

Monitoring Report - Executive Limitations Policy
EL - 8, Student Safety, Attendance, Conduct, and Discipline

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 25, 2025.

Peter Rosenkranz, Superintendent

SUPERINTENDENT’S INTERPRETATION OF POLICY

Executive Limitation #8 centers on ensuring “...a school environment that is safe, civil, supportive, conducive to effective teaching and learning, and free from unnecessary disruption.” As we continue implementing our strategic plan this year, our focus remains on student engagement, academic excellence in reading, writing, math, and science, and upholding the expectations of our community in preparing students for success beyond high school.

The mission of the La Center School District is to create a supportive learning environment that empowers students to reach their fullest potential. We will do this in partnership with families, the community, staff, and students to develop confident and self-reliant lifelong learners who can thrive in a rapidly changing, more technologically advanced, and diverse society.

Achieving Executive Limitation #8 requires us to uphold this mission—creating an environment that nurtures both academic and personal growth. Over the past three years, I have reflected often on this commitment. The mid-year presentation from the elementary school serves as a powerful reminder of our ongoing efforts to enhance instructional practices and support student learning.

REPORT

There are four specific areas described in this policy. The following will address each specific area in 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 training to prepare for anticipated situations. IN COMPLIANCE

Each building within the school district runs drills in compliance with RCW 28A.320.125. Lauri Landerholm serves on the regional safety task force to keep our district in compliance with recent trends and drills necessary to train for student safety. We continue to focus on updating the plans so they are consistent with regional planning and supports through ESD 112 and CRESA. Additionally, we will conduct a tabletop exercise that includes local law enforcement and the fire department.

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

I see attendance as a natural outcome of student engagement. When classrooms are dynamic and engaging, students are more likely to attend. Partnering with parents also plays a role—we can encourage strong attendance while respecting that families make their own decisions, including vacation timing, which isn't always flexible. Just as working adults must catch up after time off, students are expected to complete missed work either in advance or upon their return.

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

We continue to maintain and update student handbooks in compliance with legal requirements and community standards.

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

As I've emphasized in previous reports, strong student relationships are essential to our success, and student conduct is no exception. The approach outlined in Executive Limitation #8, point two, also applies to point four. When we prioritize student learning and engagement, there is less opportunity for misbehavior, and students are more likely to stay focused and achieve great results. Additionally, by working with families—both in reinforcing positive behavior and addressing concerns—we can further support students' success as they prepare for life beyond high school..