



OE–11 Discipline

Policy Type: Operational Expectation

Annual Monitoring Report for School Year 2025-2026 – Presented October 8, 2026

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

The Superintendent certifies that the District is substantially in compliance with OE-11. Ongoing work remains to strengthen communication and stakeholder understanding of how discipline practices are implemented in schools and how decisions are made in specific situations.

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 require the district to maintain learning environments that are safe, welcoming, inclusive, and conducive to learning for all students. Student discipline practices must protect the rights, dignity, and well-being of students while promoting accountability, responsibility, and positive behavior. Discipline systems should support student learning and growth and be implemented in a manner appropriate to students' developmental and educational needs.

I further interpret this policy to require the district to establish and communicate clear expectations for student behavior and to implement discipline practices that are consistent, restorative when appropriate, and aligned with state law and Board policy. Interventions, prevention strategies, and behavioral supports should be prioritized whenever possible to address the root causes of behavior and maintain student engagement in learning.

Equitable implementation is a critical component of this policy. Consistent enforcement does not require identical responses in every circumstance; rather, it requires fair, appropriate, and objective application of policies and procedures while considering individual student needs and circumstances. The district will regularly monitor discipline data to identify and address patterns of disproportionality to ensure that discipline practices do not result in inequitable outcomes for student groups.

Compliance with this policy is demonstrated through clear expectations, consistent implementation of discipline procedures, ongoing staff training, and effective support systems for students. These measures help make sure discipline practices remain safe, equitable, and aligned with the Board's expectations for student learning and well-being.

Evidence of Compliance:

District leadership prioritizes non-exclusionary responses to student behavior as part of a comprehensive approach to supporting student learning, well-being, and belonging. These practices provide opportunities

for students to understand the impact of their behavior on themselves and others while maintaining engagement in the learning environment.

The district's continued implementation of the Multi-Tiered Systems of Supports (MTSS) framework, Strategic Plan priorities, and student well-being initiatives strengthens Tier 1 universal practices designed to meet the academic, behavioral, and social-emotional needs of all students. Schools continue to strengthen Tier 1 instruction and supports so that Tier 2 and Tier 3 interventions supplement, rather than replace, high-quality universal practices.

This work supports students' well-being and sense of belonging through the explicit teaching of social-emotional and self-regulation skills. Schools prioritize intervention and skill development before exclusionary discipline becomes necessary. Evidence of key tiered practices seen across schools includes:

- Strong, standards-based core instruction.
- Differentiation within general education classrooms.
- Universal SEL lessons and well-being supports.
- Explicit teaching of behavioral expectations.
- Positive relationships and a culture of belonging.
- Regular use of academic, attendance, behavior, and SEL data.
- Collaborative problem-solving teams.
- Equity-focused examination of student outcomes.
- Family partnership and communication.
- Early identification and prevention before students require Tier 2 or Tier 3 intervention.

Within an MTSS Framework, it is generally expected that approximately 3-5% of students may require individualized or Tier 3 intensive academic or behavioral supports. While some students may require these interventions, less than 1% of district students received intensive exclusionary discipline during the 2025-26 school year. This suggests that student needs are increasingly being addressed through supports and interventions, rather than exclusion from the learning environment.

District leaders continue to monitor and address the disproportionality in exclusionary discipline outcomes. Over the past three years:

- Black/African American students saw a reduction in suspended students from 36 to 28 between 2024-25 and 2025-26 and a reduction in suspension incidents from 100 to 59.
- Hispanic/Latino students experienced an increase in suspended students from 38 to 50, while incident counts remained essentially unchanged (103 incidents over two years).
- Students identifying as Two or More Races remained relatively stable across all three years.

Particular attention is given to students who identify as Hispanic/Latino, Black/African American, Two or More Races, Students with Disabilities, Multilingual Learners, and students experiencing economic disadvantage. Ongoing strategies include cross-department leadership collaboration, regular examination of discipline data, equity focused problem solving, and coaching for school leaders on alternatives to exclusionary discipline.

Discipline Reports for 2025-2026:

The Board has expressed interest in the district's use of School-Wide Information System (SWIS) data as a tool for understanding student behavior trends. During the 2025-26 school year, schools used SWIS to support school-based decision-making around Tier 1 behavioral supports. While many schools developed effective internal processes and were calibrated within their own settings, districtwide expectations for documentation and data entry had not yet been standardized. As a result, behavioral data could not be reliably compared across schools.

To address this need, the district's newly adopted Schoolwide Behavior Plan establishes common expectations for the use of SWIS as a data-based decision-making tool, including consistent documentation, data review, and intervention monitoring practices. Ongoing training and implementation support will strengthen districtwide calibration and enable more meaningful comparisons of behavioral trends across schools. Because these common practices were not yet in place during 2025-26, this report focuses on exclusionary discipline data, which provides the most reliable districtwide measure of student behavioral outcomes at this time.

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 indicate a continued decline in exclusionary discipline during the 2025-26 school year. Out-of-school exclusions decreased from 260 instances in 2024-25 to 227 instances in 2025-26, a reduction of 12.7%. In-school suspensions decreased from 149 instances to 135 instances during the same period, a reduction of 9.4%.

During the 2025-26 school year, just over 0.9% of district students received an exclusionary disciplinary consequence. Within an MTSS framework, approximately 3-5% of students may be expected to require the most intensive Tier 3 supports. The percentage of students receiving exclusionary discipline is considerably lower than that range, suggesting that intensive student needs are frequently being addressed through interventions, supports, and individualized planning rather than exclusion from school. Although the percentage of students receiving exclusionary consequences remained relatively unchanged, the overall number of suspensions decreased, indicating fewer repeat incidents and continued progress toward reducing exclusionary discipline.

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.

2025 - 2026 Suspensions: District Totals								
	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)	1,988	10.77%	50	28.57%	103	29.01%	42	66
American Indian/Alaskan Native	33	0.18%	n < 10	N/A	n < 10	N/A	n < 10	n < 10
Asian	7,046	38.17%	12	6.86%	21	5.92%	n < 10	16
Black/African American	482	2.61%	28	16.00%	59	16.62%	15	44
Native Hawaiian/Other Pacific Islander	28	0.15%	n < 10	N/A	n < 10	N/A	n < 10	n < 10
White	7,064	38.27%	61	34.86%	115	32.39%	46	40
Two or More Races	1,818	9.85%	21	12.00%	51	14.37%	21	30
Totals	18,459	100%	175	100%	355	100%	135	227
Programs/Attributes ⁴								
Students with Disabilities	1,975	10.70%	77	44.00%	153	43.10%	61	99
Low-Income	2,793	15.13%	103	58.86%	230	64.79%	77	157
English Language Learners	1,436	7.78%	29	16.57%	66	18.59%	19	47

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

² 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.

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

⁴Students identified in a program or attribute, as reported by OSPI. Percentages are divided by the total number of suspensions.

2024 - 2025 Suspensions: District Totals								
	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)	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
Totals	18,948	100%	174	100%	391	100.00%	149	260
Programs/Attributes ⁴								
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

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

² 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.

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

⁴Students identified in a program or attribute, as reported by OSPI. Percentages are divided by the total number of suspensions.

2023 - 2024 Suspensions: District Totals								
	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)	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

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

⁴Students identified in a program or attribute, as reported by OSPI. Percentages are divided by the total number of suspensions.

Exclusionary discipline data is reported by 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.

Analysis of discipline incidents by behavior type shows several positive trends during the 2025-26 school year. Total suspensions across the district decreased from 265 incidents in 2024-25 school year to 233 incidents in 2025-26.

Overall, the data show that the majority of exclusionary incidents continue to be concentrated in a small number of behavioral categories. District and school leaders will continue to use MTSS, Positive Behavior Interventions and Supports (PBIS), and data-based decision-making practices to identify trends, strengthen Tier 1 and Tier 2 supports, and reduce behaviors that interfere with student learning, well-being, and belonging.

2025 - 2026 Students Suspended by Behavior State Type				
Behavior State Type	Elem	Middle	High	Total
Failure to Cooperate	N/A	9	50	59
Violence Without Major Injury	13	19	15	47
Disruptive Conduct	5	18	10	33
Threats to Others	1	8	14	23
Fighting Without Major Injury	4	13	5	22
Illicit Drug (not cannabis)	N/A	4	10	14
Cannabis	N/A	4	4	8
Tobacco	N/A	3	4	7
Alcohol	N/A	3	4	7
Violence With Major Injury	N/A	N/A	3	3
Possession of a Weapon	1	N/A	2	3
Destruction of Property/Vandalism	N/A	1	1	2
Theft or Possession of Stolen Property	N/A	2	N/A	2
Discriminatory Harassment	N/A	1	N/A	1
Sexually Inappropriate Conduct	N/A	N/A	1	1
Harassment, Intimidation or Bullying	N/A	1	N/A	1
Arson	N/A	N/A	N/A	N/A
Sexual Harassment	N/A	N/A	N/A	N/A
Total	24	86	123	233

