracts, and procedures updated and accessible to all staff for reference in the daily operation of the school district. These working documents will: (1) set forth expectations of employees, (2) describe timely, agreed-upon processes for addressing personnel concerns or complaints, and (3) prevent unfair employee practices.

Evidence of Compliance

Personnel policies specific to this Executive Limitation include:

- 5000.1: Recruitment, Selection and Assignment: Nondiscrimination
- 5010: Affirmative Action
- 5012: Employment of Handicapped Persons
- 5013: Sexual Harassment - Personnel, Volunteers and Parents
- 5014: Prohibition Against Harassment
- 5110: Recruitment of Staff
- 5252: Staff Participation in Political Activities
- 5241: Whistle Blower Protection
- 5251: Conflict of Interest
- 5281: Disciplinary Action and Discharge
- 5282: Civility
- 5000-5642: Other personnel policies in the 5000 Series
- School building, custodial and bus driver handbooks, which include expectations for staff, are reviewed periodically with employees.
- The Executive Director of Personnel Services and the Executive Director of Compliance and Legal Affairs provided the appropriate notice and updates to employees in September 2014 and upon hiring personnel throughout the year regarding Personnel Policies that promote a safe and positive workplace, such as Civility, Sexual Harassment, Staff/Student Boundaries and Prohibition Against Harassment.
- Adoption of *Safe School* software in the spring of 2014 enables the District to orient new staff to district, state, and federal Personnel policies and labor regulations that promote a safe and positive work and learning environments. The expectation is that *Safe School* online

training for annual and periodic policy and regulations training will be used by employees beginning the Fall of 2015 as one part of the three-(3)-year rotation training delivery.

- Negotiated contracts with employee unions include informal and formal grievance procedures and remedies
- Specific appeal procedures are provided as protection in the areas of civility, discipline, employment and re-employment, harassment, bullying and whistleblower.

...the Superintendent may not fail to:

5. *Effectively handle complaints and concerns.*

Interpretation

I interpret this to mean that complaints and concerns presented by employees, students, parents and members of the community who identify themselves and provide credible details will be examined thoroughly and appropriately and brought to resolution by the administration whenever possible, using applicable district policy, procedure and contractual processes. If complaints rise to the level of Board hearing or court procedure, background information and materials will be thoroughly and accurately prepared.

Evidence

For the monitoring period of the 2014-15 school year I certify that:

- All employee grievances have been handled through grievance procedures established in applicable labor contracts. We have addressed 3 grievances (1 classified and 2 certificated) during this period of time.
- All complaints of employee misconduct are investigated and resolved in keeping with applicable statutes, District policy and labor contracts. During this period we have addressed approximately 56 complaints of misconduct involving 34 certificated and 20 classified employees and 2 coaches.
- District Administrators regularly meet with Union Officers in Labor Management meetings to handle complaints and concerns proactively and collaboratively.
- Procedures are in place to address concerns in a progressive manner that directs the individual to the authority closest to the issue. For example if a parent raises a concern about a coaching decision they are directed to speak with the coach initially with the understanding that if unresolved at that level the building Athletic Director is the next step.
- The ISD used a student reporting system *Quick Tips* as one method of gathering concerns that could then be looked into.

...the Superintendent may not fail to:

6. *Maintain adequate job descriptions for all positions*

Interpretation

I interpret this to mean that job descriptions will be created for all positions and updated as needed.

Evidence

District policy #5230—*Certificated and Classified Job Descriptions* sets forth this requirement. I certify that job descriptions are on file and updated as needed, including review/revision as vacancies are posted.

...the Superintendent may not fail to:

7. Provide appropriate due process

Interpretation

I interpret this to mean that employees must be provided their rights to due process as required by law, District policy, and local labor contracts before being disciplined or terminated.

Evidence

- I certify that (a) appropriate guidance for the protection of due process rights is in place for all supervisory personnel, including both written documents and training (b) currently the District has no complaints related to due process which remain unresolved. (Requirements are set forth in RCW 28A.400.300, District Policy #5280.1—*Termination of Employment*, and local labor contracts.)

...the Superintendent may not fail to:

8. Protect against retaliation against any staff member for lawful, non-disruptive expressions of dissent.

Interpretation

I interpret this to mean that I will not permit, directly or indirectly, by act or omission, any adverse action against an employee for the lawful and prudent exercise of his/her rights as an employee.

Evidence

- No claim of retaliation has been filed through any appeal, grievance process or legal channel by any employee or union acting on behalf of employees during the last 12 months.

...the Superintendent may not fail to:

9. Prepare staff to deal with emergency situations

Interpretation

I interpret this to mean that staff will be trained in and will have practiced emergency procedures relating to fire, earthquakes, lockdown, bomb threats, active shooter and weather-related emergencies.

Evidence

- The Executive Director of Middle Schools has been assigned the responsibility for overseeing Safety and Security in all our schools and work sites.
- Schools are conducting no less than one safety-related drill each month. Our schools complete at least one drill using the school-mapping system, three drills for lockdowns, one

drill for shelter-in-place, three drills for fire evacuation in accordance with state fire code, and one safety related drill to be determined by the school.

- The District conducted comprehensive security and safety assessments at all ISD sites. Assessment results were processed and needs prioritized via the District Safety Advisory Committee.
- The District has assisted each school in developing an emergency plan that identifies specific duties and responsibilities, such as incident command, fire, earthquake, intruder, active shooter, student care, logistics, student comfort, student-parent reunification, first aid/AED employment, and search and rescue. These plans, assigning tasks and responsibilities to specific staff members, are on file for each school and are periodically reviewed and improved.
- The District provides First Aid CPR/AED training as a service to those staff members required to maintain specific levels of proficiency, and as space permits, to any staff member who wants First Aid and CPR training.
- OSPI has required all school districts to implement a School Safety Plan. The Issaquah School District has adopted and implemented “Rapid Responder” which is a school mapping information system. Rapid Responder also includes a comprehensive school safety checklist and detailed comprehensive safe school plans for each of our schools in the areas of prevention, intervention, all hazard/crisis response, and post-crisis recovery. All building administrators have been trained on Rapid Responder and will continue to monitor effectiveness of the building’s safety plan.
- The ISD also works closely with our local first responders to provide staff trainings and current information related to crisis response.

...the Superintendent may not fail to:

10. Protect confidential information

Interpretation

I interpret this to mean that I must protect confidential records and information of employees.

Evidence

- All personnel records are protected to the extent of the law and in keeping with collective bargaining agreements. This includes, but is not limited to, privileged and legal documents, application materials, investigative records, and personnel files.
- Requests for Public Records are handled by the Executive Director of Personnel Services. During this monitoring period, requested records have been appropriately released according to RCW 42.56.
- Policy 5260 – Certificated and Classified Staff Personnel Records establishes standards for personnel records. Secure storage is provided for effective management of personnel records. During 2014-15 Personnel Services researched and consulted legal counsel to move to electronic storage of personnel records. Transition to electronic storage files began during late April 2015.

...the Superintendent may not fail to:

11. Develop compensation and benefit plans to attract and retain the highest quality employees by compensating employees consistent with the applicable marketplace,

including but not limited to organizations of comparable size and type and within available resources

Interpretation

I interpret this to mean that the District must maintain compensation and benefit plans that will attract and retain highly qualified employees by remaining competitive with that of other surrounding districts of similar size, subject to available District resources. I further interpret this to mean that in a dynamic and fluid financial and labor market we are continuously analyzing all appropriate data.

Evidence

- RCW 28A.400.200 (Compensation) and RCW 28A.400.280 (Benefits)
- Comparability studies of employees' compensation completed during appropriate bargaining cycles.
- Annually the District collects negotiated agreements from surrounding districts to study settlement patterns to attract and retain the highest quality employees.

...the Superintendent may not fail to:

- 12. Consistent with the Superintendent's own evaluation, evaluate all employee performance according to their contribution toward achieving the Board's Ends policies and their compliance with the Board's Executive Limitations policies*

Interpretation

I interpret this to mean that employee evaluation instruments and procedures must be aligned with the Board's Ends and Executive Limitations policies and these aligned forms must be on file for all employees.

Evidence

- Evaluation forms and procedures for all employee groups are generally well aligned with Board Ends and Executive Limitations; however, precise alignment will be reviewed and addressed as appropriate within the negotiations cycles for each bargaining unit.
- The evaluation standards for certificated teachers are fully aligned with the OSPI approved-Danielson Framework.
- The evaluation standards for principals are fully aligned with the OSPI-approved AWSP Framework.
- The District has fully implemented the State of Washington new evaluation process for certificated classroom teachers and principals. All appropriate evaluation forms for each employee are on file in their personnel files.

...the Superintendent may not fail to:

- 13. Assure that the evaluation of all educational program personnel is designed to:*
 - 1. Improve and support instruction*
 - 2. Measure and document both excellent performance and unsatisfactory performance*

Interpretation

I interpret this to mean that the evaluation of all educational program personnel (i.e., teachers, educational assistants, principals, central administrators and TOSAs) will be designed specifically to measure, document, and improve instruction.

Evidence

- For classroom teachers the ISD uses the research based Danielson Framework and State of Washington Eight Criteria as the basis for our evaluation process.
- For all non-classroom certificated staff the Standards for Quality Teaching and Learning – Rubric for Certificated Evaluation is used and includes the following criteria: Centering instruction on high expectations for student achievement; demonstrating effective teaching practice; recognizing individual student learning needs and developing strategies to address those needs; providing clear and intentional focus on subject matter content and curriculum; fostering and managing a safe, positive learning environment; using multiple student data elements to modify instruction and improve student learning; communicating with parents and school community; exhibiting collaborative and collegial practices focus on improving instructional practice and student learning.
- Through joint committee work between District Administrators and the Issaquah Education Association, Danielson-based evaluations were developed for Teacher-Librarians, School Psychologists, and Therapeutic Specialists to be implemented during the 2015-16 school year.
- For all principals the ISD uses the research based AWSP Leadership Framework 2.0 and State of Washington Eight Criteria as the basis for our evaluation process.
- All principals and Educational Administrators continue to receive training on the Danielson Framework and the State Eight Evaluation Criterion for certificated classroom teachers and on inter-rater reliability.
- Certificated staff received up to 10 hours of training on the Danielson Framework and the State Eight Evaluation Criteria.
- All principals continue to receive training on the AWSP Framework, which aligns with the state evaluation criteria.
- All new to the Issaquah School District or returning from leave classroom teachers have the opportunity to attend 8 hours of paid training on the new teacher evaluation process. Training occurred August, 2014.
- Veteran staff who rotate onto the Comprehensive cycle receive training September 2014 from the Executive Director of Personnel Services and the IEA President.
- All building administrators used an electronic evaluation tool developed by the Director of CTE and Counseling Services to create performance evaluation records for all classroom teachers.

...the Superintendent may not fail to:

- 14. Ensure that all staff members are qualified and trained to perform the responsibilities assigned to them in pursuit of achieving the Ends*

Interpretation

I interpret this to mean that prospective staff members must meet the formal qualifications for their positions or possess alternative qualifications deemed acceptable by the professional team recommending employment. Additionally, the District is responsible to provide training as needed by staff to build District capacity in selected skill areas in order to achieve the Board's Ends.

Evidence

- All but six certificated staff have met the Highly Qualified standards set by No Child Left Behind parameters. All teachers will work toward resolving the issue: 1 teacher became a long-term substitute after accepting the job originally for fewer than 20 days; 4 teachers are special education certified and taking the West E exam in their non-HQ area; and the final teacher is taking the West E, although he is just short of a minor in Spanish.
- Educational Assistants and certificated substitutes have met the Highly Qualified standards set by No Child Left Behind parameters.
- Wednesday time for Professional Development and Professional Work: *IEA/ISD Collective Bargaining Agreement 2014 – 2017 stipulates “To meet the educational mission of the Issaquah School District, certificated staff shall be provided time for professional development, collaboration, and work related to moving forward the District Educational mission. The District shall establish a schedule of early release at elementary schools and late arrival at secondary schools on Wednesdays.”*
- New Teacher Academy provides an intensive year-long mentoring program for teachers in their first year of teaching. NTA is focused on effective data collection, using data to inform and improve instruction, creating positive parent relationships, behavior/classroom management, Danielson Framework and State Eight Criteria, and maintaining quality teaching throughout the year.
- All building administrators new to the District receive administrative mentors for their first year in the District.
- All building administrators who transition to new schools or to a different level within the ISD receive administrative mentors for one (1) year following the move to the new assignment.
- ISD and Issaquah Schools Foundation partner to provide National Board Certification candidates up to \$3000 to obtain their NB Certificate. During the 2014-15 school year, 17 teachers have gone through the National Boards process. The total number of National Board certified teachers in the Issaquah School District is approximately 122 teachers. Our program is approved by OSPI, and we offer credit through SPU. NBC is well aligned with the District initiative to implement the Danielson Framework and State Eight Criteria.
- All principals, educational administrators, and teachers are receiving training and professional development in the Common Core Standards, which are State Standards designed to build upon the most advanced current thinking about preparing all students to be college and career ready.
- Principals and supervisors have been provided training in supervision and evaluation, just cause, due process, interviewing, and records retention.
- Staff members who are underperforming are addressed through evaluation, and are supported with training and resources through the Plan of Improvement.
- The re-issue of certificated contracts of underperforming staff is made prior to the state-mandated May 15 deadline.

...the Superintendent may not fail to:

- 15. Maintain an organizational culture that positively impacts the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support and courtesy*

Interpretation

I interpret this to require the development and maintenance of a strong, positive District culture characterized by mutual respect, civility, collaboration, and open communication.

Evidence

- Beginning July, 2013, the Superintendent has promoted a Culture of Kindness, Sustainability, and Safety/Security throughout the District for staff, students, and parents. This focus has been highlighted in all August trainings/staff meetings, with students at Back to School activities in September, and woven throughout the daily activities across the District.
- District policies express high commitment to and expectations for maintaining civil, respectful, collaborative behavior by all members of the school district community. These policies include but not limited to: *Policy #5282 – Civility; Policy #5207- Prohibition Against Harassment and Intimidation Policy #5013 - Sexual harassment; Policy #5014 - Prohibition Against Harassment, and Policy #2010—Site Councils.*
- The District’s *Policy #4220P- Complaints Concerning Staff and Programs* is an important procedural mechanism which fosters honest, open dialog and protects culture while managing complaints and concerns.
- Negotiated contracts specifically protect staff rights and create collaborative structures to ensure their ongoing voice in District decisions.
- Interview teams ensure staff perspective in the hiring of new colleagues to help ensure high levels of preparation and positive contribution to the culture.
- Input structures exist throughout the District to ensure staff voice in decision-making and strong collaboration in all program areas.

Board approval: