

SEMI-ANNUAL OUT OF SCHOOL SUSPENSION REPORT

Submitted to the Department on: July 29, 2019

Reviewed and approved by the Superintendent on: June 26, 2019

Semi-Annual Plan Review	Date Reviewed
District Discipline Support Team (DST) Review	December 18, 2018
District Discipline Support Team (DST) Review	March 26, 2019
District Discipline Support Team (DST) Review	June 26, 2019

Relevant Policies and Handbooks	Date Reviewed
413 Harassment and Violence	February 15, 2018
514 Bullying Prohibition	August 16, 2018
506 Student Discipline	August 16, 2018
Student Handbooks	August 2018

PLAN GOALS AND MEASUREMENTS

All Students:

Total and Unduplicated Suspensions in Target Categories	17-18 Actuals		18-19 Actuals (through 7-26-19)	
	Total	Unduplicated Count	Total	Unduplicated Count
Attendance	1	1	0	0
Bullying	5	5	1	1
Cyber-Bullying	0	0	0	0

Disruptive/Disorderly Conduct/Insubordination	61	37	117	88
Harassment	5	5	2	2
Threat/Intimidation	7	7	8	8
Verbal Abuse	0	0	5	5
Other	6	5	13	10

SUMMARY

Assessment of Results
<p>WSHS: 2017-18 had higher number of fights than previous years.</p> <p>WMS: Conflict between students often stems from social media/outside issues.</p> <p>WALC: Decrease in the number of physical fights on school grounds Decrease in suspension overall</p> <p>Elementary: Physical aggression is on an increase. Transportation (Bus) Discipline issues were more frequent in Fall 2018.</p>

District Discipline Support Team Meeting
<p>June 26, 2019</p> <ol style="list-style-type: none"> 1. Report on Current Practices: Suspension Practices and Strategies <ol style="list-style-type: none"> a. Collaborative Agreement <ol style="list-style-type: none"> i. Appendix A: Semi-Annual Out-Of-School Suspension Report

- ii. Appendix B: DST Suspension Protocol Review Form
 - iii. Appendix C: Annual Student
 - b. [Semi-Annual Out-of-School Suspension Report-Summer 2018](#)
 - c. [Semi-Annual Out-of-School Suspension Report-Winter 2018](#)
 - d. [Semi-Annual Out-of-School Suspension Report-Spring 2019](#)
2. District Resources
 - a. Committees: Diversity and Equity Committee, ACES
 - i. Equity Walk-throughs
 - ii. Community Events
 - b. "Our Voices": WSU, Ms. Morgan
 - c. Great River Shakespear Festival: Story Groups
 - d. Civic Engagement and Leadership Conference
 3. Community Resources
 - a. Project FINE
 - b. WSU/Engage Winona
 4. Needs & Next Steps

Actions to be Taken

Winona Senior High School:

- Guided Study Hall: Address SEL and Transition
- 9th Grade Transition: Energy Points (collaboration with WMS)
- Professional Development aligned with "Our Voices"

Winona Middle School:

- Counselors: Restorative Groups
- SEL Curriculum Adoption: Second Step

Winona Area Learning Center:

- Creating Safety Plans for all ALC and LEO students
- Implementing daily progress point sheets in LEO for all students
- Restructuring our Safety Specialist so he is available in both ALC and LEO

- Identifying “formal” and “informal” areas in LEO and behavior expectations in those areas
- Restorative Circles used for reentry meetings after a suspension

Elementary Schools:

- Implementation of Zones of Regulation
- Calming Corners (Tier 1)
- Tier 1 Classroom Supports
- Professional Development: Word Choices, Classroom Management
- Training for bus drivers: Handling student behavior issues
- Communication with parents regarding transportation safety
- Small group instruction on bus behavior
- Envoy Training for teachers

District-wide:

- Examining reallocating and/or realigning staff to meet the needs of learners in a multi-tiered system of support.
- Cultural competency training (intercultural communication skills, building positive relationships, restorative circles)
- Provide training on alternatives to suspension that focus on improving student behavior.