

SEMI-ANNUAL OUT OF SCHOOL SUSPENSION REPORT

Submitted to the Department on: August 17, 2018

Reviewed by the School Board on: August 16, 2018

Reviewed and approved by the Superintendent on: August 16, 2018

Semi-Annual Plan Review	Date Reviewed
District Discipline Support Team (DST) Review	June 20, 2018
School Board Review	August 16, 2018

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	June 2017, August 2018

FEEDBACK

Staff Feedback Summary
Our initial feedback meetings will be scheduled by January 2019 and will be shared in the February Report.

Parent Feedback Summary
Our initial feedback meetings will be scheduled by January 2019 and will be shared in the February Report.

Student Feedback Summary
Our initial feedback meetings will be scheduled by January 2019 and will be shared in the February Report.

PLAN GOALS AND MEASUREMENTS

All Students:

Total and Unduplicated Suspensions in Target Categories	17-18 Actuals		18-19 Actuals	
	Total	Unduplicated Count	Total	Unduplicated Count
Attendance	1	1		
Bullying	5	5		
Cyber-Bullying	0	0		
Disruptive/Disorderly Conduct/Insubordination	61	37		
Harassment	5	5		
Threat/Intimidation	7	7		
Verbal Abuse	0	0		
Other	6	5		

SUMMARY

Assessment of Results
<p>Attendance: Small numbers of students make up the majority of absences.</p> <p>Discipline: Need to identify ways to reduce the number of suspensions and the number of students being suspended. Need to better define discipline codes and provide staff training.</p>

Actions to be Taken

Study and build support for adoption of PBIS across the district, with a Fall 2019 adoption.

Ensure consistency in Bullying and Harassment protocol for defining and investigating these situations.

Provide training for bus drivers on cultural competence and handling student referrals.

Create a consistent discipline referral process throughout the district.

Develop consistent definition of Disruptive Disorderly Conduct and Insubordination, particularly between minor and major.

Principals will lead work in their building on alternatives to suspension, with support from the Director of Learning and Teaching.

More investigation into why minor and major categories and discussion about this category is needed.

Provide training for all staff on cultural competence.

Record elementary attendance by minute versus half day.

Connect social worker and/or counselor with families of students who are frequently absent.