2024 - 2025 Students Suspended by Behavior State Type

Behavior State Type	Elem	Middle	High	Total
Failure to Cooperate	3	25	36	64
Violence Without Major Injury	27	26	6	59
Threats to Others	2	23	7	32
Fighting Without Major Injury	2	25	2	29
Disruptive Conduct	7	15	4	26
Tobacco	N/A	6	6	12
Violence With Major Injury	N/A	4	5	9
Cannabis	N/A	4	4	8
Alcohol	N/A	2	3	5
Destruction of Property/Vandalism	2	3	N/A	5
Illicit Drug (not cannabis)	N/A	N/A	4	4
Sexual Harassment	N/A	2	2	4
Possession of a Weapon	1	2	N/A	3
Discriminatory Harassment	N/A	N/A	1	1
Sexually Inappropriate Conduct	N/A	1	N/A	1
Theft or Possession of Stolen Property	N/A	N/A	1	1
Arson	N/A	N/A	1	1
Harassment, Intimidation or Bullying	N/A	1	N/A	1
Total	44	139	82	265

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
Threats to Others	5	4	4	13
Tobacco	2	3	5	10
Cannabis	N/A	2	7	9
Violence With Major Injury	N/A	2	6	8
Possession of a Weapon	4	1	N/A	5
Alcohol	N/A	2	2	4
Discriminatory Harassment	N/A	3	1	4
Destruction of Property/ Vandalism	N/A	3	N/A	3
Sexually Inappropriate Conduct	N/A	2	N/A	2
Theft or Possession of Stolen Property	N/A	N/A	2	2
Illicit Drug	N/A	N/A	1	1
Bullying	1	N/A	N/A	1
Arson	N/A	1	N/A	1
Total	56	87	79	192

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.

Overall, 22 of the district's 7,761 elementary students (0.28%) received an exclusionary consequence during the 2025-26 school year. These results indicate that exclusionary discipline remains uncommon at the elementary level and are consistent with the district's continued emphasis on prevention, early intervention, and implementation of Tier 1 and Tier 2 supports within the MTSS framework.

2025 - 2026 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)	933	12.02%	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	3,174	40.90%	n < 10	N/A	n < 10	N/A	n < 10	n < 10
Black/African American	205	2.64%	n < 10	N/A	n < 10	N/A	n < 10	n < 10
Native Hawaiian/Other Pacific Islander	16	0.21%	n < 10	N/A	n < 10	N/A	n < 10	n < 10
White	2,631	33.90%	11	50.00%	12	37.50%	n < 10	n < 10
Two or More Races	791	10.19%	n < 10	N/A	15	46.88%	n < 10	10
Totals	7,761	100%	22	100%	32	100.00%	11	22
Programs/Attributes ⁴								
Students with Disabilities	928	11.96%	16	72.73%	26	81.25%	n < 10	19
Low-Income	1,223	15.76%	13	59.09%	20	62.50%	n < 10	17
English Language Learners	943	12.15%	n < 10	N/A	n < 10	N/A	n < 10	n < 10

¹OSPI's Oct 1 Enrollment numbers from the 16 elementary schools

² 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.

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

⁴Students identified in a program or attribute, as reported by OSPI. Percentages are divided by the total number of suspensions.

2024 - 2025 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)	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
Totals	8,018	100%	37	100%	48	100.00%	18	32
Programs/Attributes ⁴								
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

¹OSPI's Oct 1 Enrollment numbers from the 16 elementary schools

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

⁴Students identified in a program or attribute, as reported by OSPI. Percentages are divided by the total number of suspensions.

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

¹OSPI's Oct 1 Enrollment numbers from the 16 elementary schools

² 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.

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

⁴Students identified in a program or attribute, as reported by 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.

During the 2025-26 school year, 64 of the district's 4,396 middle school students (1.45%) received exclusionary discipline. While suspensions occurred more frequently at the middle school level than at the elementary level, the substantial decrease in both in-school and out-of-school suspensions represents positive progress.

2025 - 2026 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)	442	10.05%	22	34.38%	42	35.00%	30	15
American Indian/Alaskan Native	11	0.25%	n < 10	N/A	n < 10	N/A	n < 10	n < 10
Asian	1,678	38.17%	n < 10	N/A	n < 10	N/A	n < 10	n < 10
Black/African American	122	2.78%	n < 10	N/A	12	10.00%	n < 10	n < 10
Native Hawaiian/Other Pacific Islander	3	0.07%	n < 10	N/A	n < 10	N/A	n < 10	n < 10
White	1,720	39.13%	22	34.38%	38	31.67%	27	11
Two or More Races	420	9.55%	n < 10	N/A	18	15.00%	n < 10	n < 10
Totals	4,396	100%	64	100%	120	100.00%	78	45
Programs/Attributes ⁴								
Students with Disabilities	435	9.90%	26	40.63%	49	40.83%	33	17
Low-Income	623	14.17%	39	60.94%	77	64.17%	49	29
English Language Learners	235	5.35%	10	15.63%	18	15.00%	13	n < 10

¹OSPI's Oct 1 Enrollment numbers from the 6 middle schools

² 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.

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

⁴Students identified in a program or attribute, as reported by OSPI. Percentages are divided by the total number of suspensions.

2024 - 2025 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)	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
Totals	4,464	100%	79	100%	210	100.00%	86	135
Programs/Attributes ⁴								
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

¹OSPI's Oct 1 Enrollment numbers from the 6 middle schools

² 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.

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

⁴Students identified in a program or attribute, as reported by OSPI. Percentages are divided by the total number of suspensions.

2023 - 2024 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)	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

¹OSPI's Oct 1 Enrollment numbers from the 6 middle schools

² 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.

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

⁴Students identified in a program or attribute, as reported by 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.

The number of students receiving exclusionary discipline also increased, from 58 students in 2024-25 to 89 students in 2025-26. Overall, 89 of the district's 6,302 high school students (1.4%) received exclusionary discipline during the 2025-26 school year. While the percentage of students impacted by exclusionary discipline remains low, the increase in out-of-school suspensions warrants continued monitoring and attention. In particular, we are focusing on strengthening implementation of behavior plans to provide effective supports to students, per our MTSS.

2025 - 2026 Suspensions: All High 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)	613	9.73%	25	28.09%	58	28.57%	11	49
American Indian/Alaskan Native	11	0.17%	n < 10	N/A	n < 10	N/A	n < 10	n < 10
Asian	2,194	34.81%	n < 10	N/A	15	7.39%	n < 10	13
Black/African American	155	2.46%	20	22.47%	46	22.66%	10	36
Native Hawaiian/Other Pacific Islander	9	0.14%	n < 10	N/A	n < 10	N/A	n < 10	n < 10
White	2,713	43.05%	28	31.46%	65	32.02%	14	51
Two or More Races	607	9.63%	n < 10	N/A	18	8.87%	n < 10	11
Totals	6,302	100%	89	100%	203	100.00%	46	160
Programs/Attributes ⁴								
Students with Disabilities	642	10.19%	35	39.33%	83	40.89%	21	63
Low-Income	890	14.12%	51	57.30%	133	65.52%	24	111
English Language Learners	258	4.09%	17	19.10%	39	19.21%	n < 10	34

¹OSPI's Oct 1 Enrollment numbers from the 3 comprehensive high schools and 1 alternative high school. Echo Glen numbers are not included.

² 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.

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

⁴Students identified in a program or attribute, as reported by OSPI. Percentages are divided by the total number of suspensions.

2024 - 2025 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)	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
Totals	6,466	100%	58	100%	133	100%	45	93
Programs/Attributes ⁴								
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

¹OSPI's Oct 1 Enrollment numbers from 3 comprehensive high schools, and 1 alternative high school

² 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.

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

⁴Students identified in a program or attribute, as reported by OSPI. Percentages are divided by the total number of suspensions.

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%	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

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

² 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.

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

⁴Students identified in a program or attribute, as reported by 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 that discipline policies and procedures are reviewed by the Superintendent's leadership team in partnership with school administrators and implemented in ways that support student learning, accountability, and restoration of relationships when harm occurs. Discipline practices should be culturally responsive, equitable, and consistently applied while allowing for professional judgment based on individual circumstances.

This requires discipline policies and procedures to be clearly communicated to students, families, and staff, developed with stakeholder input when appropriate, and regularly reviewed to ensure they support safe, supportive, and inclusive learning environments.

Evidence of Compliance:

The district's discipline policies and procedures are implemented through a comprehensive, prevention-focused framework that emphasizes student learning, relationship restoration, accountability, and equitable outcomes. Discipline practices prioritize intervention, instruction, and support before exclusionary responses are considered, with suspension reserved for serious safety concerns or circumstances required by law. The district's approach is grounded in restorative, trauma-informed, and culturally responsive practices designed to maintain safe, supportive, and inclusive learning environments.

During the 2025-26 school year, the district developed a comprehensive School-Wide Behavior Plan to strengthen the implementation of discipline policies and procedures through a prevention-focused framework centered on student learning, relationship restoration, accountability, and equitable outcomes. District leaders, school administrators, educators, and school-based teams collaborated to establish common expectations, procedures, and evidence-based behavior supports across all schools. The plan was designed to prioritize intervention, instruction, and support before exclusionary discipline is considered and to align practices with restorative, trauma-informed, and culturally responsive approaches.

