

Lake Washington School District Executive Limitation Monitoring Report

EL-6 Student Learning Environment June 24, 2019

Executive Limitation: With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies.

The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

- | | | |
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| 1. Consider a reasonable balance between the instructional needs and the extracurricular obligations of students. | In
Compliance | ◀ ▶ |
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Evidence

The extracurricular obligations of students; such as participation in extracurricular sports, music, work, church, family, and community activities are an important aspect of student and family life. School events are scheduled to avoid conflict with these religious holidays and Sundays, with some exceptions as pre-approved. Schools' daily schedules are established to allow for a balance between students' academic needs and their out-of-school interests and obligations. Athletic events and practices are scheduled after school as much as possible. Students are infrequently released early for: league play; travel time for away games; post-season KingCo Championships; and post-season district and state competitions. Release for post-season play is dependent on the success of each individual team and where the competition is held within the State of Washington. Absences, due to athletic conflicts are considered excused, however, student athletes must make up any missed assignments or homework.

“Encourage students to maintain a reasonable balance between instructional and extracurricular activities.”	5	4	3	2 & 1	mean
Dec. 2007-Feb. 2008	18%	50%	21%	11%	3.7
Dec. 2008-Feb. 2009	17%	44%	32%	7%	3.7
Dec. 2009-Feb. 2010	22%	48%	23%	7%	3.8
Dec. 2010-Feb. 2011	26%	37%	26%	11%	3.7
Dec. 2011-Feb. 2012	22%	43%	25%	10%	3.7
Dec. 2012-Feb. 2013	27%	42%	22%	9%	3.9
Dec. 2013-Feb. 2014	31%	41%	20%	8%	3.9
Dec. 2014-Feb. 2015	24%	45%	24%	7%	3.8
Dec. 2015-Feb. 2016	28%	44%	17%	11%	3.9
Dec 2016-Feb 2017	25%	44%	25%	7%	3.8
Dec 2017-Feb 2018	29%	43%	16%	12%	3.9
Dec 2018 – Feb 2019	23%	48%	21%	8%	3.8

EL-6 Student Learning Environment

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Evidence {continued}

Families continue to respond favorably to the question, “In your opinion, how successful has the Lake Washington School District been in its efforts to encourage students to maintain a reasonable balance between instructional and extracurricular activities?” The survey is scaled 1 to 5 with 1 indicating “Not at all successful” and 5 indicating “Very successful.”

- 71% of parents surveyed during December 2018-February 2019 gave a rating of 4 or 5.
- The mean rating for parents was 3.8, which is in line with the ten-year average.

2. Consider instructional continuity.	In Compliance	◀ ▶
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Evidence

Instructional continuity is important for students to gain the necessary skills and concepts required of them. The current negotiated calendar provides instructional continuity through consistent weekly Wednesday early release days of one and one-half hours where teachers meet to discuss student work and plan to improve student learning. In addition, the collective bargaining agreement specifies limits regarding use of teacher annual leave days.

- Schools have thirty-five (35) weeks during the school year in which students are in school each day (except legal holidays). Annually, Directors of School Support review high school schedules to ensure that school activities, graduation schedules, and testing do not substantively impact instructional continuity.
- Testing schedules are collected by the Assessment office to ensure compliance with timelines and district support is available.

3. Assure the instructional time provided for students during the academic day is not interrupted by unnecessary intrusions or the scheduling of activities that can be scheduled during other times.	In Compliance	◀ ▶
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Evidence

A variety of strategies are used to ensure the instructional time provided for students is not unnecessarily interrupted. A school master calendar is developed inclusive of grading periods, final schedules, field trips, and assemblies. At the secondary level, schools often have different bell schedules for different types of assemblies. The following strategies and efforts are utilized to limit unnecessary intrusions or scheduling of activities during the school day:

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3. Assure the instructional time provided for students during the academic day is not interrupted by unnecessary intrusions or the scheduling of activities that can be scheduled during other times.	In Compliance	◀ ▶
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Evidence {continued}

