NORTH THURSTON PUBLIC SCHOOLS

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EXECUTIVE LIMITATIONS MONITORING REPORT

EL-9 RELATIONSHIP WITH STUDENTS, PARENTS/GUARDIANS, AND THE PUBLIC

FROM: Dr. Debra Clemens, Superintendent
DATE: January 24, 2023

EL-9 Relationship with Students, Parents/guardians, and the Public: With respect to relationships and interactions with students, parents/guardians, and the public, the Superintendent will not allow situations, conditions, procedures, or decisions which do not ensure these stakeholders are approached with respect, dignity, and courtesy at the district level and within each school and classroom.

This Executive Limitations Monitoring Report focuses on the section labeled **Student Conduct and Discipline**: The Superintendent will not operate without establishing a school environment that is safe, civil, and supportive, conducive to effective teaching and learning, and free from unnecessary disruption.

Policy Criterion 1: Adopting an age-appropriate, written, Student Conduct and Discipline Code that complies with state and federal laws, and that clearly outlines expected and unexpected student behaviors.

a. **Consulting with staff, students, and the community in developing the code.**
b. **Distributing the conduct and discipline code (including significant changes over time) to all parents/guardians, students, and staff.**

Superintendent/CEO Interpretation:
The Superintendent shall not fail to adopt an age-appropriate, written, student Conduct and Discipline Code that meets the stated criteria.

Superintendent/CEO Evidence Report:
The following policies and practices are examples of the ways that our district ensures that we do not fail to adopt an age-appropriate, written, student Conduct and Discipline Code that meets the stated criteria.

Policies and Procedures:
3240 and 3240P, Student Conduct Expectations and Reasonable Sanctions
3241 and 3241P, Student Discipline

Practices:

- Annual principal training reviews legal and policy changes to discipline.
- Periodic presentations to the Superintendent Parent Advisory Committee provide an opportunity for parent/guardian input.
- Each year we publish the Student and Family Handbook, which outlines student rights and responsibilities and is available on our website in English and Spanish. Skyward Parent Access requires parents/guardians to verify with a signature that they are aware of the handbook.
- The North Thurston Education Association Collective Bargaining Agreement (CBA) includes language requiring that at least annually administration and certificated staff in each school will confer about building discipline standards and enforcement of the standards.
- The District and NTEA confer at least annually about discipline concerns.

Policy Criterion 2: Affording students, parents, and school personnel consistently fair and equitable treatment and due process with regard to student conduct, discipline issues, and enforcement of the code.

Superintendent/CEO Interpretation:
The Superintendent shall not fail to afford students, parents/guardians, and school personnel fair and equitable treatment and due process with regard to student conduct, discipline issues, and enforcement of the discipline code.

Superintendent/CEO Evidence Report:
The following policies and practices support fair and equitable treatment and due process.

Policies and Procedures:
3240 and 3240P, Student Conduct Expectations and Reasonable Sanctions
3241 and 3241P, Student Discipline

Practices:

- Annual principal training addresses the due process rights of students regarding discipline issues and enforcement of the discipline code.
- If exclusionary discipline is administered to a student, parents/guardians receive an automated email through Skyward that includes an explanation of the behavior that led to the exclusion, as well as the student's due process rights related to the disciplinary sanction. The disciplinary appeal process is also explained within the email. This written communication with parents/guardians occurs no later than 24 hours after the decision to exclude is made.
- On at least a yearly basis, building administrators review their disaggregated exclusionary discipline data for the purpose of identifying and addressing any areas of disproportionality.

Policy Criterion 3: Being aware of the negative impact of the imposition of discipline related to students being suspended or expelled.

Superintendent/CEO Interpretation:
The Superintendent shall not fail to utilize practices that both maintain order and reduce exclusionary discipline.

Superintendent/CEO Evidence Report:
The following policies and practices ensure that order is maintained, and exclusionary discipline is minimized.

Policies and Procedures:
3240 and 3240P, Student Conduct Expectations and Reasonable Sanctions
3241 and 3241P, Student Discipline

Practices:

- Embedded in our schools since 2009, Positive Behavior Intervention Supports (PBIS) provides proactive, direct instruction to students regarding pro-social traits such as responsibility and respect. The behavior expectations are taught throughout the school year in different areas of the school. Students receive positive feedback for following behavior expectations. Students who have difficulty in learning the behavior expectations are provided additional group or individualized support and instruction. Parents play a key role by positively acknowledging their children when they follow behavior expectations at school.
- We began phasing in Restorative Practices training in 2020-21. So far, fifteen of our 22 schools that serve students in person have been trained in Restorative Practices. The remaining seven schools will be trained by the end of the 2023-24 school year. Restorative Practices serve to flip the script on traditional behavior management by promoting the power of relationship and community building, rather than the power of sanctions as a motivator. Restorative discipline does not eliminate the need for traditional or exclusionary discipline. However, a restorative approach reduces recidivism by responding to maladaptive behavior in a way that is reparative, inclusive, and balanced, and that emphasizes reparation to the community while promoting accountability and personal growth.
- In accordance with district procedure and the law, building administrators must first attempt one or more other forms of non-exclusive discipline to support the student in meeting behavioral expectations before resorting to an in-school or out-of-school suspension. Teachers or other school personnel must also first attempt one or more other forms of discipline before considering using classroom exclusion.
- The Directors of Student Achievement, Special Education, and Student Support meet twice per month to coordinate services and support students.

Policy Criterion 4: Communicating appropriate disciplinary information to all staff members who have direct contact with students being disciplined.

Superintendent/CEO Interpretation:
The Superintendent shall not fail to communicate appropriate disciplinary information to all staff members who have direct contact with students being disciplined.

Superintendent/CEO Evidence Report:
The following policies and practices ensure that the Superintendent communicates appropriate disciplinary information.

Policies and Procedures:

- 3241 and 3241P, Student Discipline

Practices:

- In the case of a classroom exclusion imposed by a teacher, state law requires that the principal or designee must confer with the teacher before returning the student to the classroom.
- In all secondary schools, classroom exclusions, suspensions, and emergency expulsions are reported to the parent/guardian through automatic notification from Skyward. A version of these notifications is also automatically generated for each teacher on the student's schedule. At the elementary level, administrators notify relevant staff via a conference or email when a student on their caseload engages in behavior that results in a disciplinary action.
- All teachers and designated classified staff can access Homeroom, which allows them to access the disciplinary records of any students on their caseload, to include both minor and major Office Discipline Referrals and any exclusionary discipline.

Conclusion:
The Superintendent/CEO evidence stated above demonstrates that we are in compliance with these criteria in this Executive Limitations Policy.