Lake Washington School District
Executive Limitation Monitoring Report

EL-6 Student Learning Environment
June 26, 2017

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

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

Accordingly, the CEO shall:

1. Consider a reasonable balance between the instructional needs and the extracurricular obligations of students.	In Compliance	◄ ►

Evidence

The extracurricular obligations of students; such as participation in extracurricular sports, music, work, church, family, and community activities are an important aspect of student and family life. School events are scheduled to avoid conflict with these religious holidays and Sundays, with some exceptions as pre-approved. School's daily schedules are established to allow for a balance between students' academic needs and their out-of-school interests and obligations. Athletic events and practices are scheduled after school as much as possible. Students are infrequently released early for: league play; travel time for Seattle games; spring sports such as baseball, tennis, track and golf; KingCo Championships; district and state competitions. The number of times depends on success in each tournament. Absences, due to athletic conflicts are considered excused, however, student athletes must make up any missed assignments or homework.

"Encourage students to maintain a reasonable balance between instructional and extracurricular activities."	**5**	**4**	**3**	**2 & 1**	**mean**
Feb./March 2006	21%	45%	20%	13%	**3.7**
May 2007	13%	46%	30%	11%	**3.6**
Dec. 2007-Feb. 2008	18%	50%	21%	11%	**3.7**
Dec. 2008-Feb. 2009	17%	44%	32%^^	7%	**3.7**
Dec. 2009-Feb. 2010	22%	48%	23%	7%	**3.8**
Dec. 2010-Feb. 2011	26%^	37%^	26%	11%	**3.7**
Dec. 2011-Feb. 2012	22%	43%	25%	10%	**3.7**
Dec. 2012-Feb. 2013	27%	42%	22%	9%	**3.9**
Dec. 2013-Feb. 2014	31% ^^	41%	20%	8%	**3.9** ^^
Dec. 2014-Feb. 2015	24%	45%	24%	7%	**3.8**
Dec. 2015-Feb. 2016	28%	44%	17%	11%	**3.9**
Dec 2016-Feb 2017	25%	44%	25%	7%	**3.8**

^ Significant difference vs. previous three-month period
^^ Significant difference vs. March 2006

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Evidence {continued}

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

- 79% of parents surveyed during December 2016-February 2017 gave a rating of 4 or 5.
- The mean rating for parents was 3.8, which was down from 3.9 during the same time period a year prior.

2. Consider instructional continuity.	In Compliance	◄ ►

Evidence

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

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

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

Evidence

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

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

Evidence {continued}

- Non-instructional or co-curricular activities are scheduled outside of the school day, with few exceptions.
- School daily schedules are reviewed each year to ensure compliance with minimum Basic Education requirements.
- Directors of School Support work with high school administrators to ensure that end-of-year activities, including finals schedules and senior celebrations do not unduly intrude on instructional time. High school end-of-year schedules are submitted and reviewed by Directors of School Support and the Associate Superintendent of Student and School Support Services.
- The Director of School Support in charge of graduation schedules graduation ceremonies in alignment with Basic Education requirements as directed by law.
- Associate Superintendent of Student and School Support Services and Directors of School Support worked with high school principals to ensure a consistent testing schedule for Smarter Balanced Assessment.

• Associate Superintendent, Student and School Support Services; Directors, School Support; and Director, Assessment, Evaluation, and Research, developed a late start schedule with high school principals, which allows Smarter Balanced Assessment to be conducted in a timely manner and ensured students needing accommodations to have the location and staff available.

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

Evidence

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

Conduct on School Property:

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

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

***Evidence** {continued}*

Volunteer Screening Procedures:

- The law requires the district to perform background checks on all volunteer applicants through Washington State Patrol. Once approved, volunteer names are added to the approved volunteers list. Volunteers and visitors are required to sign-in at buildings and wear name badges.

