



## OE-11 Discipline

Policy Type: Operational Expectation

### Annual Monitoring Report for School Year 2024-2025 – November 13, 2025

*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 2019-20 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:**

District leadership believes that non-exclusionary responses to student behavior are 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. Examples of this can include and not be limited to restorative conversations and check-in check-out (CICO).

Using the Tiered model, it would be expected that 3-5% of students in any organization might need individualized or [Tier 3](#) support in behavior. However, in our district less than 1% of all district students received exclusionary discipline which 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 all elementary schools 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, Math and/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 2024-25 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. Strategies include leadership collaboration, examination of data at the systems level and ongoing coaching about alternatives to exclusionary discipline with building leaders.

#### Discipline Reports for 2024-25:

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 increased from 224 instances in 2024 to 260 instances in 2025, representing a 16% increase in the number of out-of-school exclusionary discipline. District data for in-school suspensions increased from 134 instances in 2024, to 149 instances in 2025 representing an 11% increase in in-school exclusionary discipline. This data shows that 0.9% of all district students received an exclusionary discipline of either kind. These small increases are attributed to expected variability in the data and some additional exclusionary disciplinary incidents at the middle school level. However, the low overall percentage of students receiving exclusionary discipline reflects positive student behavior and effective Tier 1 practices across schools.

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.

2024 - 2025 Suspensions: District Totals								
Demographic	Enrollment <sup>1</sup>		Students with Suspensions <sup>2</sup>		Incidents that Result in Suspension <sup>3</sup>		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
<b>Ethnicity/Race</b>								
Hispanic/Latino of any race(s)	2,033	10.73%	38	21.84%	103	26.34%	35	72
American Indian/Alaskan Native	35	0.18%	n < 10	N/A	n < 10	N/A	n < 10	n < 10
Asian	6,996	36.92%	19	10.92%	31	7.93%	16	16
Black/African American	500	2.64%	36	20.69%	100	25.58%	28	77
Native Hawaiian/Other Pacific Islander	28	0.15%	n < 10	N/A	n < 10	N/A	n < 10	n < 10
White	7,457	39.36%	59	33.91%	107	27.37%	54	57
Two or More Races	1,899	10.02%	20	11.49%	47	12.02%	14	36
<b>Totals</b>	<b>18,948</b>	<b>100%</b>	<b>174</b>	<b>100%</b>	<b>391</b>	<b>100.00%</b>	<b>149</b>	<b>260</b>
<b>Programs/Attributes<sup>4</sup></b>								
Students with Disabilities	2,113	11.15%	70	40.23%	191	48.85%	55	143
Low-Income	2,823	14.90%	98	56.32%	273	69.82%	66	77
English Language Learners	1,508	7.96%	12	6.90%	38	9.72%	16	24

<sup>1</sup>OSPI's Oct 1 Enrollment numbers from the 16 elementary schools, 6 middle schools, 3 comprehensive high schools, and 1 alternative high school

<sup>2</sup> Number of students in demographic group that received 1+ suspensions during the school year divided by total # of students who received suspensions. All Discipline data is from Skyward.

<sup>3</sup>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 separately. Incidents can result in more than one suspension per student. All Discipline data is from Skyward.

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

## 2023 - 2024 Suspensions: District Totals

Demographic	Enrollment <sup>1</sup>		Students with Suspensions <sup>2</sup>		Incidents that Result in Suspension <sup>3</sup>		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
<b>Ethnicity/Race</b>								
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
<b>Totals</b>	<b>19,533</b>	<b>100%</b>	<b>161</b>	<b>100%</b>	<b>342</b>	<b>100.00%</b>	<b>134</b>	<b>224</b>
<b>Programs/Attributes<sup>4</sup></b>								
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

<sup>1</sup>OSPI's Oct 1 Enrollment numbers from the 16 elementary schools, 6 middle schools, 3 comprehensive high schools, and 1 alternative high school

<sup>2</sup> Number of students in demographic group that received 1+ suspensions during the school year divided by total # of students who received suspensions. All Discipline data is from Skyward.

<sup>3</sup>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 separately. Incidents can result in more than one suspension per student. All Discipline data is from Skyward.

