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EXECUTIVE LIMITATIONS MONITORING REPORT

EL-12 Student Conduct and Discipline

FROM: Troy Oliver, Superintendent

DATE: October 13, 2026

The Superintendent shall not operate without establishing a school environment that is safe, civil, inclusive, supportive, and conducive to effective teaching and learning.

Accordingly, the Superintendent will not:

Policy Criterion 1: Code of Conduct

Operate without an age-appropriate, written, Student Conduct and Discipline Code that complies with state and federal laws and that clearly outlines acceptable and unacceptable student behaviors.

a) Operate without consulting with students, staff, and the community in developing the code.

b) Operate without distributing the Student Conduct and Discipline Code to students (including significant changes) and making the Code publicly available to all stakeholders.

Policy Criterion 2: Due Process

Operate without affording students and parents an appropriately consistent and transparent process with regard to student conduct, discipline issues, and enforcement of the code.

Policy Criterion 3: Awareness of Consequences of Discipline

Operate without taking into consideration the negative impact of the imposition of discipline that causes students to be suspended or expelled.

Policy Criterion 4: Relevant Communication

Operate without communicating appropriate and timely disciplinary information to staff members who have direct contact with students being disciplined.

Superintendent/CEO Interpretation:
The Superintendent shall not operate without policies and practices related to student conduct and discipline that ensure:

1. A current, legally compliant Student Code of Conduct that clearly communicates expectations and rights, is accessible to students, families, and the community, and reflects stakeholder input.
2. Consistent and transparent due process that provides students and families with appropriate notice, opportunities to respond, and applicable appeal rights.
3. Discipline practices that consider the impact of exclusion and prioritize prevention, intervention, and reengagement to maintain student access to learning.
4. Timely, relevant communication with staff regarding student discipline and needed support to promote safety, continuity of learning, and successful reengagement.

Superintendent/CEO Evidence Report:
The following policies and practices provide evidence of the ways that our district ensures that we do not operate without:

1. A current, legally compliant Student Code of Conduct that clearly communicates expectations and rights, is accessible to students, families, and the community, and reflects stakeholder input.
    a. Current, legally aligned Code — Policies, procedures, and handbook reflect current state and federal requirements.
    b. Clear and accessible expectations — Student rights, responsibilities, behavioral expectations, and discipline processes are communicated in accessible, age-appropriate language.
    c. Stakeholder input — Student, staff, family, and community feedback informs the development and review of the Code.
    d. Annual communication and public access — The Code is communicated annually and readily accessible to students, families, and the community.
    e. Ongoing review and refinement — The Code is reviewed and updated based on legal requirements, stakeholder feedback, and discipline data.
2. Consistent and transparent due process that provides students and families with appropriate notice, opportunities to respond, and applicable appeal rights.
    a. Clear, consistent procedures — Discipline procedures clearly outline required steps, rights, and responsibilities.
    b. Timely notice and opportunity to respond — Students and families receive timely information about concerns, decisions, and due process rights.
    c. Consistent implementation — Administrators receive ongoing training and support to apply discipline procedures consistently.
    d. Educational access and reengagement — Students receive educational services during exclusion and support to successfully return to school.
    e. Monitoring and review — Discipline practices are reviewed for procedural consistency, patterns, and opportunities for improvement
3. Discipline practices that consider the impact of exclusion and prioritize prevention, intervention, and reengagement to maintain student access to learning.
    a. Data-informed decision-making — Discipline data are reviewed to identify patterns, disparities, and opportunities to reduce exclusion.

b. Prevention and intervention — Tier 1 and targeted behavioral supports, including PBIS, restorative practices, and social-emotional learning, are used to address student behavior and prevent unnecessary exclusion.
c. Alternatives to exclusion — Schools use appropriate instructional, restorative, and other responses before and in place of exclusion when appropriate.
d. Educational access and reengagement — Students receive educational support during exclusion and structured support to return successfully.
e. Continuous improvement — Exclusion, restraint, isolation, and behavioral referral data inform building and district improvement efforts.

4. Timely, relevant communication with staff regarding student discipline and needed support to promote safety, continuity of learning, and successful reengagement.
    a. Timely communication — Staff receive appropriate notification when student discipline affects their responsibilities.
    b. Relevant information — Staff receive information needed to support student safety, learning, and reentry.
    c. Clear communication protocols — Schools maintain consistent systems for communicating discipline-related information.
    d. Staff guidance and support — Administrators receive training and support on appropriate discipline communication and confidentiality.
    e. Ongoing review — Communication practices are reviewed and refined based on staff needs and implementation feedback.

Conclusion:
The evidence presented demonstrates that we are in compliance with this Executive Limitations Policy.