Code of Professional Conduct:

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

Employee Evaluation Procedures:

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

Employee Investigative Procedures:

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

Human Dignity

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

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5. Adopt an administrative policy on conduct and discipline which: a. prohibits the use of drugs, alcohol or tobacco products by students or adults on school property and at school-sponsored events; b. prohibits the presence of firearms or other dangerous weapons on school property and at school-sponsored events; c. prohibits any form of violence on school property and at school-sponsored events; d. provides for the discipline of special education students consistent with their Individual Education Plan; e. establishes procedures for student interrogations, searches and arrests; f. establishes procedures to afford students, parents and school personnel due process with regard to student conduct and discipline issues; g. establishes procedures for written appeal to the Board from a decision to suspend or expel a student; h. provides for administration of appropriate discipline of students deemed to be habitually disruptive; i. establishes the district's student attendance policy; j. prohibits unruly behaviors to disrupt learning; k. prohibits bullying or other types of intimidation; and l. prohibits the administration of corporal punishment.	In Compliance	◄ ►

Evidence

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

a) See District Policy – JFC, JFC-R
b) See District Policy – JFC, JFC-R, JFCJ
c) See District Policy – JFC, JFC-R
d) See District Policy – IGB, IGB-R
e) See District Policy – JFG, JFG-R, JFGA, JFGA-R
f) See District Policy – JG, JG-R
g) See District Policy – JG, JG-R
h) See District Policy – JFC, JFC-R
i) See District Policy – JEA, JEE, JED, JED-R, JEDA
j) See District Policy – JFC, JFC-R
k) See District Policy – JFD, JFD-R, JFD-E, JFDA, JFDA-R
l) See WAC 392-400-235 Discipline

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5. Adopt an administrative policy on conduct and discipline which: *{for complete listing, see page 6}*	In Compliance	◄ ►

***Evidence** {continued}*

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

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

6. Appropriately involve teachers, administrators, students, and the community in developing administrative student discipline policy.	In Compliance	◄ ►

Evidence

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

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

Evidence

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

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8. Distribute to each student copies of any significant changes in the handbook	In Compliance	◄ ►

Evidence

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

- No significant changes were adopted during the 2016-17 school year that necessitated such notification.

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

Evidence

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

10. Ensure that the policies are enforced consistently and with reasonable judgment.	In Compliance	◄ ►

Evidence

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

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Evidence

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

"Student discipline is handled in a fair manner."	Always	Usually	Sometimes	Never	Mean
Fall 2010	29%	54%	15%	2%	**3.1**
Fall 2011	28%	61%	10%	1%	**3.2**
Fall 2012	25%	61%	13%	1%	**3.1**
Fall 2013	30%	51%	18%	1%	**3.1**
Fall 2014	28%	51%	19%	2%	**3.1**
Fall 2015	35%	48%	17%	0%	**3.2**
Fall 2016	46%	42%	12%	0%	**3.3**

- Community survey data from Fall 2016 show that 88% of parents feel that student discipline is always/usually handled in a fair manner. This is an increase from 83% in the fall of 2015.