- Non-instructional or co-curricular activities are scheduled outside of the school day, with few exceptions.
- School daily schedules are reviewed each year to ensure compliance with minimum Basic Education requirements.
- Directors of School Support work with high school administrators to ensure that end-of-year activities, including finals schedules and senior celebrations do not unduly intrude on instructional time. High school end-of-year schedules are submitted and reviewed by Directors of School Support and the Deputy Superintendent.
- The Director of School Support in charge of graduation schedules graduation ceremonies in alignment with Basic Education requirements as directed by law.
- Deputy Superintendent, Directors, School Support, and Director, Assessment, Evaluation, and Research worked with high school principals to ensure a consistent testing schedule for Smarter Balanced Assessment.
- Deputy Superintendent, Directors, School Support; and Director, Assessment, Evaluation, and Research, developed a late start schedule with comprehensive high school principals, which allows Smarter Balanced Assessment to be conducted in a timely manner and ensured students needing accommodations to have the location and staff available.

4. Assure that any behaviors, actions, or attitudes by adults who have contact with students do not hinder the academic performance of students.	In Compliance	◀ ▶
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Evidence

Adults who have contact with students are held to a set of defined policies designed to ensure appropriate behaviors, actions, and attitudes. The following administrative policies, procedures, and practices are in place to assure that the behaviors, actions, or attitudes of any adults, whether employees, volunteers, or visitors, do not hinder student academic performance. They include: Conduct on School Property, Volunteer Screening Procedures, Code of Professional Conduct, Employee Evaluation Procedures, Employee Investigative Procedures, Civility and Human Dignity.

Conduct on School Property:

- Interruption of student learning or academic performance of students is prohibited by Administrative Policy KGB, Public Conduct on School Property.
 - o This policy specifies that no individual may enter school property or conduct themselves in a manner which interferes with the orderly operation of the school or which interferes with the educational process.
- Violations result in formal warnings and in some cases, referral to police agencies for no-contact orders.
- Visitors to schools are required to report to school offices for a visitor pass and classroom visitors require pre-approval by the teacher.

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Evidence {continued}

Volunteer Screening Procedures:

- During the 2018-19 school year, the district adopted a new volunteer management platform. The platform aligns with Washington State regulations which requires the district to perform background checks on all volunteer applicants through Washington State Patrol. Once approved, volunteer names are added to the approved volunteers list. Volunteers and visitors are required to sign-in at buildings and wear name badges.

Code of Professional Conduct:

- Teachers, educational staff, and administrators must adhere to the Professional Code of Conduct, as codified in law. The Office of Professional Practices, a division under the auspices of the Superintendent of Public Instruction, is charged with enforcement, including discipline of educational practitioners for violation of the Professional Code of Conduct. The office receives, investigates, and makes legal findings regarding complaints. A nine-member professional advisory committee reviews appeals from proposed disciplinary actions. Educators who violate the code may be reprimanded or their license to practice may be suspended or revoked. Any educational practitioner who commits an act of unprofessional conduct proscribed within this chapter may be held accountable for such conduct pursuant to the provisions of chapter 181-86 WAC. The district is obligated to report alleged violations of the Professional Code of Conduct to OSPI to investigate.

Employee Evaluation Procedures:

- Every employee group has an established process and criteria for annual evaluation, as codified by law and/or labor contract and/or district policy. Supervisors are required to provide feedback to assigned employees and provide written evaluations by established deadlines.

Employee Investigative Procedures:

- Allegations of inappropriate behaviors or actions that warrant investigation by the Human Resources department are investigated in a timely manner following established investigatory protocols. Administrators and supervisors receive training each year on procedures for reporting and investigating allegations of misconduct.

Civility

- Appropriate consequences for students who violate this policy will be specified in the student code of conduct of each building. Staff members who violate this policy will be subject to discipline as appropriate, pursuant to collective bargaining agreements and state and federal laws.

Human Dignity

- Appropriate consequences for students who violate this policy will be specified in the student code of conduct of each building. Staff members who violate this policy will be subject to discipline as appropriate, pursuant to collective bargaining agreements and state and federal laws.

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Accordingly, the CEO shall:

<p>5. Adopt an administrative policy on conduct and discipline which:</p> <ul style="list-style-type: none"> a. prohibits the use of drugs, alcohol or tobacco products by students or adults on school property and at school-sponsored events; b. prohibits the presence of firearms or other dangerous weapons on school property and at school-sponsored events; c. prohibits any form of violence on school property and at school-sponsored events; d. provides for the discipline of special education students consistent with their Individual Education Plan; e. establishes procedures for student interrogations, searches and arrests; f. establishes procedures to afford students, parents and school personnel due process with regard to student conduct and discipline issues; g. establishes procedures for written appeal to the Board from a decision to suspend or expel a student; h. provides for administration of appropriate discipline of students deemed to be habitually disruptive; i. establishes the district's student attendance policy; j. prohibits unruly behaviors to disrupt learning; k. prohibits bullying or other types of intimidation; and l. prohibits the administration of corporal punishment. 	<p>In Compliance</p>	<p>◀ ▶</p>
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Evidence

Administrative policies on student conduct and discipline that specifically address a- f above have been developed, adopted, and disseminated to staff, students, and parents. Student discipline policies are reviewed annually and are in compliance with state and federal guidelines and statutes. JFC and JFC-R (Student Conduct) is in alignment with Student Rights and Responsibilities and student handbooks at all levels. JFD, JFD-R, and JFD-E conform to the state model policy for Harassment, Intimidation, and Bullying.

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| <ul style="list-style-type: none"> a) See District Policy – JFC, JFC-R b) See District Policy – JFC, JFC-R, JFCJ c) See District Policy – JFC, JFC-R d) See District Policy – IGB, IGB-R e) See District Policy – JFG, JFG-R, JFGA, JFGA-R f) See District Policy – JG, JG-R g) See District Policy – JG, JG-R | <ul style="list-style-type: none"> h) See District Policy – JFC, JFC-R i) See District Policy – JEA, JEE, JED, JED-R, JEDA j) See District Policy – JFC, JFC-R k) See District Policy – JFD, JFD-R, JFD-E, JFDA, JFDA-R l) See WAC 392-400-235 Discipline |
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Accordingly, the CEO shall:

5. Adopt an administrative policy on conduct and discipline which: <i>{for complete listing, see page 5}</i>	In Compliance	◀ ▶
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Evidence *{continued}*

Discipline policies, which prohibit student behavior that disrupts learning, have been developed, adopted, and disseminated to staff, students, and parents. In accordance with state statute, students may be removed from a class, after attempts have been made to remediate the behavior, for the class period and up to two days (or until an administrative conference) if they are disruptive. When this occurs, appropriate disciplinary action is administered and parents are notified.

Administrative policies and procedures, which prohibit bullying and other types of intimidation and harassment, have been developed, adopted, and disseminated to staff, students, and parents and are posted in each school and worksite. These policies and procedures, JFD, JFD-R, and JFD-E (Incident Reporting Form), are in accordance with state statute RCW 28A.300.285 (Washington State’s anti-bullying law) and were adopted in July 2011. Additionally, the District adopted a policy prohibiting Sexual Harassment in June 2016 (JFDA, JFDA-R). Training on these policies is provided annually to administrators, certificated and classified staff, students, coaches, and bus drivers.

6. Appropriately involve teachers, administrators, students, and the community in developing administrative student discipline policy.	In Compliance	◀ ▶
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Evidence

Each year, school administrators convene a committee comprised of staff, parents, and students (at the secondary level) to review and refine school discipline policies and procedures and to assist in the development of student discipline codes of conduct and student handbooks. The District Discipline Committee meets annually to review administrative student discipline policy and procedures. The District Discipline Committee has representation from all building levels and from all four learning communities.

7. Arrange to distribute and review annually a student handbook which outlines the conduct and discipline policy to each enrolled student and to each new student in the district.	In Compliance	◀ ▶
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Evidence

Each school distributes and reviews the student handbook with all students. Students new to the district receive orientation and a review of school conduct and discipline policies from school counselors, homeroom teachers or administrators. Students and parents sign that they have reviewed the student handbook, and some classroom teachers administer student handbook and discipline policy assessments to their students. The Student Rights and Responsibilities section of the student handbook is reviewed, updated, and revised annually.

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Accordingly, the CEO shall:

8. Distribute to each student copies of any significant changes in the handbook	In Compliance	◀ ▶
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Evidence

Should significant changes to student handbooks occur during the school year after student handbooks are distributed, students are provided the new information in a timely manner.

