

SEMI-ANNUAL OUT OF SCHOOL SUSPENSION REPORT

Submitted to the Department on February 28, 2020

Reviewed by the School Board on February 20, 2020

Reviewed and approved by the Superintendent on February 20, 2020

Semi-Annual Plan Review	Date Reviewed
District Discipline Support Team (DST) Review	February 17, 2020
School Board Review	February 20, 2020

Relevant Policies and Handbooks	Date Reviewed
413 Harassment and Violence	1st reading 2/20/20, App
514 Bullying Prohibition	October 2019
506 Student Discipline	October 2019
Student Handbooks	September 19, 2019

FEEDBACK

Staff Feedback Summary
Winter 2020

Parent Feedback Summary
Winter 2020

Student Feedback Summary

Winter 2020

PLAN GOALS AND MEASUREMENTS

All Students:

Total and Unduplicated Suspensions in Target Categories	18-19 Actuals		19-20 Actuals	
	Total	Unduplicated Count	Total	Unduplicated Count
Attendance	0	0	0	0
Bullying	1	1	1	1
Cyber-Bullying	0	0	0	0
Disruptive/Disorderly Conduct/Insubordination	117	88	47	59
Harassment	2	2	0	0
Threat/Intimidation	8	8	5	5
Verbal Abuse	5	5	2	2
Other	13	10	0	0

SUMMARY

Assessment of Results

Elementary:

Fewer OSSs may be related to:

- Behavior expectations developed, modeled, and practiced throughout the building (implementation of PBIS) may contribute to having no out-of-school suspensions
- SPED teachers have updated behavior intervention plans as needed.
- School-wide Tier 1 supports have increased with the implementation of PBIS.
- The addition of a Behavior Support Educational Assistant has provided more proactive strategies for tier 2 support.

WMS:

- SPED referrals and suspensions are up.
- General Education population referrals and suspensions are down.
- 5th and 6th grade make up 69% of WMS suspensions.
- Three EBD students make up 35% of suspensions.
- We need better engagement to reduce the number of referrals.
- Our issues are still with social media but the numbers are down.

WSHS:

- Decrease in the number of out-of-school suspensions may be related to student support programming

WALC:

- Decrease in the number of out-of-school suspensions from last year.
- Fewer behaviors are disrupting the learning environment of the school.

Actions to be Taken**Early Childhood:**

- Internal monitoring of student behavior supports adult reflections on how to best meet students' needs
- Pyramid Model: Promoting children's healthy social and emotional development

Goodview Elementary:

- E-12 Code of Conduct/ Discipline Policy
- Continued Implementation of PBIS
- Create a sensory room at Goodview

- Training for playground supervisors to prevent fighting
- Develop consistent expectations for the playground with all staff and practice with students

Jefferson Elementary:

- Increase in-school suspension learning opportunities
- SPED teachers use updated behavior intervention plans.
- Continue the implementation of PBIS
- Continue to use a Behavior Support Educational Assistant for more proactive strategies for Tier 2 support

Washington-Kosciusko:

- Implementation of PBIS at elementary
- E-12 Code of Conduct
- E-12 Discipline Policy

Winona Middle School:

- Second Step SEL curriculum
- E-12 Code of Conduct - Discipline policy
- Restorative practices
- Staff mentoring for students at risk

Winona Senior High School:

- Development of a staff member who would be hired as Equity Specialist that would work with all students but would focus on students with 3 or more behaviors in all ethnic groups.
- Offer Cultural Competency professional development throughout the school year.
- An intern from WSU from the Criminal Justice program focuses on Restorative Practices. He meets with over 50 students weekly to do check-ins. He also runs a small group for boys focused on SEL and relationship building.
- A parent volunteer comes in two times a week to help with relationship-building with a smaller group of students. She also meets with a group of students one evening each week to discuss academic, social, and emotional issues.
- Offer programming for students at WSHS that have daily components of SEL in a smaller setting and classroom with counselors and social workers.

Winona Area Learning Center:

- Continue to focus on relationship building
- Clearly identify and review behavior expectations
- Use “circles” to restore relationships and problem solve
- Education on vaping and training for staff, especially our safety specialist, on how to handle behaviors that occur in the bathroom
- Training for staff on supporting dysregulated EBD students