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

2022 - 2023 Suspensions: District Totals								
Demographic	Enrollments		Students with Suspensions <sup>2</sup>		Incidents that Result in Suspensions <sup>3</sup>		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
<b>Ethnicity/Race</b>								
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
<b>Totals</b>	<b>19,363</b>	<b>100%</b>	<b>237</b>	<b>100%</b>	<b>511</b>	<b>100.00%</b>	<b>229</b>	<b>332</b>
<b>Programs/Attributes<sup>4</sup></b>								
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

<sup>1</sup>OSPI's Oct 1 Enrollment numbers from the 16 elementary schools, 6 middle schools, 3 comprehensive high schools, and 1 alternative high school

<sup>2</sup> Number of students in demographic group that received 1+ suspensions during the school year divided by total # of students who received suspensions. All Discipline data is from Skyward.

<sup>3</sup>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 separately. Incidents can result in more than one suspension per student. All Discipline data is from Skyward.

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

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.

<b>2024 - 2025 Students Suspended by Behavior State Type</b>				
<b>Behavior State Type</b>	<b>Elem</b>	<b>Middle</b>	<b>High</b>	<b>Total</b>
Failure to Cooperate	3	25	36	64
Violence Without Major Injury	27	26	6	59
Threat to Other	2	23	7	32
Fighting Without Major Injury	2	25	2	29
Disruptive Conduct	7	15	4	26
Tobacco		6	6	12
Violence With Major Injury		4	5	9
Cannabis		4	4	8
Alcohol		2	3	5
Destruction of Property/Vandalism	2	3		5
Illicit Drug (not cannabis)			4	4
Sexual Harassment		2	2	4
Possession of a Weapon	1	2		3
Discriminatory Harassment			1	1
Sexually Inappropriate Conduct		1		1
Theft or Possession of Stolen Property			1	1
Arson			1	1
Harassment, Intimidation or Bullying		1		1

**2023 - 2024 Students Suspended by Behavior State Type**

<b>Behavior State Type</b>	<b>Elem</b>	<b>Middle</b>	<b>High</b>	<b>Total</b>
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**

<b>Behavior State Type</b>	<b>Elem</b>	<b>Middle</b>	<b>High</b>	<b>Total</b>
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

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 decreased from 44 instances in 2024, to 32 instances in 2025 representing a 27% decrease in out-of-school exclusionary discipline. Elementary data for in-school suspensions went from 27 instances in 2024, to 18 instances in 2025 representing a 33% reduction in students receiving in-school exclusionary discipline. This data indicates that 0.005% 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.

**2024 - 2025 Suspensions: All Elementary Schools**

Enrollment <sup>1</sup>		Students with Suspensions <sup>2</sup>		Incidents that Result in Suspension <sup>3</sup>		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
<b>Ethnicity/Race</b>								
Hispanic/Latino of any race(s)	924	11.52%	n < 10	N/A	n < 10	N/A	n < 10	n < 10
American Indian/Alaskan Native	11	0.14%	n < 10	N/A	n < 10	N/A	n < 10	n < 10
Asian	3,196	39.86%	n < 10	N/A	n < 10	N/A	n < 10	n < 10
Black/African American	205	2.56%	n < 10	N/A	12	25.00%	n < 10	12
Native Hawaiian/Other Pacific Islander	11	0.14%	n < 10	N/A	21	43.75%	n < 10	n < 10
White	2,815	35.11%	17	45.95%	n < 10	N/A	12	n < 10
Two or More Races	856	10.68%	n < 10	N/A	n < 10	N/A	n < 10	n < 10
<b>Totals</b>	<b>8,018</b>	<b>100%</b>	<b>37</b>	<b>100%</b>	<b>48</b>	<b>100.00%</b>	<b>18</b>	<b>32</b>
<b>Programs/Attributes<sup>4</sup></b>								
Students with Disabilities	994	12.40%	18	48.65%	25	52.08%	n < 10	18
Low-Income	1,208	15.07%	20	54.05%	28	58.33%	11	n < 10
English Language Learners	974	12.15%	n < 10	N/A	n < 10	N/A	n < 10	n < 10

<sup>1</sup>OSPI's Oct 1 Enrollment numbers from the 16 elementary schools, 6 middle schools, 3 comprehensive high schools, and 1 alternative high school

<sup>2</sup> Number of students in demographic group that received 1+ suspensions during the school year divided by total # of students who received suspensions. All Discipline data is from Skyward.

<sup>3</sup>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 separately. Incidents can result in more than one suspension per student. All Discipline data is from Skyward.

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

2023 - 2024 Suspensions: All Elementary Schools								
Demographic	Enrollment <sup>1</sup>		Students with Suspensions <sup>2</sup>		Incidents that Result in Suspension <sup>3</sup>		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
<b>Ethnicity/Race</b>								
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
<b>Totals</b>	<b>8,335</b>	<b>100%</b>	<b>49</b>	<b>100%</b>	<b>55</b>	<b>70.00%</b>	<b>27</b>	<b>44</b>
<b>Programs/Attributes<sup>4</sup></b>								
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

<sup>1</sup>OSPI's Oct 1 Enrollment numbers from the 16 elementary schools, 6 middle schools, 3 comprehensive high schools, and 1 alternative high school

<sup>2</sup> Number of students in demographic group that received 1+ suspensions during the school year divided by total # of students who received suspensions. All Discipline data is from Skyward.

<sup>3</sup>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 separately. Incidents can result in more than one suspension per student. All Discipline data is from Skyward.

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

## 2022 - 2023 Suspensions: All Elementary Schools

Demographic	Enrollments		Students with Suspensions <sup>2</sup>		Incidents that Result in Suspensions <sup>3</sup>		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
<b>Ethnicity/Race</b>								
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
<b>Totals</b>	<b>8,361</b>	<b>100%</b>	<b>50</b>	<b>100%</b>	<b>62</b>	<b>100.00%</b>	<b>36</b>	<b>27</b>
<b>Programs/Attributes<sup>4</sup></b>								
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

<sup>1</sup>OSPI's Oct 1 Enrollment numbers from the 16 elementary schools, 6 middle schools, 3 comprehensive high schools, and 1 alternative high school

<sup>2</sup> Number of students in demographic group that received 1+ suspensions during the school year divided by total # of students who received suspensions. All Discipline data is from Skyward.

<sup>3</sup>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 separately. Incidents can result in more than one suspension per student. All Discipline data is from Skyward.

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

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 increased from 88 instances in 2024 to 135 instances in 2025, representing approximately a 53% increase of incidences when students received an out-of-school exclusionary discipline. Middle school data for in-school exclusionary discipline increased from 56 instances in 2024 to 86 instances in 2025, representing approximately a 54% increase in incidences when students received an in-school exclusionary discipline. This data indicates that 1.8% of district middle school students received exclusionary discipline of either kind. While the team closed some of the gap for Black/African American students, the gap widened for students with disabilities. Closing this gap continues to be the focus for the 2025-2026 school year.

**2024 - 2025 Suspensions: All Middle Schools**

2024 - 2025 Suspensions: All Middle Schools								
Demographic	Enrollment <sup>1</sup>		Students with Suspensions <sup>2</sup>		Incidents that Result in Suspension <sup>3</sup>		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
<b>Ethnicity/Race</b>								
Hispanic/Latino of any race(s)	439	9.83%	19	24.05%	74	35.24%	27	50
American Indian/Alaskan Native	9	0.20%	n < 10	N/A	n < 10	N/A	n < 10	n < 10
Asian	1,626	36.42%	14	17.72%	24	11.43%	13	12
Black/African American	119	2.67%	13	16.46%	41	19.52%	13	29
Native Hawaiian/Other Pacific Islander	6	0.13%	n < 10	N/A	n < 10	N/A	n < 10	n < 10
White	1,832	41.04%	22	27.85%	48	22.86%	23	28
Two or More Races	433	9.70%	11	13.92%	23	10.95%	10	16
<b>Totals</b>	<b>4,464</b>	<b>100%</b>	<b>79</b>	<b>100%</b>	<b>210</b>	<b>100.00%</b>	<b>86</b>	<b>135</b>
<b>Programs/Attributes<sup>4</sup></b>								
Students with Disabilities	461	10.33%	49	62.03%	110	52.38%	33	82
Low-Income	679	15.21%	40	50.63%	137	65.24%	37	49
English Language Learners	254	5.69%	n < 10	N/A	29	13.81%	13	18

<sup>1</sup>OSPI's Oct 1 Enrollment numbers from the 16 elementary schools, 6 middle schools, 3 comprehensive high schools, and 1 alternative high school

<sup>2</sup> Number of students in demographic group that received 1+ suspensions during the school year divided by total # of students who received suspensions. All Discipline data is from Skyward.

<sup>3</sup>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 separately. Incidents can result in more than one suspension per student. All Discipline data is from Skyward.

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

2023 - 2024 Suspensions: All Middle Schools								
Demographic	Enrollment <sup>1</sup>		Students with Suspensions <sup>2</sup>		Incidents that Result in Suspension <sup>3</sup>		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
<b>Ethnicity/Race</b>								
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
<b>Totals</b>	<b>4,686</b>	<b>100%</b>	<b>53</b>	<b>N/A</b>	<b>134</b>	<b>100.00%</b>	<b>56</b>	<b>88</b>
<b>Programs/Attributes<sup>4</sup></b>								
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

<sup>1</sup>OSPI's Oct 1 Enrollment numbers from the 16 elementary schools, 6 middle schools, 3 comprehensive high schools, and 1 alternative high school

<sup>2</sup> Number of students in demographic group that received 1+ suspensions during the school year divided by total # of students who received suspensions. All Discipline data is from Skyward.

<sup>3</sup>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 separately. Incidents can result in more than one suspension per student. All Discipline data is from Skyward.

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

2022 - 2023 Suspensions: All Middle Schools								
Demographic	Enrollment <sup>1</sup>		Students with Suspensions <sup>2</sup>		Incidents that Result in Suspensions <sup>3</sup>		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
<b>Ethnicity/Race</b>								
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
<b>Totals</b>	<b>4,661</b>	<b>100%</b>	<b>94</b>	<b>100%</b>	<b>219</b>	<b>100.00%</b>	<b>131</b>	<b>123</b>
<b>Programs/Attributes<sup>4</sup></b>								
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

<sup>1</sup>OSPI's Oct 1 Enrollment numbers from the 16 elementary schools, 6 middle schools, 3 comprehensive high schools, and 1 alternative high school

<sup>2</sup> Number of students in demographic group that received 1+ suspensions during the school year divided by total # of students who received suspensions. All Discipline data is from Skyward.

<sup>3</sup>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 separately. Incidents can result in more than one suspension per student. All Discipline data is from Skyward.

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

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 went from 92 instances in 2024 to 93 instances in 2025, representing approximately a 1% increase in the number of incidences that students received an out-of-school exclusionary discipline. High school data for in-school exclusionary discipline decreased from 51 instances in 2024 to 45 instances in 2025, representing approximately an 11.8% reduction in students receiving an in-school exclusionary discipline. The data indicates that 0.9% of district high school students received exclusionary discipline of either kind. This indicates that the proactive measures and day-to-day coaching of students are successful for most high school students.

2024 - 2025 Suspensions: All High Schools								
Demographic	Enrollment <sup>1</sup>		Students with Suspensions <sup>2</sup>		Incidents that Result in Suspension <sup>3</sup>		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
<b>Ethnicity/Race</b>								
Hispanic/Latino of any race(s)	670	10.36%	14	24.14%	23	17.29%	n < 10	19
American Indian/Alaskan Native	15	0.23%	n < 10	N/A	n < 10	N/A	n < 10	n < 10
Asian	2,174	33.62%	n < 10	N/A	n < 10	N/A	n < 10	n < 10
Black/African American	176	2.72%	15	25.86%	47	35.34%	14	36
Native Hawaiian/Other Pacific Islander	11	0.17%	n < 10	N/A	n < 10	N/A	n < 10	n < 10
White	2,810	43.46%	20	34.48%	38	28.57%	19	20
Two or More Races	610	9.43%	n < 10	N/A	18	13.53%	n < 10	15
<b>Totals</b>	<b>6,466</b>	<b>100%</b>	<b>58</b>	<b>100%</b>	<b>133</b>	<b>100.00%</b>	<b>45</b>	<b>93</b>
<b>Programs/Attributes<sup>4</sup></b>								
Students with Disabilities	658	10.18%	37	63.79%	56	42.11%	13	43
Low-Income	936	14.48%	38	65.52%	108	81.20%	18	19
English Language Learners	280	4.33%	n < 10	N/A	n < 10	N/A	n < 10	n < 10

<sup>1</sup>OSPI's Oct 1 Enrollment numbers from the 16 elementary schools, 6 middle schools, 3 comprehensive high schools, and 1 alternative high school

<sup>2</sup> Number of students in demographic group that received 1+ suspensions during the school year divided by total # of students who received suspensions. All Discipline data is from Skyward.

<sup>3</sup>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 separately. Incidents can result in more than one suspension per student. All Discipline data is from Skyward.

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

2023 - 2024 Suspensions: All High Schools								
Demographic	Enrollment <sup>1</sup>		Students with Suspensions <sup>2</sup>		Incidents that Result in Suspension <sup>3</sup>		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
<b>Ethnicity/Race</b>								
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
<b>Totals</b>	<b>6,512</b>	<b>100%</b>	<b>59</b>	<b>100%</b>	<b>138</b>	<b>100.00%</b>	<b>51</b>	<b>92</b>
<b>Programs/Attributes<sup>4</sup></b>								
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

<sup>1</sup>OSPI's Oct 1 Enrollment numbers from the 16 elementary schools, 6 middle schools, 3 comprehensive high schools, and 1 alternative high school

<sup>2</sup> Number of students in demographic group that received 1+ suspensions during the school year divided by total # of students who received suspensions. All Discipline data is from Skyward.

<sup>3</sup>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 separately. Incidents can result in more than one suspension per student. All Discipline data is from Skyward.

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

## 2022 - 2023 Suspensions: All High Schools

Demographic	Enrollments <sup>1</sup>		Students with Suspensions <sup>2</sup>		Incidents that Result in Suspensions <sup>3</sup>		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
<b>Ethnicity/Race</b>								
Hispanic/Latino of any race(s)	657	10.36%	41	44.09%	125	54.35%	26	102
Indian/Alaskan American	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
<b>Totals</b>	<b>6,341</b>	<b>100%</b>	<b>93</b>	<b>100%</b>	<b>230</b>	<b>100.00%</b>	<b>62</b>	<b>172</b>
<b>Programs/Attributes<sup>4</sup></b>								
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

<sup>1</sup>OSPI's Oct 1 Enrollment numbers from the 16 elementary schools, 6 middle schools, 3 comprehensive high schools, and 1 alternative high school

<sup>2</sup> Number of students in demographic group that received 1+ suspensions during the school year divided by total # of students who received suspensions. All Discipline data is from Skyward.

<sup>3</sup>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 separately. Incidents can result in more than one suspension per student. All Discipline data is from Skyward.

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

### 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.**

### 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 regularly engage with building leaders through check-ins and sectional meetings to review discipline and ensure physical, intellectual, psychological, and identity safety.

Principals review Criterion 2 of the Association of Washington School Principals (AWSP) Principal Evaluation Framework, which emphasizes comprehensive safety—including physical, emotional, social, intellectual, and

identity safety. The Academic Cabinet monitors district-wide threat assessments to ensure consistent application across schools.

All school psychologists receive annual training on Manifestation Determination meetings, including updates on Functional Behavior Assessments and Behavior Intervention Plans. Students are trained at the start of each school year on how to report harassment, intimidation, and bullying (HIB), with additional awareness activities during National Bullying Prevention Month. Anonymous reporting tools are available on the district website.

Administrators and counselors are trained annually in suicide intervention protocols, which include re-entry support and safety planning for students experiencing suicidal ideation. Staff also receive annual HIB training as part of the compliance cycle, supported by a dedicated HIB compliance officer who participates in ongoing OSPI training and webinars.

The Issaquah Education Association and the district Discipline Committee met regularly throughout 2022–2025 to review legal updates and calibrate definitions and expectations within the System-Wide Information System (SWIS). For the 2024-25 school year the team met on 12/24/24, 1/22/25, 3/19/25 and 5/7/25. Additionally, middle and high school principals conducted a joint review of discipline incidents from September 2024 to March 2025 to calibrate and align expectations and consequences for different infractions across buildings.

To promote equity and belonging, staff participated in professional development focused on racial equity, Muslim and Jewish cultural awareness, and LGBTQIA+ inclusion. These sessions provided tools to foster inclusive environments and address biased or harmful behavior.

## **11.2 Address behaviors that 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 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:**

A positive school climate and clearly communicated behavioral expectations are the foundation for preventing disruptive student behavior. School staff implement Positive Behavior Intervention and Support (PBIS) systems to explicitly teach and reinforce social-emotional learning (SEL) strategies. In grades K–8, SEL instruction follows the state’s scope and sequence, supporting conflict resolution and behavioral self-management. Secondary SEL lessons are integrated into homeroom and flex time, with teachers receiving professional development on adolescent brain science and SEL standards.

Elementary schools celebrate behavioral expectations through schoolwide events like “Clark Shark Week” and “Sunset Sockeye Review,” which reinforce positive conduct in engaging ways. Principals and staff also conduct the Pledge of Equitable Conduct with students each fall to establish shared behavioral norms.

New data tools in Power BI help staff identify students needing support by combining attendance, behavior, and academic risk indicators. Staff receive annual training in suicide intervention and crisis management, including trauma-informed de-escalation strategies. All certificated staff completed crisis management training through Safety Care in 2024–25. Safety Care provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity and safety.

Cyberbullying and virtual conflicts are addressed through disciplinary protocols, anonymous reporting systems, and Gaggle content monitoring. All students and staff sign a Responsible Use Agreement outlining expectations for safe technology use ([K-5](#) and [6-12](#)). Digital citizenship lessons are consistently taught across grade levels, supported by district resources and curriculum. Resources on technology safety can be found [here](#).

When instances of disruptive behavior occur, school staff provide students with the opportunity to de-escalate, sometimes inside or in spaces outside the classroom, depending on the circumstances. When students receive discipline, parents and guardians are always contacted. Ongoing communication with families is necessary and important for continuing to support student success.

### **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:**

For the past five years the Issaquah School District has been designated by the State of Washington (OSPI) as having significant disproportionality in special education in the areas of students identified as Black who are eligible under the category of Specific Learning Disability. This is under Washington State’s Comprehensive Coordinated Early Intervening Services (CCEIS) program. Given that the exclusionary discipline data also shows a disproportionate number of Black students and students receiving special services experiencing suspensions, and that our theory of action that Tier 1 and Tier 2 systems need to be strengthened with early interventions and supports, the action plans for CCEIS and discipline are in parallel.

The plan focused efforts on the development of an Integrated MTSS system, additional staff assigned to buildings of high need, and feedback from the Culturally Responsive Tiered Fidelity Inventory to assist leaders in continued focus on this topic. In addition, principals reviewed discipline data with their Executive Directors to analyze and address any emerging disproportionality.

Currently, in September of 2025 OSPI notified the Issaquah School District that the Issaquah School District has now been designated as having significant disproportionality of in-school suspensions of 10 or fewer days for students identified as Black. Despite evidence of increased interventions and more robust systems there remains work to be done. For the 2025-26 school year our plan will remain aligned to the CCEIS plan as that plan contributes to the proactive behavioral and academic student support needed. The Cabinet team will meet in November 2025 to set goals to decrease discipline disproportionality.

### **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:**

- All certificated staff at all schools received Safety Care training basics. Safety Care teaches staff how to prevent, de-escalate, and manage challenging behaviors safely and effectively. Safety Care is trauma informed. Key staff received the full two-day training or a one-day training to maintain their skills and Safety Care certification.
- The 2024-25 school year was an online year for compliance training and re-training. All staff read and viewed interactive content on the following topics and related regulations and procedures:
  - 3205 Sexual Harassment of Students Prohibited
  - 3207 Prohibition Against HIB Regulation & Procedure
  - 3210 Non-Discrimination
  - 3211P Gender Inclusive Schools
  - 3421 Child Abuse, Neglect and Exploitation Prevention
  - 5010 Nondiscrimination and Affirmative Action
  - 5201 Drug Free Workplace
  - 5207 Prohibition Against HIB Maintaining a Positive Environment
  - 5253 Maintaining Professional Staff/Student Boundaries
  - 5254 Staff Expression
  - 5281 Disciplinary Action and Discharge
  - 5282 Civility
- The Human Resources Specialists and the Directors of Human Resources facilitated training through Vector (formerly *SafeSchools*) for new to district employees upon hiring throughout the year regarding Personnel Regulations and state and federal law that promote a safe and positive workplace. These Regulations included Civility, Sexual Harassment, Staff/Student Boundaries and Prohibition Against Harassment, and Gender Inclusive Schools.
- All school administrators and deans review regulations 3241 and 3241P, Classroom Management, Discipline and Corrective Action, annually.

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

- 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](#)
- All schools teach and regularly review the school's behavior expectations through handbook talks, videos and/or assemblies
- MS and HS administrators visit classes to review the student handbook with the students in the fall.

**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:**

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:**

- All handbooks are on the district website. See the links above.
- Information about the handbooks, which include information about student conduct expectations and discipline, was included in the most recent, September 2025, Legal Notices bulletin item.
- The handbook which contains the discipline policy is available for inspection by parents and is translatable using a district computer in the office and/or with assistance from an office professional or administrator upon request.

**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 12<sup>th</sup> grade. Healthy Youth Survey data for the district is available [here](#). The 2025 Healthy Youth Survey Data should be available in February.

2023 Healthy Youth Survey								
	6 <sup>th</sup> grade n=1394		8 <sup>th</sup> grade n=1348		10 <sup>th</sup> grade n=1175		12 <sup>th</sup> 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: November 13, 2025