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

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

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

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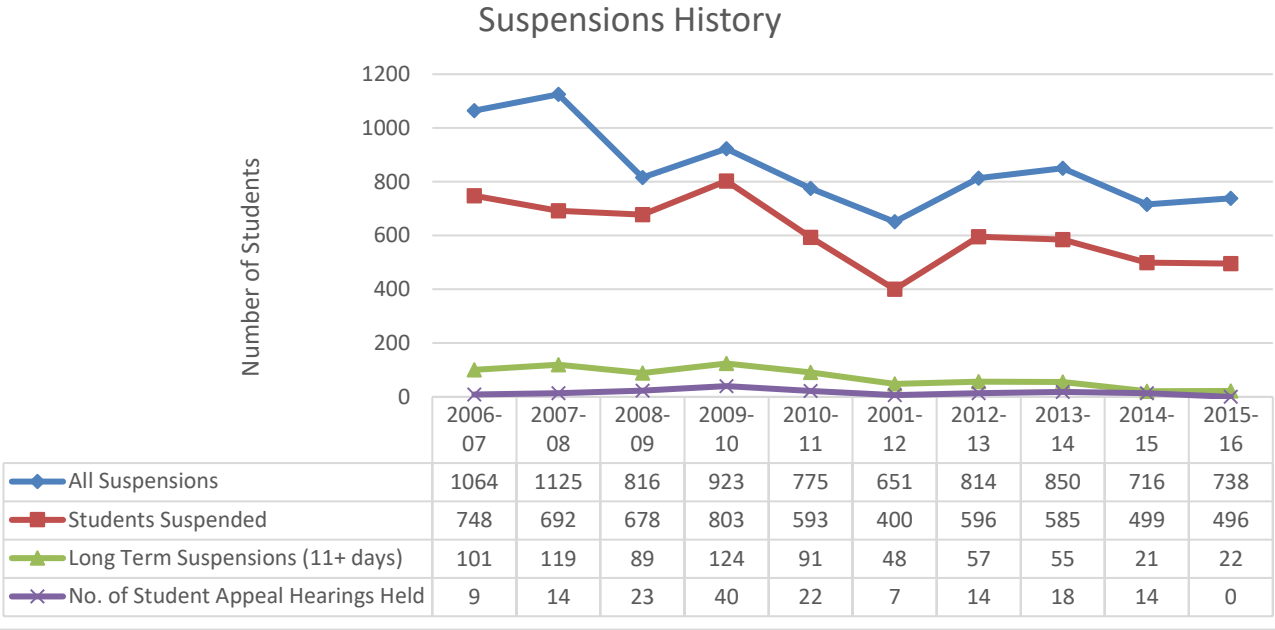
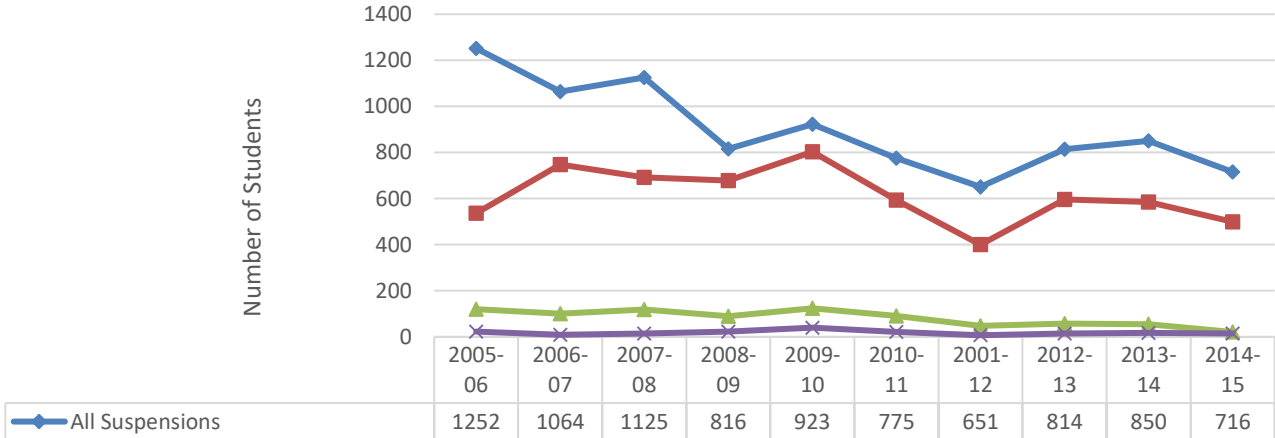


	2006-07	2007-08	2008-09	2009-10	2010-11	2001-12	2012-13	2013-14	2014-15	2015-16
All Suspensions	1064	1125	816	923	775	651	814	850	716	738
Students Suspended	748	692	678	803	593	400	596	585	499	496
Long Term Suspensions (11+ days)	101	119	89	124	91	48	57	55	21	22
No. of Student Appeal Hearings Held	9	14	23	40	22	7	14	18	14	0



	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2001-12	2012-13	2013-14	2014-15
All Suspensions	1252	1064	1125	816	923	775	651	814	850	716
Students Suspended	537	748	692	678	803	593	400	596	585	499
Long Term Suspensions (11+ days)	120	101	119	89	124	91	48	57	55	21
No. of Student Appeal Hearings Held	23	9	14	23	40	22	7	14	18	14

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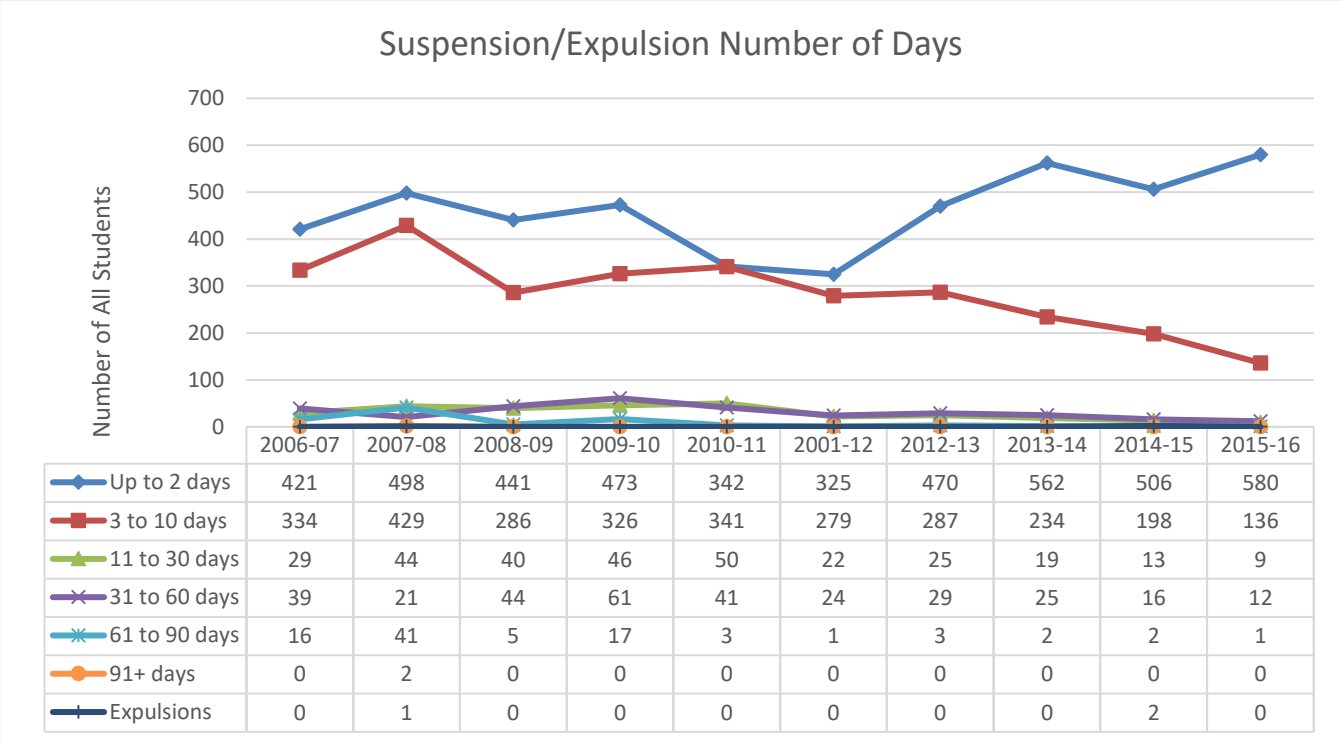
Evidence

- The average total number of students for 2014-2015 was 26,716. Suspensions for this year accounted for 1.9% of the total student population.
- The average total number of students for 2015-2016 was 27,830. Suspensions for this year accounted for 1.8% of the total student population.
- In 2015-16, the number of all suspensions increased by 3%. The number of students suspended decreased by less than a percent.
- The number of discipline appeals decreased from 14 in the 2014-15 school year to 0 in the 2015-16 school year.

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



	2006-07	2007-08	2008-09	2009-10	2010-11	2001-12	2012-13	2013-14	2014-15	2015-16
Up to 2 days	421	498	441	473	342	325	470	562	506	580
3 to 10 days	334	429	286	326	341	279	287	234	198	136
11 to 30 days	29	44	40	46	50	22	25	19	13	9
31 to 60 days	39	21	44	61	41	24	29	25	16	12
61 to 90 days	16	41	5	17	3	1	3	2	2	1
91+ days	0	2	0	0	0	0	0	0	0	0
Expulsions	0	1	0	0	0	0	0	0	2	0

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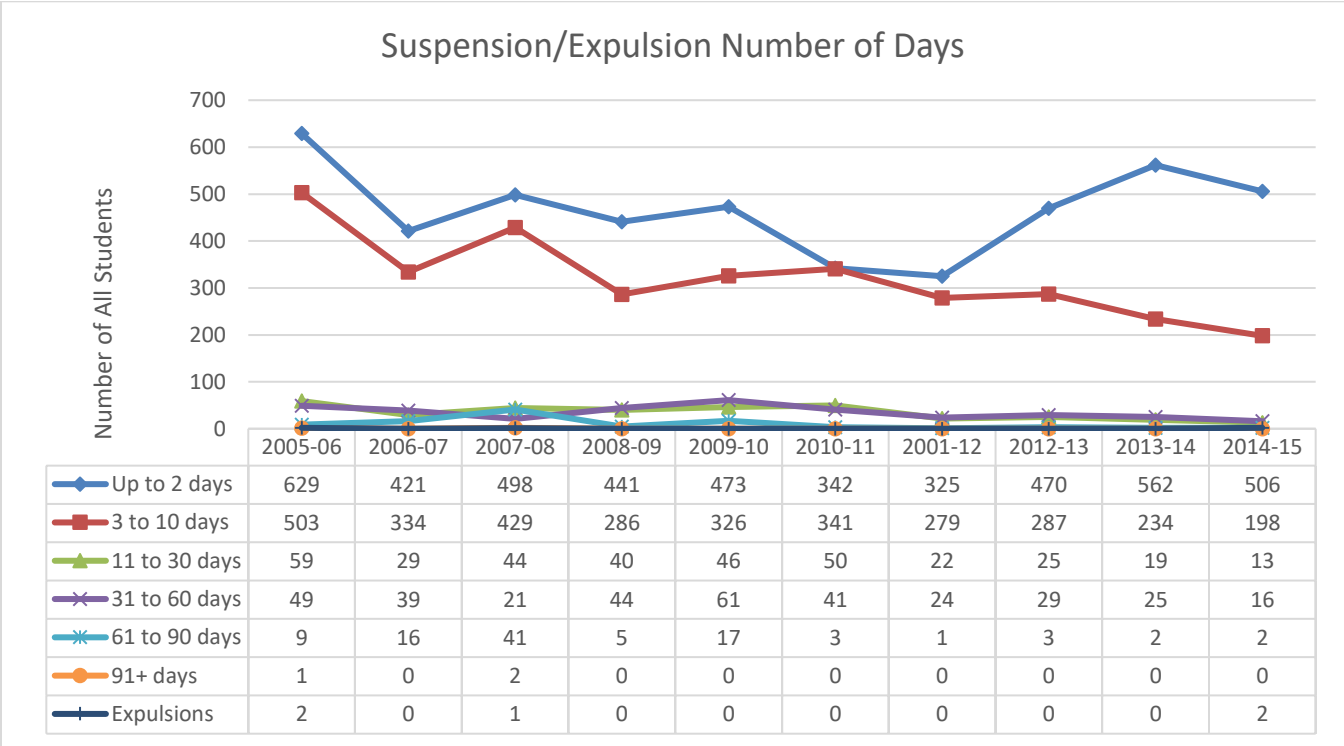

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2001-12	2012-13	2013-14	2014-15
Up to 2 days	629	421	498	441	473	342	325	470	562	506
3 to 10 days	503	334	429	286	326	341	279	287	234	198
11 to 30 days	59	29	44	40	46	50	22	25	19	13
31 to 60 days	49	39	21	44	61	41	24	29	25	16
61 to 90 days	9	16	41	5	17	3	1	3	2	2
91+ days	1	0	2	0	0	0	0	0	0	0
Expulsions	2	0	1	0	0	0	0	0	0	2

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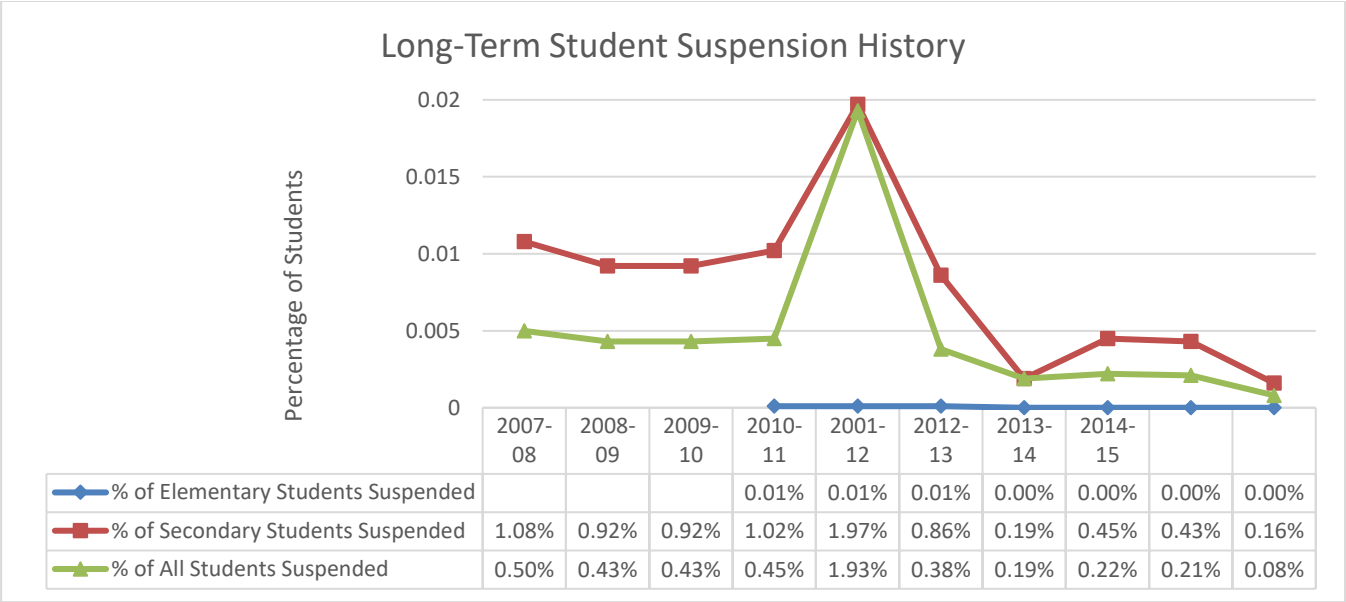
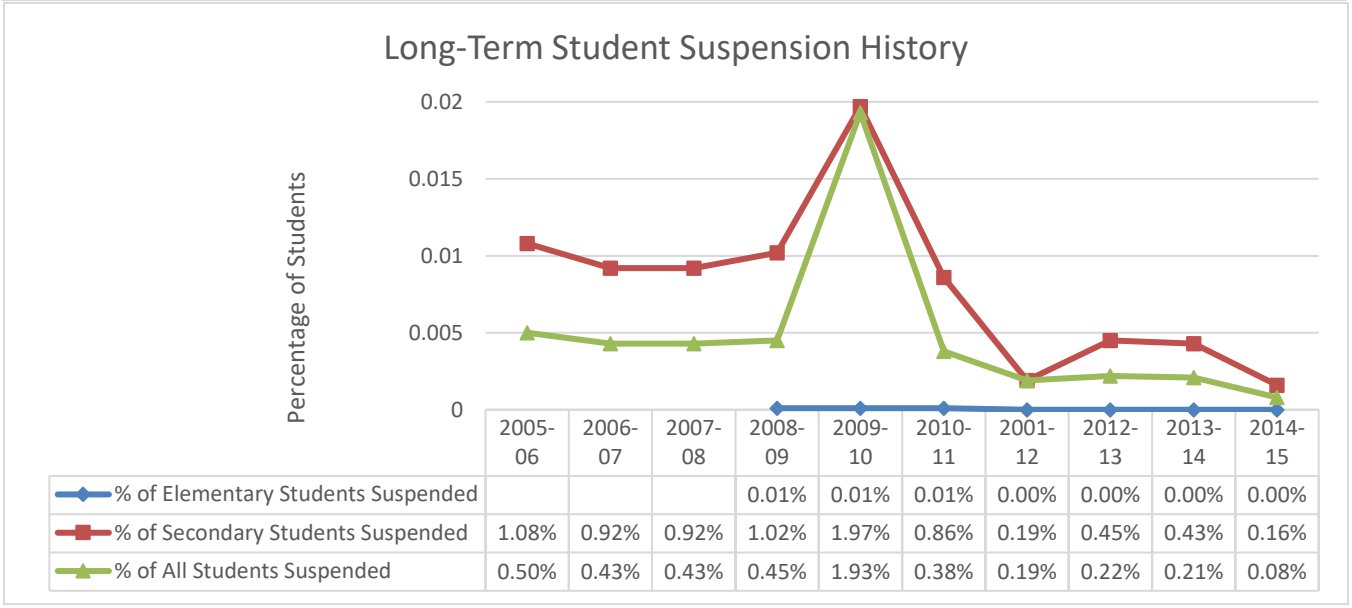
Evidence

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

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





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Evidence

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

Elementary State Behavior and Weapons Reports

Elementary School Behavior Report	2015-16	2014-15	2013-14	2012-13 *	2011-12
Bullying	5	8	12	8	24
Tobacco	0	0	0	1	0
Alcohol	0	0	0	0	0
Illicit Drugs	0	0	0	0	0
Fighting without Major Injury	9	8	22	15	18
Violence without Major Injury	22	11	22	17	39
Violence with Major Injury	0	0	0	0	4
Elementary School Weapons Report	**2015-16**	**2014-15**	**2013-14**	**2012-13 ***	**2011-12**
Handgun	0	0	0	0	0
Rifle or Shotgun	0	0	0	0	0
Multiple Firearms	0	0	0	0	0
Other Firearms	0	0	5	0	0
Knife or Dagger	1	8	7	3	3
"Other" Weapons	4	4	0	5	6

* 2012-2013 marks the first year of K-5 elementary school configuration

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Evidence

Middle School State Behavior and Weapons Reports

Middle School Behavior Report	2015-16	2014-15	2013-14	2012-13 *	2011-12
Bullying	13	15	28	30	59
Tobacco	4	5	2	0	1
Alcohol	0	0	2	4	7
Illicit Drugs	3	7	3	10	21
Fighting without Major Injury	19	7	16	15	38
Violence without Major Injury	26	9	4	29	37
Violence with Major Injury	0	0	0	2	0
Middle School Weapons Report	**2015-16**	**2014-15**	**2013-14**	**2012-13 ***	**2011-12**
Handgun	0	0	0	0	0
Rifle or Shotgun	0	0	0	0	0
Multiple Firearms	0	0	0	0	0
Other Firearms	1	4	0	0	0
Knife or Dagger	4	3	5	3	2
"Other" Weapons	2	0	0	3	0

* 2012-2013 marks the first year of 6-8 middle school configuration

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Evidence

High School State Behavior and Weapons Reports

High School Behavior Report	2015-16	2014-15	2013-14	2012-13 *	2011-12
Bullying	1	1	6	14	17
Tobacco	0	0	4	1	3
Alcohol	4	4	36	21	15
Illicit Drugs	29	29	51	53	29
Fighting without Major Injury	7	7	27	31	14
Violence without Major Injury	2	2	7	19	8
Violence with Major Injury	4	4	0	1	0
High School Weapons Report	**2015-16**	**2014-15**	**2013-14**	**2012-13 ***	**2011-12**
Handgun	0	0	0	0	0
Rifle or Shotgun	0	0	0	0	0
Multiple Firearms	0	0	0	0	0
Other Firearms	0	0	0	2	0
Knife or Dagger	4	4	3	4	0
"Other" Weapons	0	0	0	2	0

* 2012-2013 marks the first year of 9-12 high school configuration

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

Washington law requires children from age 8 to 17 to attend a public school, private school, or to receive home-based instruction (homeschooling) as provided in subsection (4) of RCW 28A.225.010. Children who are 6- or 7-years-old are not required to be enrolled in school. However, if parents enroll their 6- or 7-year-old, the student must attend full-time. Washington State's truancy law, known as the Becca Bill, requires the school/district and the juvenile court to take specific actions when youth are truant.

EL-6 Student Learning Environment
Executive Limitation: With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption. Accordingly, the CEO shall:

10. Ensure that the policies are enforced consistently and with reasonable judgment.	In Compliance	◄ ►

Evidence

After one unexcused absence in a month, the school is required to inform the parent in writing or by phone. After two unexcused absences, the school is required to initiate a parent conference to improve the student's attendance. After five unexcused absences in a month, the parent and school must enter a contract to improve the student's attendance. After seven unexcused absences in a month, or ten unexcused absences in an academic year, the school district may file truancy petitions with the juvenile court. If the student is not in compliance with a court order resulting from a tuition petition, the school is required to file a contempt motion. The district employs four Attendance Specialists who work with schools to file petitions when necessary.

- In 2015-16, high school truancy petitions filed under the Becca Law increased by 57 from the previous year.

School Year	Truancy Petitions
2015-16	179
2014-15	122
2013-14	126
2012-13	128
2011-12	95
2010-11	113

11. Identify students at risk of suspension or expulsion and provide opportunities to help them avoid suspension or expulsion.	In Compliance	◄ ►

Evidence

To support students at-risk of suspension or expulsion, the district employs a number of proactive strategies and provides alternatives to out-of-school suspension:

Identification of students at risk:

- Referral arrangements exist with Youth Eastside Services to provide training in anger management, drug and alcohol intervention and prevention, and other coping skills. Students are also referred for risk assessment for anger and drug/alcohol use.
- Drug and Alcohol Prevention and Intervention Specialists are contracted through Youth Eastside Services by twelve of our secondary schools.
- Youth Eastside Services was contracted to conduct risk assessments for students who indicate high or moderate risk of suicide at secondary schools other than our comprehensive high schools.
- Evergreen Health was contracted to provide mental health social workers part-time at each of our comprehensive high schools.
- School counselors work one-on-one and in group settings to support the emotional and academic needs of students.
- Attendance Specialists provide student and family intervention and support for truancy issues.

EL-6 Student Learning Environment
Executive Limitation: With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption. Accordingly, the CEO shall:

11. Identify students at risk of suspension or expulsion and provide opportunities to help them avoid suspension or expulsion.	In Compliance	◄ ►

Evidence {continued}

Opportunities for students to avoid suspension:

- With the exception of serious misconduct, schools employ methods to modify student behavior for incidents other than serious misconduct. These methods include the use of restorative contracts/agreements; restorative conferences; and, alternatives to short-term and long-term suspension such as: detention, behavior contracts, community service, loss of privileges, in-school suspension and other restrictions.
- Schools have adopted a number of programs to support positive school climate and reduce bullying and intimidation, including:
  - ❖ *Steps to Respect, Kelso's Choices* and *Second Step* are programs at all elementary schools.
  - ❖ *Peace Builders* and mentoring programs such as Lunch Buddies are in place at many elementary schools.
  - ❖ Personalization at the secondary level is provided through home rooms and other programs to ensure that students are connected to an adult at school.
  - ❖ Programs to teach students the definitions of harassment, intimidation, and bullying and to encourage prompt reporting to school staff and appropriate disciplinary action taken where warranted have been developed and implemented.
  - ❖ Cyber-safety lessons are available to schools through Common Sense Media.

- A variety of anti-bullying programs and activities occur at all schools. These efforts include Safe School Ambassadors and a variety of other activities and events such as Unity Day during National Bullying Prevention month.

11. Identify students at risk of suspension or expulsion and provide opportunities to help them avoid suspension or expulsion.	In Compliance	◄ ►

Evidence {continued}

Student suspension data is reviewed at the district level on a monthly basis to help identify students at risk and in an effort to review the proactive programs currently in place. Programs are expanded and modified as needed.

I certify the above to be correct as of June 26, 2017. _____

Traci Pierce, Superintendent