

**Issaquah School District
Executive Limitations Monitoring Report**

**EL-11 DISCIPLINE
Annual Internal Report – November 9, 2023**

The Board believes in providing all students with a school environment that is safe and conducive to learning. District policies around student discipline should be clearly communicated to all students and equitably enforced.

The Superintendent certifies that the District is in compliance with EL-11 without exceptions.

The Superintendent shall not fail to establish and consistently enforce policies to maintain dignified, safe and effective environments for all students.

General Interpretation:

I interpret this policy to be primarily focused on maintaining a safe environment that is conducive to learning for all students while protecting student rights as individuals, and tailoring discipline policies to the state code grade bands of kindergarten to grade 4, and grades 5 to 12. This requires the District to have clear student discipline rules and procedures that are clearly communicated in multiple ways and formats, and consistently enforced, and a system that allows District leaders and school building leaders to provide clear expectations and supports to ensure our teachers, staff and students each understand their respective roles and responsibilities. The District will adjust discipline rules and procedures on a regular basis in compliance with state regulation and law. Notably, the law for discipline changed significantly in the 2019-2020 school year in which the first response for discipline was to provide interventions and supports rather than exclusions and suspensions (unless the first offense is a crime). Please refer to [Chapter 392-400 WAC](#).

Based on feedback from the Board in the past few years, the value statement and interpretation of equitable enforcement is meant to ensure consistent enforcement but with a system of monitoring that identifies and responds to inequitable or disproportionate treatment of students through the discipline process. In addition, any adult or student behavior that requires the involvement of law enforcement for on-campus incidences are noted in monitoring evidence, on a case-by-case basis. The Board will be notified of any incidents as soon as possible by the Superintendent as it relates to their role and governance oversight.

I further interpret this policy to mean that regulations and procedures are effective in maintaining a physically and psychologically safe learning environment. Staff awareness and understanding of an inclusive culture based on affirmation and belonging, student discipline rules and procedures, must be effectively implemented to achieve the desired result of addressing root causes. There must also be a process for appeals that is objective and supportive of students and families. Further, implementation by staff must be fair and consistent in order to be supported by District officials and, if necessary, upheld by the courts.

Evidence of Compliance:

In the 2022-2023 school year, 285 students received in-school or out-of-school exclusionary discipline, representing 1.48% of the district student body (using the June 1, 2023 enrollment count). Exclusionary discipline is provided below for the past three years, disaggregated by race and program. Exclusionary discipline is provided disaggregated by level for 2021- 2022 and 2022-2023. Exclusionary discipline data was impacted by the school closures in response to COVID, and trend data must be interpreted with this condition in mind.

ISD leadership believes that non-exclusionary responses to student behavior is an investment in supporting students' learning about the impact of their behavior on their own learning and the learning of others. This further supports students' well-being and sense of belonging at school through teaching specific skills in regulating and re-regulating their individual emotional state. While not historically an element of this monitoring report, supporting students in the teachable moment prior to an exclusionary discipline is visible in the variety of Tier 1 and Tier 2 strategies used by school administrators throughout this process.

Tier 1 Strategies

- The District's Code of Equitable Conduct is taught to every student in every school. For example, "The Pledge of Equitable Conduct" is carried out at elementary schools through principal and teacher lessons. This code teaches students to treat people who are different than themselves with respect and kindness.
- Schools support culture that promotes affirmation and belonging, focusing on Tier 1 elements available to all students and families. Examples include the following:
 - Elementary: Meet the Teacher, Curriculum Night, STEM, Math &/or Literacy family events.
 - Secondary: Events led by Student Leadership focus on promoting belonging. Specific examples include WEB (Where Everyone Belongs), ASB leadership, SEL (Social Emotional Learning) lessons and through the administrator led 'planner talks'.
 - All schools establish and publish positively stated school-wide expectations including behavioral expectations.
- The District's attorney annually reviews student handbook language, District regulations related to student discipline, and our training materials for administrators. This was completed for the 2022-23 school year.

Overall, we continue to monitor and address the disproportionate exclusionary discipline in our system, specifically with students who identify as Latino or Hispanic, Black or African American, Two or More Races as well as Students with Disabilities, Multilingual learners and students who self-report as low income.

Discipline Reports for 2022-2023:

Exclusionary discipline data is reported below in district totals by student, (number of students who received an exclusionary discipline) instance, (number of times a student received an exclusion) and if the exclusion was in, or out of school. Data is further disaggregated by race and program.

OSPI suppression rules are in place to protect student privacy. For all data presented in this monitoring report, if the number of students in any category or cell is less than 10, this data will be suppressed. 2022-2023 total number of exclusions are small enough that when disaggregated to the school level, nearly all data is suppressed. The table for 2020-2021 suspension district totals is an example of this scenario.

2022 - 2023 Suspensions: District Totals								
Demographic	Enrollment ¹		Students with Suspensions ²		Incidents that Result in Suspensions ³		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	1,985	10.25%	65	27.43%	179	35.03%	53	135
American Indian/Alaskan Native	47	0.24%	N<10	N/A	N<10	N/A	N<10	N<10
Asian	6,777	35.00%	20	8.44%	38	7.44%	23	18
Black/African American	470	2.43%	47	19.83%	101	19.77%	47	66
Native Hawaiian/Other Pacific Islander	36	0.19%	N<10	N/A	N<10	N/A	N<10	N<10
White	8,159	42.14%	78	32.91%	143	27.98%	85	70
Two or More Races	1,889	9.76%	22	9.28%	43	8.41%	19	28
Totals	19,363	100%	237	100%	511	100.00%	229	332
Programs/Attributes⁴								
Students with Disabilities	1,756	9.07%	94	39.66%	213	41.68%	102	131
Low-Income	2,356	12.17%	133	56.12%	340	66.54%	135	234
English Language Learners	1,385	7.15%	34	14.35%	91	17.81%	36	59

¹OSPI's Oct 1 Enrollment numbers from the 16 elementary schools, 6 middle schools, 3 comprehensive high schools, and 1

² Number of students in demographic group that received 1+ suspensions during the school year divided by total # of students who received suspensions.

³Total number of incidents that resulted in a suspension. If an incident involved more than one student, each student who received a suspension is counted separately. Incidents can result in more than one suspension per student. All Discipline data is from Skyward.

⁴Students identified in program/or attribute per OSPI. Percentages are divided by the total number of suspensions.

2021 - 2022 Suspensions: District Totals								
Demographic	Enrollment ¹		Students with Suspensions ²		Incidents that Result in Suspensions ³		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s) American	1,939	9.96%	71	25.00%	133	26.44%	68	75
Indian/Alaskan Native	46	0.24%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Asian	6,646	34.14%	27	9.51%	32	6.36%	23	N < 10
Black/African American	434	2.23%	44	15.49%	110	21.87%	63	77
Native Hawaiian/Other Pacific Islander	36	0.18%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
White	8,528	43.81%	101	35.56%	154	30.62%	88	81
Two or More Races	1,838	9.44%	39	13.73%	71	14.12%	48	38
Totals	19,467	100.00%	284	100.00%	503	100.00%	292	281
Programs/Attributes ⁴								
Students with Disabilities	1,716	8.81%	107	37.68%	214	42.54%	104	138
Low-Income	2,213	11.37%	128	45.07%	281	55.86%	145	184
English Language Learners	1,425	7.32%	41	14.44%	73	14.51%	40	41

2020 - 2021 Suspensions: District Totals								
Demographic	Enrollment ¹		Students with Suspensions ²		Incidents that Result in Suspension ³		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s) American	1,913	9.51%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Indian/Alaskan Native	47	0.23%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Asian	6,725	33.44%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Black/African American	433	2.15%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Native Hawaiian/Other Pacific Islander	37	0.18%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
White	9,130	45.40%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Two or More Races	1,824	9.07%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Totals	20,109	100%	19	N/A	22	N/A	13	10
Programs/Attributes ⁴								
Students with Disabilities	1,796	8.93%	N < 10	N/A	N < 10	N/A	N < 10	N/A
Low-Income	1,869	9.29%	N < 10	N/A	N < 10	N/A	N < 10	N/A
English Language Learners	1,623	8.07%	N < 10	N/A	N < 10	N/A	N < 10	N/A

Exclusionary discipline data is reported by Washington State behavior types below. This data shows the frequency of different types of behavior incidences that administrators deemed necessary to issue exclusionary discipline.

ISD has amended internal discipline codes to reflect the change from “marijuana” to “cannabis” per HB 1210 effective 11/1/23.

2022 - 2023 Students Suspended by Behavior State Type				
Behavior State Type	Elem	Middle	High	Total
Failure to Cooperate	2	16	51	69
Violence Without Major Injury	24	31	3	58
Disruptive Conduct	13	24	17	54
Threat to Other	4	19	27	50
Fighting Without Major Injury	2	33	6	41
Possession of a Weapon	4	5	3	12
Illicit Drug		1	9	10
Intentional property damage		4	5	9
Violence with Major Injury	1	1	7	9
Intimidation/Non-Sexual Harass	1	2	5	8
Marijuana		1	7	8
Tobacco	1	2	5	8
Unwelcome sexual conduct		4	1	5
Taking property of others		2	2	4
Discriminatory threat/hostile	1	2		3
Alcohol			2	2
Arson		2		2
Obscene acts/expressions			1	1
Total	53	149	151	353
# of Students suspended by Behavior type				

2021 - 2022 Students Suspended by Behavior State Type

Behavior State Type	Elem	Middle	High	Total
Violence Without Major Injury	51	96	11	158
Disruptive Conduct	11	42	39	92
Failure to Cooperate	8	17	40	65
Threat to Other	18	15	21	54
Fighting Without Major Injury	6	29	16	51
Violence with Major Injury	3	6	13	22
Possession of a Weapon	4	9	1	14
Theft or possession of stolen property		6	2	8
Intimidation/Non-Sexual Harass	1	1	5	7
Marijuana		2	4	6
Discriminatory Harassment		2	3	5
Destruction of Property			3	3
Sexual Harassment		1	1	2
Tobacco		1	1	2
Illicit Drug	1			1
Alcohol			1	1
Total	103	227	161	491
# of Students suspended by Behavior type				

2020 - 2021 Students Suspended by Behavior State Type

Behavior State Type	Elem	Middle	High	Total
Tobacco		5		5
Fight - No Major Injury		3		3
Marijuana		1	2	3
Possession of a Weapon	2	1		3
Bullying		1	1	2
Violence - No Major Injury		2		2
Disruptive	1			1
Illicit Drug			1	1
Sexual Conduct			1	1
Total	3	13	5	21
# of Students suspended by Behavior type				

Elementary exclusionary discipline data is reported below by student, (number of students who received an exclusionary discipline) instance (number of times a student received an exclusion) and if the exclusion was in, or out of school. Data is further disaggregated by race and program.

2022 - 2023 Suspensions: All Elementary Schools								
Demographic	Enrollments		Students with Suspensions ²		Incidents that Result in Suspensions ³		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	876	10.48%	N<10	N/A	N<10	N/A	N<10	N<10
American Indian/Alaskan Native	20	0.24%	N<10	N/A	N<10	N/A	N<10	N<10
Asian	3,150	37.67%	N<10	N/A	10	16.13%	N<10	N<10
Black/African American	194	2.32%	N<10	N/A	N<10	N/A	N<10	N<10
Native Hawaiian/Other Pacific Islander	11	0.13%	N<10	N/A	N<10	N/A	N<10	N<10
White	3,245	38.81%	23	46.00%	30	48.39%	17	14
Two or More Races	865	10.35%	N<10	N/A	N<10	N/A	N<10	N<10
Totals	8,361	100%	50	100%	62	100.00%	36	27
Programs/Attributes⁴								
Students with Disabilities	797	9.53%	33	66.00%	43	69.35%	22	22
Low-Income	1,038	12.41%	22	44.00%	30	48.39%	16	14
English Language Learners	981	11.73%	N<10	N/A	11	17.74%	N<10	N<10

2021 - 2022 Suspensions: All Elementary Schools								
Demographic	Enrollments		Students with Suspensions ²		Incidents that Result in Suspensions ³		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	821	9.87%	12	16.67%	15	14.56%	11	N < 10
American Indian/Alaskan Native	22	0.26%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Asian	3,064	36.84%	N < 10	N/A	10	9.71%	N < 10	N < 10
Black/African American	170	2.04%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Native Hawaiian/Other Pacific Islander	11	0.13%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
White	3,406	40.95%	34	47.22%	51	49.51%	26	26
Two or More Races	824	9.91%	12	16.67%	18	17.48%	N < 10	N < 10
Totals	8,318	100.00%	72	100.00%	103	100.00%	57	49
Programs/Attributes⁴								
Students with Disabilities	748	8.99%	34	47.22%	59	57.28%	26	35
Low-Income	961	11.55%	28	38.89%	49	47.57%	20	31
English Language Learners	1,007	12.11%	13	18.06%	19	18.45%	11	10

Middle school exclusionary discipline data is reported below by student (number of students who received an exclusionary discipline) instance (number of times a student received an exclusion) and if the exclusion was in, or out of school. Data is further disaggregated by race and program.

2022 - 2023 Suspensions: All Middle Schools								
Demographic	Enrollments ¹		Students with Suspensions ²		Incidents that Result in Suspensions ³		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	452	9.70%	19	20.21%	49	22.37%	25	30
Indian/Alaskan	9	0.19%	N<10	N/A	N<10	N/A	N<10	N<10
Asian	1,615	34.65%	10	10.64%	26	11.87%	17	12
Black/African American	129	2.77%	26	27.66%	58	26.48%	36	34
Native Hawaiian/Other Pacific Islander	5	0.11%	N<10	N/A	N<10	N/A	N<10	N<10
White	2,016	43.25%	29	30.85%	63	28.77%	39	34
Two or More Races	435	9.33%	10	10.64%	23	10.50%	14	13
Totals	4,661	100%	94	100%	219	100.00%	131	123
Programs/Attributes⁴								
Students with Disabilities	442	9.48%	31	32.98%	84	38.36%	17	15
Low-Income	559	11.99%	54	57.45%	143	65.30%	80	89
English Language Learners	197	4.23%	N<10	N/A	27	12.33%	15	15

2021 - 2022 Suspensions: All Middle Schools								
Demographic	Enrollments ¹		Students with Suspensions ²		Incidents that Result in Suspensions ³		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	451	9.53%	24	18.90%	34	14.23%	24	15
Indian/Alaskan	11	0.23%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Asian	1,604	33.88%	11	8.66%	13	5.44%	11	N < 10
Black/African American	122	2.58%	27	21.26%	79	33.05%	50	53
Native Hawaiian/Other Pacific Islander	N < 10	N/A	N < 10	N/A	N < 10	N/A	N < 10	N < 10
White	2,083	44.00%	46	36.22%	72	30.13%	51	33
Two or More Races	459	9.70%	18	14.17%	40	16.74%	34	20
Totals	4,734	100.00%	127	100.00%	239	100.00%	171	123
Programs/Attributes⁴								
Students with Disabilities	430	9.08%	45	35.43%	101	42.26%	59	62
Low-Income	530	11.20%	52	40.94%	131	54.81%	89	80
English Language Learners	195	4.12%	11	8.66%	16	6.69%	12	N < 10

High school exclusionary discipline data is reported below by student (number of students who received an exclusionary discipline) instance (number of times a student received an exclusion) and if the exclusion was in, or out of school. Data is further disaggregated by race and program.

2022 - 2023 Suspensions: All High Schools								
Demographic	Enrollments ¹		Students with Suspensions ²		Incidents that Result in Suspensions ³		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	657	10.36%	41	44.09%	125	54.35%	26	102
Indian/Alaskan	18	0.28%	N<10	N/A	N<10	N/A	N<10	N<10
Asian	2,012	31.73%	N<10	N/A	N<10	N/A	N<10	N<10
Black/African American	147	2.32%	15	16.13%	35	15.22%	N<10	29
Native Hawaiian/Other Pacific Islander	20	0.32%	N<10	N/A	N<10	N/A	N<10	N<10
White	2,898	45.70%	26	27.96%	50	21.74%	29	22
Two or More Races	589	9.29%	N<10	N/A	13	5.65%	N<10	12
Totals	6,341	100%	93	100%	230	100.00%	62	172
Programs/Attributes⁴								
Students with Disabilities	517	8.15%	30	32.26%	86	37.39%	29	58
Low-Income	759	11.97%	57	61.29%	167	72.61%	39	131
English Language Learners	207	3.26%	17	18.28%	53	23.04%	14	40

2021 - 2022 Suspensions: All High Schools								
Demographic	Enrollments ¹		Students with Suspensions ²		Incidents that Result in Suspensions ³		Suspension Breakdown	
	Students Identified in Demographic	% of Total Students by Demographic	Number of Students with Suspension(s)	% of Total Suspensions	Number of Incidents by Student	% of Total Incidents	In School	Out of School
Ethnicity/Race								
Hispanic/Latino of any race(s)	667	10.40%	35	41.18%	84	52.17%	33	54
Indian/Alaskan	13	0.20%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Asian	1,978	30.83%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
Black/African American	142	2.21%	11	12.94%	22	13.66%	N < 10	19
Native Hawaiian/Other Pacific Islander	21	0.33%	N < 10	N/A	N < 10	N/A	N < 10	N < 10
White	3,039	47.37%	21	24.71%	31	19.25%	11	22
Two or More Races	555	8.65%	N < 10	N/A	13	8.07%	N < 10	N < 10
Totals	6,415	100%	85	100.00%	161	100.00%	64	109
Programs/Attributes⁴								
Students with Disabilities	538	8.39%	28	32.94%	54	33.54%	19	41
Low-Income	722	11.25%	48	56.47%	101	62.73%	36	73
English Language Learners	223	3.48%	17	20.00%	38	23.60%	17	24

Accordingly, the Superintendent shall not fail to:

1. Permit student behaviors that disrupt learning. Prohibited Behaviors include:

- a. the use of illegal drugs, alcohol or tobacco products by students and adults on school property and at school-sponsored events;**
- b. The presence of firearms and other dangerous weapons on school property and at school-sponsored events;**
- c. Any form of violence on school property and at school-sponsored events.**

Interpretation:

I interpret this to mean that rules and procedures must clearly prohibit all student and/or adult behaviors named above; any infractions must be addressed in accordance with school rules in a manner that reaffirms prohibitions in these areas, and when necessary, in partnership with law enforcement. Additionally, any infractions must be analyzed to provide support and plans for individuals involved to significantly reduce likelihood of future incidences.

Evidence of Compliance:

- Principals and District administrators have verified through regularly scheduled meetings and frequent discussions with their supervisors that all reported incidents of misconduct resulting in unruly or disruptive behavior by any persons at school, on a school bus, or at a school sponsored event have been appropriately addressed. Principals and Deans attend discipline training each year. Transportation leadership responds to misconduct on school buses and solicits building support as needed.
- Principals have access to Executive Directors, Compliance Officers and legal counsel when needed.
- Training for students and staff occurs in the fall on how to report incidences of Harassment, Intimidation and Bullying (HIB). The District adopted curriculum, [Second Step](#), includes specific lessons to address bystander effect, anti-bullying and reporting skills.
- To ensure physical environment safety, schools utilize a variety of best practices as evidenced by: monthly safety drills, emergency kits, maps and directions, a visitor check-in system with daily badges, fob access systems, security cameras, and staff identification badges.
- The District maintains close partnerships with the six police agencies that serve schools. The safety and security team partners with local law enforcement as needed and maintain communication on a weekly basis.
- Student support plans are rooted in restorative practices, trauma informed practices, and support overall mental health.
- It is standard practice to hold a re-entry conference with a student and administrator following an exclusionary discipline. This allows for a resetting of expectations and a welcome return to school.
- The district has a threat assessment protocol, based on the structure provided by the ESD and Salem Kaizer and has been reviewed by ISD legal counsel. All Administrators, school Counselors, Swedish School Based Mental Health Counselors, school psychologists, secondary LRC 1 special education teachers and School Security Officers received training on

the Threat Assessment Protocol which includes safety plans and re-entry plans created for students who need additional support.

- The 2023 Healthy Youth Survey administration window closed 10/27/23 and the ISD anticipates getting new information in March 2024. The 2021 Healthy Youth Survey data showed a decrease in substance use as compared to 2020, including alcohol, marijuana, prescription pain killers, illegal drugs and cigarettes. The Healthy Youth Survey was not administered in the fall 2020 due to COVID-19 and was reinstated in the fall 2021 precipitating a change in the cohort of students being surveyed. Interpretation of longitudinal data must account for this change of cohort and may be difficult to distinguish from changes in data due to COVID-19 and the impact of school closures. Healthy Youth Survey data for the Issaquah School District is available [here](#).

2. Permit teachers, students and parents to be uninformed of the disciplinary expectations of students and the consequences of non-compliance.

- a. appropriately involve teachers, administrators, students and the community in developing student discipline policy;**
- b. distribute annually to each student a student handbook which outlines the student discipline policy;**
- c. ensure that a copy of the student discipline policy, and any significant changes to it are posted or available for inspection in each school building and on the District website.**

Interpretation:

I interpret this to mean that the District develops and distributes written procedures for administering corrective action to address student discipline. The District adheres to law and regulation as the guardrails for the student discipline policy while considering best practices to promote positive student behavior and values of diversity, equity and inclusion to reduce disproportionality. Going forward, the District will use this information as a foundation to review student discipline policy on an annual basis to engage with teachers, administrators, unions, students and the community to reflect on the data and lessons learned from the prior school year and adjust to legal or regulatory changes. The District uses multiple formats and methods to distribute the student handbook, to notify all about any changes and to ensure the information is easily accessible.

Evidence of Compliance:

- The Issaquah Education Association and District Discipline Committee met on November 16, 2022, January 25, 2023, March 2, 2023, and May 17, 2023, to review the legal changes and calibrate System-wide Information System (SWIS) definitions.
- All schools teach and regularly review the school's behavior expectations through handbook talks, videos and students and guardians sign off that they've received the information through the Enrollment Verification Process.
- As part of the Tier 1 schoolwide behavior expectation process, new students meet with a school representative to learn the expectations.

- Student handbooks are distributed prior to the beginning of the year and to students enrolling throughout the year. Students and families agree to these guidelines through the Enrollment Verification Process (EVP). Multilingual families can request an in-person translator to complete this process.
- Student handbooks are posted on the district website, which allows for translation to other languages.
 - [High school](#)
 - [Middle school](#)
 - [Elementary school](#)
- Tier 1 teams review and update behavior expectations regularly and specifically when students have been excluded through the required re-entry conference following suspensions.

3. Permit any unruly behaviors to disrupt learning.

Interpretation:

I interpret this to mean that there is a clear expectation communicated about what positive classroom and school culture means for students and that there are consequences when there is unruly or disruptive learning at school, on a bus, at a school-sponsored activity or in a classroom. I am defining unruly or disruptive learning as activity that prevents a student from being able to fully participate in class whether this is due to any known in-class behaviors or due to interpersonal interactions in-person or virtually during the school day. Therefore, I interpret this to mean that principals and staff may not allow any known instance of unruly or disruptive behavior by any persons to remain unaddressed.

Evidence of Compliance:

- School staff implement a Positive Behavior Instruction Support (PBIS) philosophy and approach to explicitly teach social emotional learning strategies. In grades K-8, the adopted curriculum follows the state scope and sequence for Social Emotional Learning (SEL). These lessons support students with skills and strategies to help address issues and respond to conflicts.
- Classroom management is found in the teacher evaluation Danielson model in several criterion.
- Tier 1 schoolwide systems are in place at the elementary schools to reinforce positive behavior, build relationships and culture, and establish clear expectations for student behavior. Schools celebrate this work through special weeklong events such as “Wolf Week” at Cedar Trails Elementary when school spirit days focus on the school’s four core expectations.
- To address diversity, equity and inclusion, and foster a culture of affirmation and belonging for all students, staff participated in the following activities that proactively addresses student engagement and will also serve as evidence of our work to comply with EL-16:
 - Building and District Administrators attended a listening session facilitated by the Equity department. This listening session was comprised of high school and middle school students that focused on what staff can do to create positive

relationships with students and how to create engaging classroom instruction. Hearing from our own students is always powerful, and key takeaways from staff were:

- the importance of treating students with respect
 - teachers seeing students as more than just a number in their classroom
 - caring for students by getting to know who they are outside of the classroom,
 - teachers providing themselves as resource to students who are struggling with the content through in class interventions
 - the importance of making the content relevant to their lives.
- Certificated staff attended two professional development sessions on Culturally Responsive Education focused on creating engaging classroom instruction as a follow-up to what students presented during the listening session. Additionally, a High Leverage Instructional Practices document was created with engagement and relationships being a lens in which teachers should focus all tier 1 instruction through.
 - Building staff received training on Courageous Conversations which equips them with tools and strategies for interrupting, calling in and calling out racist, biased, prejudice and hateful behavior and/or comments towards peers and staff.
 - K-12 certificated staff received training on culturally responsive and inclusive classroom practices that foster engagement, rigor, and a sense of belonging for all our students.
 - Each high school and middle school were offered an opportunity to have a cohort of certificated staff participate in a three-day professional development session with Dr. Adeyemi Stenbridge focused on creating culturally responsive instructional practices.
- Digital citizenship and safety lessons are consistently taught. In elementary, this is taught through the K-5 Library Scope and Sequence. Middle school health curriculum also includes lessons on digital media and health and wellness. Secondary SEL committees met to review and revise SEL lessons, including mandatory digital citizenship and safety lessons primarily delivered through homeroom and/or flex time. Resources on technology safety can be found [here](#).
 - Cyber bullying and virtual conflicts, including social media issues that overlap with the school day were addressed through our regular disciplinary practices, additionally supported through the anonymous tip reporting system and Gaggle content review, analysis and reporting system.
 - The District's responsible use agreement ([K-5](#) and [6-12](#)), provides clear expectations for appropriate and safe use of school-related technology. This agreement is signed by all staff and all students prior to accessing district technology.
 - Key staff received crisis management training to provide the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity and safety. The crisis intervention tool is trauma informed. This tool offers differentiated classes which can be accessed by additional staff in half-day training opportunities and in 1–2-hour de-escalation training - appropriate for a full staff.

4. Fail to ensure that all policies and procedures regarding discipline are enforced consistently using reasonable judgment.

Interpretation:

I interpret this to mean there is consistent implementation of policies and procedures regarding discipline rooted in regular review of data by the Superintendent's leadership team and cabinet in partnership with school administrators. This review includes a calibration across levels and buildings to support a positive and welcoming student and school culture, and responses to infractions. I further interpret this to be supported by ongoing training, and the provision of supports to ensure consistency in the use of discipline across the District and through the lens of equity to ensure there is not a disproportionate impact on student groups by demographics or program characteristics.

Evidence of Compliance:

- Executive Directors of Schools proactively utilized check-ins with building leaders and sectionals to review and discuss discipline, physical, intellectual, psychological and identity safety. As cases arose, Executive Directors also worked with individual schools to support discipline interventions, supports and responses. Human Resources staff were available to support Executive Directors and Schools as needed, especially if personnel were involved.
- The AWSP Principal Evaluation Framework, Criterion 2, Ensuring School Safety, is reviewed by Principals. This criterion includes physical, social, emotional and intellectual safety, as well as identity safety.
- All School Psychologists (11/14/22) and school Counselors (elementary 8/18/23, secondary 8/15/23) received updated training on Manifestation Determination meetings to include considerations for conducting updated Functional Behavior Assessments and revising Behavior Intervention Plans.
- Students receive HIB training at the beginning of the school year to understand how to report to a building administrator, or trusted school staff member if there is a safety concern, including any HIB reports. October is National Bullying Prevention Month and many of the counselors, ASB student groups, as well as teachers share information and resources. Our website includes many ways for students to report anonymous tips that can help inform a response.
- All Administrators and school Counselors receive suicide intervention protocol training which includes re-entry support for students. Safety plans for students who experience suicide ideation are created to include ongoing support to students and the larger community of schools.
- District staff receive HIB training annually through our compliance cycle. A HIB compliance officer is trained annually and is accessible by staff or parents for consultation. This training occurred on 11/7/23.

Board acceptance: