OE–11 Discipline
Policy Type: Operational Expectation

Annual Monitoring Report for School Year 2023-2024 – November 14, 2024

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.

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The Superintendent certifies that the District is in compliance with OE-11 with no exceptions.

The Superintendent shall establish and consistently enforce policies to maintain a learning environment that is safe, welcoming, inclusive, and conducive to effective learning 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.

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 2023-24 school year, 158 students received in-school or out-of-school exclusionary discipline, representing less than 1% of the district student body (using the June 1, 2024 enrollment count). Exclusionary discipline is provided below for the past three years, disaggregated by race, program and level.

District 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.

Using the Tiered model, where it would be expected that 3-5% of students in any organization might need individualized or Tier 3 support in behavior, less than 1% of all district students receiving an exclusionary discipline indicates that the work at Tier 1 and Tier 2 are working to meet the needs of most students.

Tier 1 Strategies
- The district's Code of Equitable Conduct is taught to every student in every school.
- The Equity Pledge lesson is delivered each fall to the entire elementary school(s) where students commit to the expected behaviors of treating people who are different than themselves with respect and kindness.
- Second Step lessons include explicit teaching of respect and kindness toward those who may be different from yourself. This a proactive step aligned to teaching of expected behaviors at the tier 1 level.
- 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, and include specific recognition systems connected to expected behaviors
- 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 2023-24 school year.

Overall, district leaders 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 through leadership collaboration, examination of data at the systems level and ongoing coaching about alternatives to exclusionary discipline with building leaders.

Discipline Reports for 2023-24:

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.

District data for out-of-school exclusionary discipline decreased from 332 instances in 2023 to 224 instances in 2024, representing a decrease of approximately 30% of the students in the district receiving an out-of-school exclusionary discipline. District data for in-school suspensions decreased from 229 instances in 2023 to 134 instances in 2024, representing a decrease of approximately a 40% reduction in students receiving an in-school exclusionary discipline. This data shows that .8% of all district students received an exclusionary discipline of either kind.

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.

2023 - 2024 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)	2,108	10.79%	42	26.58%	123	36.50%	40	88
American Indian/Alaskan Native	41	0.21%	n<10	N/A	N<10	N/A	n<10	N/A
Asian	6,972	35.69%	19	12.03%	28	8.31%	15	14
Black/African American	508	2.60%	31	19.62%	71	21.07%	34	41
Native Hawaiian/Other Pacific Islander	29	0.15%	N<10	N/A	n<10	N/A	N<10	n<10
White	7,943	40.66%	45	28.48%	69	20.47%	28	46
Two or More Races	1,932	9.89%	21	13.29%	46	13.65%	15	32
Totals	19,533	100%	161	100%	342	100.00%	134	224
Programs/Attributes[4]								
Students with Disabilities	1,954	10.00%	76	48.10%	187	55.49%	70	124
Low-Income	2,825	14.46%	107	67.72%	252	74.78%	87	175
English Language Learners	1,544	7.90%	22	13.92%	55	16.32%	19	38

2022 - 2023 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)	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/Attributes[4]								
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

[1] OSPI'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.

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

[4] Students 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 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)	1,939	9.96%	71	25.00%	133	26.44%	68	75
American 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

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. Any expulsion data is not included in this data set.

2023 - 2024 Students Suspended by Behavior State Type				
Behavior State Type	Elem	Middle	High	Total
Failure to Cooperate	2	20	34	56
Violence Without Major Injury	28	17	3	48
Disruptive Conduct	11	11	6	28
Fighting Without Major Injury	3	16	8	27
Threat to Other	5	4	4	13
Tobacco	2	3	5	10
Cannabis		2	7	9
Violence With Major Injury		2	6	8
Possession of a Weapon	4	1		5
Alcohol		2	2	4
Discriminatory Harassment		3	1	4
Destruction of Property/ Vandalism		3		3
Sexually Inappropriate Conduct		2		2
Theft or Possession of Stolen Property			2	2
Illicit Drug			1	1
Bullying	1			1
Arson		1		1

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

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

Elementary 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.

Elementary data for out-of-school exclusionary discipline increased from 27 instances in 2023 to 44 instances in 2024, representing an increase of elementary students in the district receiving an out-of-school exclusionary discipline. Elementary data for in-school suspensions decreased from 36 instances in 2023 to 27 instances in 2024, representing a decrease of approximately a 25% reduction in students receiving an in-school exclusionary discipline. This increase in out-of-school exclusionary discipline was noted throughout the year by Elementary leadership, and collaboration on these instances was consistent. This data indicates that .6% of district elementary students received exclusionary discipline of either kind. This would indicate that the proactive measures and day to day coaching of students is successful for most elementary aged students.

2023 - 2024 Suspensions: All Elementary Schools								
	Enrollment[1]		Students with Suspensions[2]		Incidents that Result in Suspension[3]		Suspension Breakdown	
Demographic	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)	950	11.40%	n<10	N/A	n<10	N/A	n<10	n<10
American Indian/Alaskan Native	15	0.18%	n<10	N/A	n<10	N/A	n<10	n<10
Asian	3,184	38.20%	n<10	N/A	n<10	N/A	n<10	n<10
Black/African American	215	2.58%	n<10	N/A	11	20.00%	n<10	n<10
Native Hawaiian/Other Pacific Islander	10	0.12%	n<10	N/A	n<10	N/A	n<10	n<10
White	3,111	37.32%	18	36.73%	24	43.64%	n<10	17
Two or More Races	850	10.20%	n<10	N/A	20	36.36%	n<10	14
Totals	8,335	100%	49	100%	55	70.00%	27	44
Programs/Attributes[4]								
Students with Disabilities	901	10.81%	23	46.94%	32	58.18%	15	18
Low-Income	1,243	14.91%	27	55.10%	41	74.55%	14	28
English Language Learners	1,048	12.57%	n<10	N/A	n<10	N/A	n>10	n<10

2022 - 2023 Suspensions: All Elementary Schools

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)	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/Attributes[4]								
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	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)	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/Attributes[4]								
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.

Middle school data for out-of-school exclusionary discipline decreased from 123 instances in 2023 to 88 instances in 2024, representing approximately a 28% reduction of students receiving an out-of-school exclusionary discipline. Middle school data for in-school exclusionary discipline decreased from 131 instances in 2023 to 56 instances in 2024, representing approximately a 57% reduction in students receiving an in-school exclusionary discipline. This data indicates that 1.1% of district middle school students received exclusionary discipline of either kind. This would indicate that the proactive measures and day to day coaching of students is successful for most middle school students.

2023 - 2024 Suspensions: All Middle Schools								
	Enrollment[1]		Students with Suspensions[2]		Incidents that Result in Suspension[3]		Suspension Breakdown	
Demographic	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)	474	10.12%	12	33.33%	42	31.82%	13	32
American Indian/Alaskan Native	9	0.19%	n<10	N/A	n>10	N/A	n<10	n<10
Asian	1,674	35.72%	n<10	N/A	15	11.36%	n<10	n<10
Black/African American	137	2.92%	13	36.11%	36	27.27%	18	20
Native Hawaiian/Other Pacific Islander	7	0.15%	n<10	N/A	n<10	N/A	n<10	n<10
White	1,932	41.23%	11	30.56%	21	15.91%	12	13
Two or More Races	453	9.67%	n<10	N/A	18	13.64%	n<10	13
Totals	4,686	100%	53	N/A	134	100.00%	56	88
Programs/Attributes[4]								
Students with Disabilities	460	9.82%	27	50.94%	87	64.93%	31	59
Low-Income	700	14.94%	36	67.92%	100	75.63%	35	69
English Language Learners	243	5.19%	N<10	N/A	14	10.45%	N<10	12

2022 - 2023 Suspensions: All Middle Schools

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)	452	9.70%	19	20.21%	49	22.37%	25	30
American Indian/Alaskan Native	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/Attributes[4]								
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	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)	451	9.53%	24	18.90%	34	14.23%	24	15
American Indian/Alaskan Native	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/Attributes[4]								
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.

High school data for out-of-school exclusionary discipline decreased from 172 instances in 2023 to 92 instances in 2024, representing approximately a 46% reduction of students receiving an out-of-school exclusionary discipline. High school data for in-school exclusionary discipline decreased from 62 instances in 2023 to 51 instances in 2024, representing approximately a 18% reduction in students receiving an in-school exclusionary discipline. This data indicates that .9% of district high school students received exclusionary discipline of either kind. This would indicate that the proactive measures and day to day coaching of students is successful for most middle school students.

2023 - 2024 Suspensions: All High Schools								
	Enrollment[1]		Students with Suspensions[2]		Incidents that Result in Suspension[3]		Suspension Breakdown	
Demographic	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)	684	10.50%	23	46.94%	74	60.66%	24	52
American Indian/Alaskan Native	17	0.26%	n<10	N/A	n<10	N/A	n<10	n>10
Asian	2,114	32.46%	n<10	N/A	n<10	N/A	n<10	n>10
Black/African American	156	2.40%	10	20.41%	24	19.67%	n<10	17
Native Hawaiian/Other Pacific Islander	12	0.18%	n<10	N/A	n<10	N/A	n<10	n>10
White	2,900	44.53%	16	32.65%	24	19.67%	n<10	16
Two or More Races	629	9.66%	n<10	N/A	n<10	N/A	n<10	n<10
Totals	6,512	100%	59	100%	138	100.00%	51	92
Programs/Attributes[4]								
Students with Disabilities	593	9.11%	26	53.06%	68	55.74%	24	47
Low-Income	882	13.54%	44	89.80%	111	90.98%	38	78
English Language Learners	253	3.89%	10	20.41%	33	27.05%	12	22

2022 - 2023 Suspensions: All High Schools

Demographic	Enrollment1		Students with Suspensions2		Incidents that Result in Suspension3		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
American Indian/Alaskan Native	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	Enrollment1		Students with Suspensions2		Incidents that Result in Suspension3		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
American Indian/Alaskan Native	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

The Superintendent will:

11.1 Ensure that all policies and procedures regarding discipline are restorative in nature, culturally responsive, collaboratively developed (including teachers, administrators, students and the community) when possible, appropriately communicated to students and parents, and enforced consistently using reasonable judgment.

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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. 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.

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
- The Academic Cabinet reviews district threat assessments to evaluate consistency in the use of this tool at the building level
- All School Psychologists annually receive 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 accessible to staff and parents for consultation and is trained annually through monthly OSPI training, OSPI office hours and regular webinars presented on zoom and recorded for future reference
- The Issaquah Education Association and district Discipline Committee met on 11/15/23, 1/24/24, 3/27/24 and 5/15/24 to review the legal changes and calibrate System-Wide Information System (SWIS) definitions, response and communication expectations

11.2 Address behaviors that disrupt learning.

Interpretation:

I interpret this to meant 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 disruptive learning at

school, on a bus, at a school-sponsored activity or in a classroom. I am defining 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 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. Clark Elementary has been a leader in this work and provides other elementary school leaders an opportunity to learn how to do a weeklong celebration such as "Clark Shark Week", which is repeated throughout the year to reinforce behavioral expectations in a fun and positive ways 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 OE-16:
  - Building and district administrators attended two professional development sessions facilitated by Courageous Conversation. Key takeaways from building and district leaders were:
    - The importance of leading for racial equity
    - How to have conversations about race and racism with students, staff, and families
    - The importance of understanding their own racial identity as well as the racial identity of others
    - the importance of creating classroom, building, and district environments that are welcoming, safe, and representative of the those we serve.
    - Teachers reported that this professional development gave them tools and strategies to address systemic and institutional inequities
  - Certificated staff attended a professional development session 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
  - Building staff received training on LGBTQIA+ which equips them with the knowledge, awareness, and tools for supporting students and creating welcoming environments for students who identify as LGBTQIA+
  - 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
  - Elementary and Secondary staff were offered an opportunity to have a cohort of certificated staff participate in a three-day professional development session with Dr. Adeyemi Stembridge 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. Resources on technology safety can be found here
- Secondary Social Emotional Learning (SEL) committees met to review and revise SEL lessons, including mandatory digital citizenship and safety lessons primarily delivered through homeroom and/or flex time. Certificated teachers received professional development on social emotional learning (SEL) and brain science connected to adolescent development in August during district-delivered professional development. Certificated teachers used research-based resources to design key lessons to integrate into their individual classrooms, meeting WA state SEL standard 1, self-awareness and standard 2, self-management. Teachers integrated these lessons into their courses throughout the year. Members of the Secondary SEL Committee convened once during the school year to review year 1 of the integration of WA state SEL standards into classroom instruction, making recommendations to the SEL committee for teacher professional development for the 24-25 school year. District-wide mandatory lessons continue to be delivered through homeroom and/or flex time such as digital citizenship and safety lessons
- Teachers continued professional development in August 2024 to prepare for the 2024-2025 school year. In addition to lessons designed for standards 1 and 2, teachers are now integrating lessons connected to standards Social Awareness and Social Management
- 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](K-5) and [6-12](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. Seven schools have had this training for all certificated staff

11.3 Implement a plan to remove systemic inequities in discipline practices and disproportionate outcomes.

Interpretation
I interpret this to mean that the district has a plan that is updated with goals and milestones that reduce inequities and disproportionate outcomes with the goal of no gaps.

Evidence of Compliance
This is an addition to this operational expectation and will be monitored for the 2024-25 school year in the next annual monitoring cycle.

11.4 Ensure that all staff are trained annually on district policies and procedures related to student safety. Staff interactions with students must be professional, responsive, respectful, and trauma-informed.

Interpretation
I interpret this to mean that we have an annual training on policies and procedures and this takes into account the mindsets, skills and knowledge required to support students in culturally responsive and trauma-informed methods.

Evidence of Compliance
This is an addition to this operational expectation and will be monitored for the 2024-25 school year in the next annual monitoring cycle.

11.5 Ensure the annual distribution to each student of a student handbook which outlines the student discipline policy.

11.6 Ensure that a copy of the student discipline policy, and any significant changes to it, are posted on the district website and available for inspection in each school building.

Interpretation for 11.5 and 11.6
Note: These two items are combined for 2023-2024 monitoring year and will adjust next year due to changes from policy to coherent governance.
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. 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 for 11.5 and 11.6
- All schools teach and regularly review the school's behavior expectations through handbook talks, and videos.
- 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 also 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 following an exclusion through the required re-entry conference following suspensions

The Superintendent will not:

11.7 Permit student behaviors that disrupt learning or that are dangerous, either on school property or at school-sponsored events. Prohibited behaviors include:
   a. **The use of alcohol, tobacco products, or other illegal drugs**
   b. **The presence of firearms or other dangerous weapons**
   c. **Any form of violence.**

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.

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 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 to collaborate on issues concerning student conduct
- 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, building safety plans, maps and directions, a visitor check-in system with daily badges, fob access systems, security cameras, and staff identification badges. All schools are equipped with Stop the Bleed Kits, Narcan, and AED's
- 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 maintains communication on a weekly basis
- 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 Puget Sound Educational Service District 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 and re-entry plans created for students who need additional support
- The 2023 Healthy Youth Survey data showed a static use of substances for cigarette and e-cigarette use and cannabis, and a 5% reduction in alcohol use at the 12th grade. Healthy Youth Survey data for the district is available here

2023 Healthy Youth Survey								
	6th grade n=1394		8th grade n=1348		10th grade n=1175		12th grade n=683	
	2021	2023	2021	2023	2021	2023	2021	2023
Cigarette use	< 1%	< 1%	<1%	1%	<1%	1%	1%	2%
Cigarette use at school	N/A	< 1%	<1%	< 1%	<1%	< 1%	<1%	1%
E-cigarette use	1%	< 1%	1%	1%	4%	3%	8%	8%
E-cigarette use at school	N/A	N/A	1%	1%	1%	1%	4%	2%
Alcohol use	1%	1%	1%	2%	5%	4%	18%	13%
Alcohol use at school	N/A	N/A	<1%	<1%	<1%	1%	1%	1%
Cannabis use	<1%	<1%	1%	1%	3%	4%	10%	9%

Board acceptance: