

BOARD POLICY EXPECTATION

The Superintendent shall not fail to establish a school environment that is safe, civil, supportive, conducive to effective teaching and learning and free from unnecessary disruption.

CERTIFICATION

I hereby present my monitoring report on Executive Limitations Policy EL-8 “Student Safety, Attendance, Conduct and Discipline ” in accordance with the monitoring schedule set forth in board policy. I certify that the information contained in this report is true as of February 23rd, 2018.

Dave Holmes, Superintendent

SUPERINTENDENT’S INTERPRETATION OF POLICY

I interpret the board’s expectation regarding student safety, attendance, conduct and discipline to mean that the district must make intentional and consistent efforts to ensure students have a safe learning environment, provide supports and encouragement to students to attend school as well as create and enforce student behavior standards that are conducive to a high quality learning environment for everyone. I further interpret this expectation to mean that if the behavior of a student is inappropriate, district staff must design and implement discipline action(s) aimed at changing student behavior in a manner that will quickly refocus the student back onto their responsibility as a learner. Lastly, we must continually adapt our discipline model and successful interventions to meet changing state law and researched best practices.

REPORT

There are four specific areas described in this policy. The following will address each specific area of EL-8 as best as possible. At the time of this report, I believe that the district is in compliance with the Board’s expectations.

1. ***The superintendent shall not fail to have in place comprehensive school safety plans and hold regularly scheduled safety drills and trainings to prepare for anticipated situations.*** **IN COMPLIANCE**

The district has a long and successful record of training, preparing for and responding appropriately in emergency situations. Luckily we have not had to respond to any critical emergencies over the last year, but our ongoing preparation and training continues. Credit goes to our staff and students for taking emergency preparations seriously and working together to practice and test our readiness. As usual our schools have completed multiple fire drills, lock-down drills, an earthquake drill as well as a shelter in place drill as required by state law. One never knows if we are fully prepared for real emergencies until they occur, but I am confident that our students and staff have worked diligently to

practice common situations that would be adjusted as needed if the situation was an actual emergency. Finally, we are in the process of updating all of our safety plans for the entire district to include the newly county-wide supported nomenclature and symbols of *Lock In*, *Lock Out* and *Shelter In Place*. We have now also added common language for possible additional evacuation processes to include “Run, Hide, Fight”. More information on this can be found at the I Love You Guys Foundation website (www.iloveguys.org).

2. ***The superintendent shall not fail to develop an age-appropriate student attendance plan and regularly monitor attendance patterns in order to maintain high student attendance rates. IN COMPLIANCE***

Our staff continues to work hard to both monitor and address any attendance issues with students. When a student is absent, morning notifications via School Messenger go home for students in grades K-5. In grades 6-12, administrators also use School Messenger to call home to parents and inform them of an absence that school day. This way parents are kept informed of absences. Furthermore, when absences become severe (10 or more absences) or chronic (18 or more), additional steps are taken to encourage better attendance. Again as with last year, students with chronic absences are given specific written plans developed by staff with parents to help encourage better attendance. Students with multiple parent-excused absences are required to provide documentation from a qualified medical practitioner stating reasons for absences once they reach chronic status. We continue our efforts to seek legal actions through the courts (BECCA Law) to seek support for those students with chronic absenteeism even though we find the process to be primarily ineffective. As with last year, because we have some families with children in more than one of our schools who have severe absences, two or more administrators work together to create a more unified signal of support and encouragement. Finally our expanded counseling programs, especially at the elementary, has continued to see results in improved attendance by focusing on teaching better habits of attendance which yields better school attendance patterns.

3. ***The superintendent shall not fail to adopt an age-appropriate, written student conduct and discipline code that complies with state and federal laws. IN COMPLIANCE***

Our principals have worked very diligently over the years to keep their student handbooks current and on target with changing needs. For example, as technology continues to evolve, so too must our school rules. Our elementary school worked very hard over the last couple of years to design a more cohesive and effective student discipline and behavior plan that continues to yield good results even during a time when the number of students with severe behavior issues continues to rise. Lastly, I would point to our work on and adoption of policies 3241/3241P Classroom Management and Corrective Actions, 3246/3246P Restraint and 3240/3240P Student Conduct, as evidence to support our compliance in this area.

4. *The superintendent shall not fail to ensure that the code is enforced.* **IN COMPLIANCE**

I believe our record of discipline code enforcement over the years has been very good. Our staff and administrators work closely with students and parents (as well as law enforcement when needed) to focus students who make poor choices on ways to get back on track. I would note that due to administrators working with parents and students as a team, we have had no appeals this year of any disciplinary action. In short, I believe we work hard at operating from the perspective that discipline is something you do for someone, not something you do to someone. I am confident that we do a good job of staying on top of enforcing the student conduct code and therefore we are in compliance with this expectation.