9. Ensure that a copy of the district policies, and any significant changes, are posted or available for inspection in each school building and on the website.	In Compliance	◀ ▶
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Evidence

Updated district policies are available in each school building, on the district website, and on the staff portal. Schools are notified of all policy changes by email and through updates to the Administrator Resources and the Student Discipline Portal site. Posters for *Harassment, Intimidation, & Bullying Policies and Procedures* and *Sexual Harassment* were distributed to all buildings and worksites for posting, and additional copies are provided annually as needed.

10. Ensure that the policies are enforced consistently and with reasonable judgment.	In Compliance	◀ ▶
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Evidence

Policies related to student discipline are reviewed on an annual basis and updated as appropriate to reflect changes in state law. All administrators and staff receive annual training in August regarding student behavior and discipline policies and procedures. These policies and procedures are published in the common district pages of all school handbooks. Guidelines and protocols for the enforcement of these policies are posted on the Student Discipline Portal site, and administrators communicate with Directors, School Support to ensure that policies are reasonably and consistently enforced. The district has one hearing officer who conducts hearings when parents/guardians appeal disciplinary actions. The entire appeal process is clearly communicated and conducted according to Washington Administrative Code. The district also has one Compliance Officer for Harassment, Intimidation, and Bullying (HIB) who ensures implementation of the policy and procedure by overseeing the investigative processes, ensuring that investigations are prompt, impartial, and thorough.

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10. Ensure that the policies are enforced consistently and with reasonable judgment.

In
Compliance



Evidence *{continued}*

All administrators have received student investigation training designed to ensure common, equitable practice. Continuing efforts are made to ensure consistent discipline communication from administration to parents/guardians that accurately reflects appropriate Washington Administrative Codes and procedures. Additionally, discipline codes in Skyward are reviewed and updated annually, and all schools are held accountable to enter discipline violations in the system.

“Student discipline is handled in a fair manner.”	Always	Usually	Sometimes	Never	Mean
Fall 2012	25%	61%	13%	1%	3.1
Fall 2013	30%	51%	18%	1%	3.1
Fall 2014	28%	51%	19%	2%	3.1
Fall 2015	35%	48%	17%	0%	3.2
Fall 2016	46%	42%	12%	0%	3.3
Fall 2017	43%	45%	10%	2%	3.3
Fall 2018	26%	49%	24%	1%	3.0

- Community survey data from Fall 2018 show that 75% of parents feel that student discipline is always/usually handled in a fair manner. This is a decline from the Fall of 2018.

All Suspensions means the total number of suspensions (i.e. one student suspended three different times equals three suspensions). *Students Suspended* means individual students (not repeated) who were suspended (i.e. one student suspended more than once equals one individual student).

Suspensions are for exceptional/serious misconduct and discipline (e.g. arson, drugs/alcohol, firearms, harassment, threats, etc.) and for other forms of misconduct and discipline (e.g. disruptive behavior, physical aggression, theft, vandalism, willful disobedience, etc.). Specific data by school and by level for these violations are recorded and reviewed.

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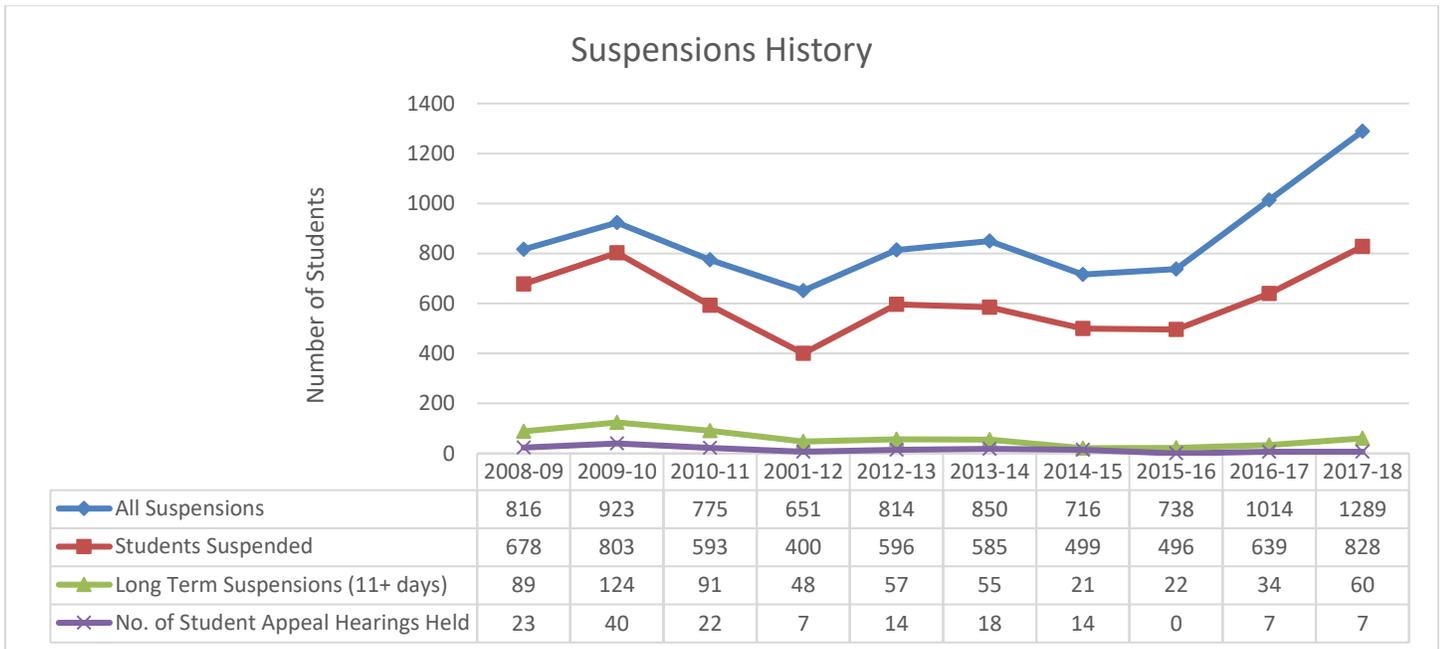
10. Ensure that the policies are enforced consistently and with reasonable judgment.

In
Compliance



Evidence {continued}

The chart below displays longitudinal student suspension data by number of students for short-term and long-term suspensions:



- The average total number of students for 2015-2016 was 27,830. Suspensions accounted for 1.8% of the total student population.
- The average total number of students for 2016-2017 was 29,572. Suspensions for this year accounted for 2.1% of the total student population.
- The average total number of students for 2017-18 was 29,987. Suspensions for this year accounted for 2.7% of the total student population.
- The number of discipline appeals remained the same at 7 in the 2017-18 school year from the 2016-17 school year.

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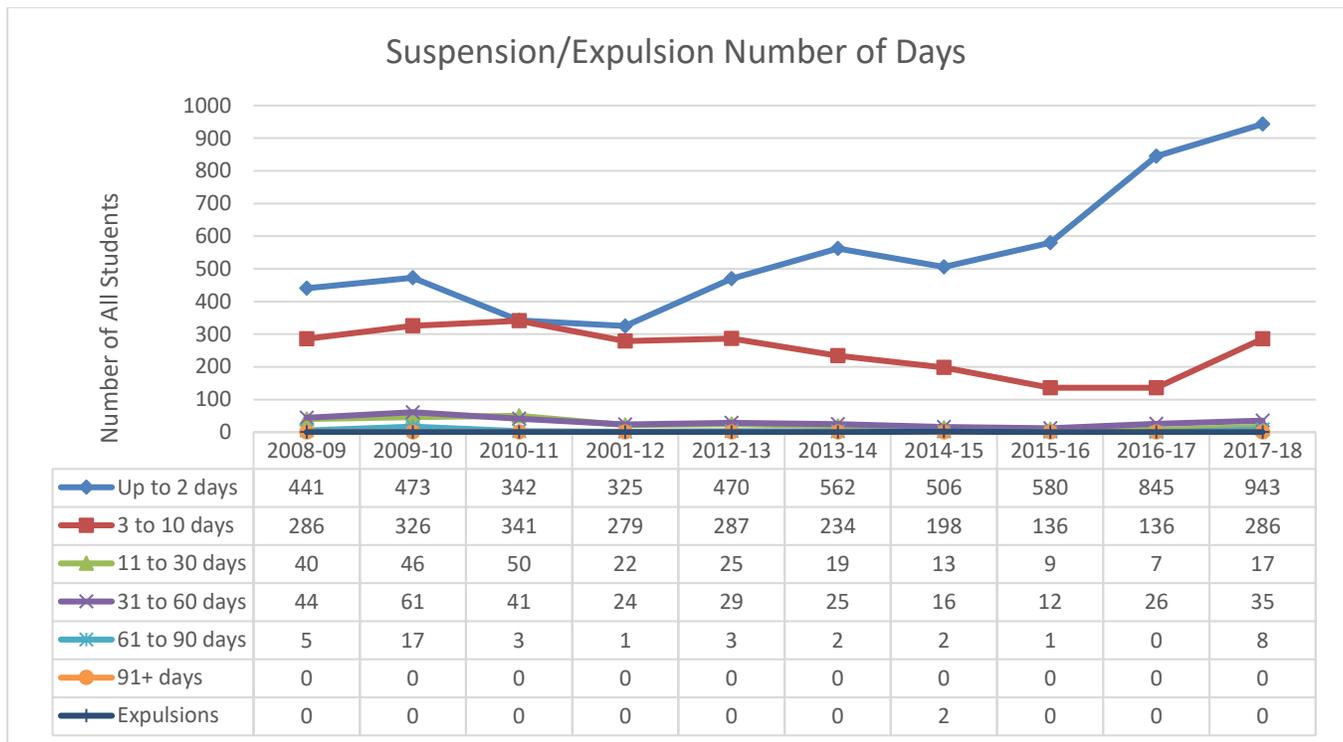
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In
Compliance



Evidence {continued}

Longitudinal student suspension data by number of days for short-term and long-term suspensions are shown below:



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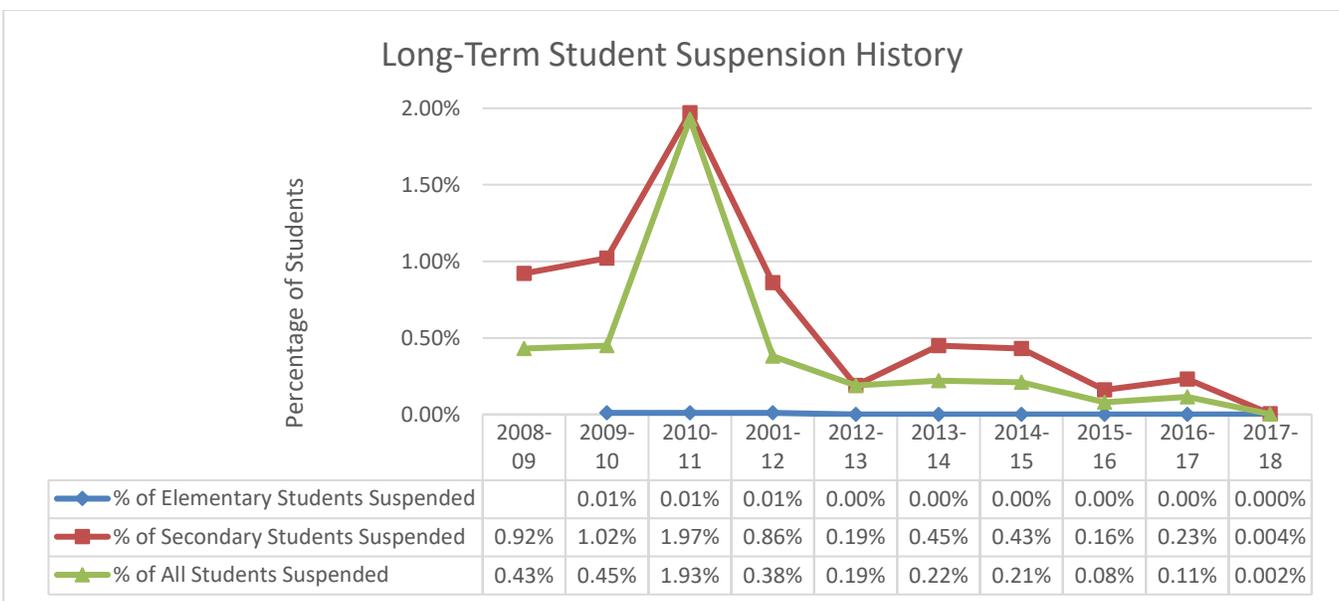
In
Compliance



Evidence {continued}

Student discipline is being tracked both at the school and district level in order to identify trends and develop and implement support as applicable.

The chart below displays longitudinal long-term student suspension data by level:



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Evidence {continued}

The State requires all incidents of exceptional misconduct to be reported for elementary, middle, and high schools. The tables below display the number of exceptional misconduct incidents by level and year:

Elementary State Behavior and Weapons Reports

Elementary School Behavior Report	2017-18	2016-17	2015-16	2014-15	2013-14
Bullying	12	22	5	8	12
Tobacco	0	0	0	0	0
Alcohol	0	0	0	0	0
Illicit Drugs	0	0	0	0	0
Fighting without Major Injury	5	14	9	8	22
Violence without Major Injury	1	11	22	11	22
Violence with Major Injury	6	0	0	0	0
Elementary School Weapons Report	2017-18	2016-17	2015-16	2014-15	2013-14
Handgun	0	0	0	0	0
Rifle or Shotgun	0	0	0	0	0
Multiple Firearms	0	0	0	0	0
Other Firearms	0	0	0	0	5
Knife or Dagger	1	1	1	8	7
“Other” Weapons	3	3	4	4	0

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Evidence {continued}

Middle School State Behavior and Weapons Reports

Middle School Behavior Report	2017-18	2016-17	2015-16	2014-15	2013-14
Bullying	40	68	13	15	28
Tobacco	12	9	4	5	2
Alcohol	0	0	0	0	2
Illicit Drugs	4	2	3	7	3
Fighting without Major Injury	52	44	19	7	16
Violence without Major Injury	12	12	26	9	4
Violence with Major Injury	1	0	0	0	0
Middle School Weapons Report	2017-18	2016-17	2015-16	2014-15	2013-14
Handgun	0	0	0	0	0
Rifle or Shotgun	0	0	0	0	0
Multiple Firearms	0	0	0	0	0
Other Firearms	1	2	1	4	0
Knife or Dagger	8	7	4	3	5
“Other” Weapons	2	3	2	0	0

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In
Compliance



Evidence {continued}

High School State Behavior and Weapons Reports

High School Behavior Report	2017-18	2016-17	2015-16	2014-15	2013-14
Bullying	50	25	1	1	6
Tobacco	107	28	0	0	4
Alcohol	28	22	4	4	36
Illicit Drugs	33	41	29	29	51
Fighting without Major Injury	25	44	7	7	27
Violence without Major Injury	5	12	2	2	7
Violence with Major Injury	1	0	4	4	0
High School Weapons Report	2017-18	2016-17	2015-16	2014-15	2013-14
Handgun	0	0	0	0	0
Rifle or Shotgun	0	0	0	0	0
Multiple Firearms	0	0	0	0	0
Other Firearms	2	1	0	0	0
Knife or Dagger	8	4	4	4	3
“Other” Weapons	1	4	0	0	0

NOTE: Educational Data System (EDS) no longer generates reports on behavior. Past data from 2013-14 through 2015-16 was generated from EDS. For 2016-17, district data services attempted to replicate the query to generate the data set for 2016-17 and 2017-18.

Attendance

Attendance is important for academic success, and unexcused absences may be an early warning sign of unaddressed problems at school and/or an early indicator of a student’s risk of not graduating. When youth fail to attend school, they are considered truant.

Washington law requires children from age 8 to 17 to attend a public school, private school, or to receive home-based instruction (homeschooling) as provided in subsection (4) of RCW 28A.225.010.

Children who are 6- or 7-years-old are not required to be enrolled in school. However, if parents enroll their 6- or 7-year-old, the student must attend full-time. Washington State’s truancy law, known as the Becca Bill, requires the school/district and the juvenile court to take specific actions when youth are truant.