The Schoolwide Behavior Plan information was shared with IEA members through various online and in-person listening sessions in April and mid-May 2026. The IEA final voting deadline was at the end of May to determine plan approval. The results, process, and plan details were subsequently brought forward for a Board Work Study presentation on August 27, 2026.

Throughout the year, district and school teams analyzed behavior and discipline data, identified areas of disproportionality, and developed action plans to address gaps. Staff engaged in planning and preparation for implementation through professional learning, the development of common tools and procedures, and the creation of systems for ongoing monitoring and continuous improvement. This work resulted in a districtwide framework intended to promote consistent, equitable, and supportive discipline practices across all schools.

11.2 Address behaviors that disrupt learning.

Interpretation:

I interpret this to mean that all students have the right to learn in environments that are safe, supportive, and free from behaviors that significantly interfere with teaching and learning.

This expectation requires that disruptive behaviors are addressed in a timely, appropriate, and consistent manner so that learning can continue while supporting student accountability, growth, and continued access to educational opportunities.

Evidence of Compliance:

The district addresses behaviors that disrupt learning through a comprehensive Multi-Tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS) framework, and trauma-informed practices that emphasize prevention, early intervention, consistent responses, and skill development. The district's approach is designed to ensure that learning environments remain safe, predictable, and conducive to learning while maintaining student dignity and access to educational opportunities. While these systems and practices are in place, district leaders recognize that some students, staff, families, and community members continue to express concerns regarding how disruptive behaviors are addressed and communicated. In response to this feedback, the district developed the Schoolwide Behavior Plan, Response to Challenging Behavior Flowchart, Rapid Response Guides, and enhanced communication resources to provide greater consistency, clarity, and transparency regarding behavioral expectations, responses, and supports. These efforts are intended to strengthen both implementation and stakeholder understanding of how the district addresses behaviors that disrupt learning.

During the 2025-26 school year, a common district-wide School-Wide Behavior Plan was designed to provide consistent expectations, procedures, and response protocols for addressing behaviors that interfere with teaching and learning. Plans were developed to train staff to distinguish between minor classroom-managed behaviors and major office-managed behaviors using the ISD Response to Challenging Behavior Flowchart, ensuring consistent responses across classrooms, grade levels, and schools.

A continuous focus is on prevention as the first response to disruptive behavior. Staff implement proactive classroom management practices, including explicitly teaching behavioral expectations, reinforcing positive behavior, maintaining predictable routines, providing active supervision, increasing opportunities for student engagement, and using behavior-specific praise. These practices are intended to reduce disruptions before they interfere with learning.

When disruptive behavior occurs, responses include redirection, reteaching expectations, restorative conversations, problem-solving conferences, environmental adjustments, behavior-specific praise, structured choices, de-escalation strategies, and skill-building supports. The behavior response framework is grounded in trauma-informed and restorative practices. Staff are trained to view behavior as communication, consider potential unmet needs, identify the function of behavior, and respond in ways that help students develop behavioral, social-emotional, and self-regulation skills.

Schools utilize the School-Wide Information System (SWIS) to document behavioral incidents and review trends in behavior data. Behavioral data are used by Tiered teams to identify patterns, determine whether additional support is needed, evaluate the effectiveness of interventions, and make decisions about school-wide practices. SWIS serves as a data-based decision-making tool rather than a discipline system, supporting continuous improvement of behavioral supports and learning environments. The School-Wide Behavior Plan, adopted at the end of the 2025-26 school year, supports calibration across all building and grade levels.

For students demonstrating repeated or more intensive disruptive behaviors, schools implement additional supports through the MTSS framework. These supports may include Check-In/Check-Out, Check and Connect, behavior contracts, mentoring, targeted social-emotional learning groups, individualized behavior support plans, safety plans, counseling services, restorative practices, and collaboration with families. School-based teams review student data and coordinate interventions to address underlying causes of behavior while maintaining student engagement in learning.

Looking ahead, to proactively address behaviors that significantly disrupt the educational environment or create safety concerns, beginning in the 2026-27 school year, the Response to Challenging Behavior Flowchart, Rapid Response Guide, and emergency response protocols will support staff with established procedures. The goal of these procedures is to ensure that learning can continue for other students while support and intervention can be given to address the behavior(s). Administrative follow-up includes investigation, family communication, restorative processes, reteaching of expectations, and development of additional supports when needed.

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

Interpretation:

I interpret this to mean that the district maintains and implements a systemic plan to identify, monitor, and eliminate inequities and disproportionality in discipline practices and outcomes.

This means there is ongoing examination of discipline data, policies, procedures, and outcomes across student groups, with the goal of ensuring that discipline practices are fair, equitable, and consistently applied. The district uses this information to continuously improve systems, practices, and support that contribute to equitable outcomes for all students.

Evidence of Compliance:

A plan for 2025-26 was developed in response to 2024-25 data that showed continued disproportionate outcomes for Black/African American students, Hispanic/Latino students, and students with disabilities. The data also showed a large increase in exclusionary discipline at middle schools. The district treated these patterns as a system-level concern. The plan focused on adult practices, decision-making systems, early support, and consistent behavioral supports rather than placing the problem within students.

The plan set four measurable goals:

- Reduce out-of-school suspension instances for Black/African American students by 10%.
- Reduce out-of-school suspension instances for Hispanic/Latino students by 10%.
- Reduce out-of-school suspension instances for students with disabilities by 10%.
- Reduce overall middle school suspension incidents by 20%.

The plan paired goals for groups experiencing disproportionate outcomes with improvements for all schools. It was designed to strengthen prevention, ensure consistent adult responses, provide earlier support, and make equity-focused data review a regular practice.

Implementation of the 2025-26 plan included ongoing data analysis, early identification and intervention, targeted support strategies, and a districtwide behavior framework. Together, these efforts strengthened consistency and supported continuous improvement in student outcomes.

Districtwide 2025-26 Outcomes

Districtwide data show fewer suspension instances in 2025-26 than in 2024-25. Out-of-school suspension instances decreased from 260 to 227. In-school suspension instances decreased from 149 to 135. Incidents reported by state behavior type also decreased from 265 to 233.

Progress on the Plan Priorities

Black/African American Students

The number of Black/African American students suspended decreased from 36 to 28. Out-of-school suspension instances decreased from 77 to 44. This result exceeded the plan's 10% reduction goal.

Hispanic/Latino Students

The number of Hispanic/Latino students suspended increased from 38 to 50. Out-of-school suspension instances decreased from 72 to 66. The plan's 10% reduction goal was not fully met. The share of all suspended students who were Hispanic/Latino increased by 7%.

Students With Disabilities

The number of students with disabilities who were suspended increased from 70 to 77. Out-of-school suspension instances decreased from 143 to 99. Total incidents decreased from 191 to 153. The data indicate a decrease in both out-of-school suspension instances and total incidents, reflecting positive progress toward reducing exclusionary discipline for students with disabilities, while continued attention is needed to address the increase in the number of students with disabilities who experienced suspension.

Middle Schools

At middle schools, the number of students suspended decreased from 79 to 64. Total suspension incidents decreased from 210 to 120. The 20% incident-reduction goal was exceeded.

Equity Finding

The data show strong reductions in exclusionary suspension instances for Black/African American students, students with disabilities, and middle school students. At the same time, Hispanic/Latino students and

students with disabilities continued to be overrepresented among students who were suspended. The results show measurable progress and confirm the need for continued, targeted improvement.

Continuation and Next Steps for 2026-27

- Implement the School-Wide Behavior Plan across schools and support consistent use.
- Continue monthly school-level and quarterly district-level review of data by student group.
- Prioritize targeted problem-solving for Hispanic/Latino students and students with disabilities.
- Monitor whether Tier 1 and Tier 2 supports are used as intended and whether they are effective.
- Continue consistent behavior assessment and intervention planning for students with disabilities.
- Report measures consistently and clearly separate students, incidents, in-school suspensions, and out-of-school suspensions.

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 all staff are provided with ongoing training and support to ensure they understand and consistently implement district policies and procedures related to student safety.

It is an expectation that staff interactions with students demonstrate professionalism, respect, responsiveness, cultural awareness, and trauma-informed practices. Staff should have the knowledge, skills, and dispositions necessary to support student well-being, foster a sense of belonging, and respond effectively to the diverse academic, behavioral, social-emotional, and safety needs of students.

Evidence of Compliance:

During the 2025-26 school year, all staff participated in annual district and building-level training focused on student safety, behavioral response systems, trauma-informed practices, and professional interactions with students. Training materials and procedures have been collaboratively developed and refined by district leaders, school administrators, MTSS/PBIS teams, behavioral specialists, counselors, certificated staff, and association partners to ensure consistency across all schools. These resources are maintained in the ISD Resource Hub and are reviewed annually.

Work currently underway

In support of the 2025-26 adopted plan, in August 2026, staff participated in the district's School-Wide Behavior Plan Professional Development, which provided explicit training on:

- Distinguishing minor and major student behaviors using the ISD Response to Challenging Behavior Flowchart.
- Implementing the Continuum of Responses to Challenging Behavior.
- Using trauma-informed, restorative, and relationship-based approaches when responding to student behavior.
- Understanding the purpose and use of SWIS as a data-informed decision-making system.
- Applying building-specific Rapid Response Guides and emergency protocols when administrators are unavailable.
- Following district safety procedures and escalation processes during behavioral crises.

Staff receive training in trauma-informed practices that emphasize understanding behavior as communication, responding with curiosity rather than punishment, and supporting students through co-regulation, relationship-building, and skill development. Professional learning includes the impact of adverse childhood experiences (ACEs), fostering student belonging, de-escalation strategies, restorative practices, and creating safe, predictable, supportive learning environments.

The district's Student Wellbeing Tiered Practices Guide serves as a foundational professional learning guide for the upcoming years providing evidence-based guidance in four key areas:

1. Clear Expectations
2. Foster Student Belonging
3. Explicit Social-Emotional Learning Instruction
4. Positive and Inclusive Environments

These practices support professional, respectful, responsive, and student-centered interactions while promoting equitable and inclusive learning environments for all students.

Staff are annually trained and expected to implement proactive classroom management strategies, explicit instruction of behavioral expectations, positive reinforcement systems, restorative conversations, social-emotional learning practices, and de-escalation supports. Building teams use ongoing coaching, walkthroughs, collaboration, and data review to reinforce implementation throughout the year.

Additionally, all schools review and communicate building-specific safety protocols, including Rapid Response Guides, emergency response procedures, administrative support chains, and crisis response expectations. Updated documents are distributed to staff and maintained in accessible locations, including guest teacher binders and electronic staff resources, ensuring that all employees know how to access support and respond appropriately in safety-related situations.

Collectively, these annual trainings ensure that staff understand and implement district policies and procedures related to student safety while maintaining professional, responsive, respectful, restorative, and trauma-informed interactions with students.

Beyond annual training, schools implement proactive processes to support students and address behavioral concerns early as the schedule or situation allows. Schools take proactive steps whenever a student with an Individualized Education Program (IEP) engages in behavior that may result in a suspension. Rather than waiting for the Manifestation Determination meeting, school teams convene promptly to review the circumstances, consider immediate supports and interventions, and ensure the student's needs are being addressed. This early response helps schools maintain continuity of services, identify potential barriers to student success, and collaborate with families and staff to develop appropriate support strategies while the formal special education review process is underway.

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 all students and families are provided with clear, accessible information regarding student rights, responsibilities, behavioral expectations, and discipline procedures.

The district must maintain and annually distribute a student handbook that accurately reflects current district policies, procedures, applicable laws, and regulations related to student discipline. The information needs to be communicated in a manner that promotes transparency, accessibility, and understanding, supporting fair and equitable implementation of discipline practices across the district.

Evidence of Compliance:

The district annually reviews and updates student handbook content to ensure alignment with current Board policies, district procedures, state laws, and regulations governing student discipline. Student handbooks outline student rights and responsibilities, behavioral expectations, disciplinary procedures, due process protections, and school-specific expectations.

All students and families are provided access to student handbook information at the beginning of the school year and upon enrollment throughout the year. Families acknowledge receipt and review of required student information, including expectations for student conduct and discipline, through the district's Enrollment Verification Process (EVP).

The district maintains publicly accessible student handbook resources on district and school websites, ensuring ongoing access to discipline-related information for students and families throughout the school year. Website translation tools and district language support services increase accessibility for multilingual families. Relevant resources include:

- [Issaquah High School Student Handbook](#)
- [Issaquah High School Student Conduct and Discipline](#)
- [Elementary School Parent Handbook and Student Conduct](#)
- [Student Athletic Handbook](#)
- [District School Bus Information Handbook](#)

Schools consistently communicate behavior expectations and discipline procedures to students through orientation activities, handbook reviews, classroom presentations, advisory lessons, assemblies, and other building-based instructional practices. Building administrators and staff review school expectations at the beginning of the school year and reinforce them throughout the year through Positive Behavioral Interventions and Supports (PBIS), schoolwide communication systems, and ongoing instruction regarding expected student behavior.

Looking ahead to the 2026-27 school year, the district will develop parent- and caregiver-friendly information to help families understand the Schoolwide Behavior Plan. This information will be in a format that is easy to find, access, and translate, ensuring that all families can readily understand school

expectations, available support, and ways to partner with schools to support student success. Developed in partnership with the Issaquah Education Association (IEA), the Schoolwide Behavior Plan emphasizes proactive strategies, restorative practices and early intervention to reduce repeated or escalating behaviors. Communication will also help clarify that behavior incidents occur across student groups and are not an inherent result of inclusive practices. School-based personnel are implementing the guidance and connecting behavior supports with the district's MTSS and UDL frameworks.

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 maintains transparent and accessible communication regarding student discipline policies and procedures.

I further interpret this expectation to require that student discipline policies, along with any significant revisions, are made available to students, families, staff, and community members through the district website and at each school building. The information should be current, accessible, and communicated in a manner that promotes awareness, understanding, and consistent implementation of discipline practices across the district.

Evidence of Compliance:

The district maintains current student discipline policies and procedures on its public website, ensuring that students, families, staff, and community members have ongoing access to discipline-related requirements, expectations, and due process protections. Student discipline information is incorporated within district and school handbook resources and is updated as needed to reflect current Board policy, district procedure, and legal requirements.

When significant revisions are made to student discipline policies or procedures, the district updates applicable online resources and communicates changes through established district communication channels, including family communications, district publications, and handbook revisions.

Student discipline policies and related resources are publicly available on district and school websites, and copies of the student handbook and discipline information are available for inspection in each school building. School offices provide access to handbook materials and assist families or community members seeking information related to student conduct expectations, disciplinary procedures, or recent policy updates. Documentation supporting compliance includes district and school website postings, student handbooks, records of handbook revisions and updates, district communications regarding policy changes, and evidence that discipline-related materials are available for review in school offices.

Equitable access to discipline information can be found through website translation tools, language access services, and interpretation support; helping ensure that families can review current student discipline policies and any significant updates in a manner that is understandable and accessible.

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 all students and staff have the right to learn and work in environments that are safe, supportive, and free from behaviors that threaten physical safety or significantly disrupt learning.

This means the district needs to maintain clear policies prohibiting the use of alcohol, tobacco products, illegal drugs, firearms, dangerous weapons, and acts of violence, and that violations are addressed consistently and appropriately in accordance with district policy, state law, and established procedures.

Evidence of Compliance:

The district maintains a comprehensive system of policies, procedures, behavioral supports, safety protocols, staff training, and administrative oversight designed to ensure that all students and staff learn and work in safe, orderly, and supportive environments. Through the implementation of the district's Schoolwide Behavior Plan, MTSS framework, Positive Behavioral Interventions and Supports (PBIS), trauma-informed practices, threat assessment procedures, and established discipline protocols, the district proactively prevents, addresses, and monitors behaviors that disrupt learning or threaten physical safety.

The K-12 Response to Challenging Behavior Flowchart and Continuum of Responses to Challenging Behavior provides staff with clear definitions of minor and major behaviors, guidance for intervention and de-escalation, documentation requirements, and procedures for administrative response. Major behaviors include physical aggression, possession or use of drugs, alcohol, weapons, or other dangerous objects, and other conduct that creates safety concerns or substantially interferes with the learning environment.

Compliance is demonstrated through:

- District policies, regulations, and student conduct expectations that prohibit alcohol, tobacco products, illegal drugs, firearms, dangerous weapons, and acts of violence and establish disciplinary responses consistent with district procedures and state law.
- A districtwide Schoolwide Behavior Plan, Behavioral Flowchart, and Continuum of Responses that provide consistent expectations and intervention strategies across all schools.
- Building administrators receive ongoing discipline-related training and collaborate with Executive Directors, compliance staff, and legal counsel when addressing student conduct matters.
- Regular review of discipline practices, behavior incidents, and safety concerns through supervisory meetings, discipline monitoring, and quarterly reviews of discipline data.
- Required documentation of behavioral incidents through SWIS, enabling schools and district leaders to monitor trends, evaluate interventions, and support data-based decision making.

- Required family communication and administrative follow-up for major behavior incidents, along with restorative practices and re-entry procedures to support successful reintegration into the learning environment.
- Rapid Response Guides and Emergency Response Protocols that provide staff with clear procedures for responding to escalating behavior, crisis situations, and threats to safety.
- Transportation procedures that address misconduct occurring on school buses in partnership with school administrators.
- Annual training for students and staff regarding harassment, intimidation, and bullying prevention, reporting procedures, and expectations for maintaining safe and respectful learning environments.
- Active partnerships with local law enforcement agencies and community safety partners to support emergency preparedness and school safety.
- A multidisciplinary threat assessment process, including training for administrators and student support personnel, to assess threats, develop safety plans, and provide intervention and re-entry supports when needed.
- Collaborative review and intervention planning for students demonstrating repeated major behaviors, including the use of Student Safety Plans, Tier 2 supports, and individualized interventions when appropriate.

Through these systems, practices, and monitoring processes, the district demonstrates that behaviors involving alcohol, tobacco, illegal drugs, weapons, firearms, violence, and other significant disruptions to learning are not permitted and are addressed through prevention, intervention, discipline, safety planning, staff training, and ongoing oversight. The district continuously reviews behavioral and safety data and refines practices to ensure schools remain safe, supportive, and conducive to learning for all students.

Board acceptance: