

SEMI-ANNUAL OUT OF SCHOOL SUSPENSION REPORT Winona Area Public Schools

Reviewed and approved by the Superintendent on: August 12, 2020

Submitted to the Department on: August 21, 2020

Semi-Annual Plan Review	Date Reviewed
District Discipline Support Team (DST) Review	February 17, 2020
School Board Review	February 20, 2020
District Discipline Support Team (DST) Review	August 13, 2020
School Board Review	August 20, 2020

Relevant Policies and Handbooks	Date Reviewed
413 Harassment and Violence	March 26, 2020
514 Bullying Prohibition	October 15, 2019
506 Student Discipline	October 15, 2019
Student Handbooks	July 16, 2020

FEEDBACK

Staff Feedback Summary

Surveys were available for students in grade 3-12, parents, and teachers. Surveys were available from January 28th to February 11th, 2019. **Surveys were not administered in 2019-2020. Results from Spring 2019 were used.**

Responses to our district's School Climate Survey:

1. Students know how to report harassment or racial abuse to school officials.:67.3%
2. Students feel comfortable reporting harassment or racial abuse to school officials.: 49.1%
3. Teachers work to create a safe and welcoming environment for every student.: 93.6%
4. Most students feel they belong here.: 84.4%
5. My students are safe at school.: 65.5%
6. I have heard that there is negative or racist vandalism or graffiti at school.: 20.0%
7. I have heard that students use slurs or other derogatory (negative) words toward other students.: 70.0%
8. I have heard that students tease or ridicule other students.: 80.9%
9. I have heard that teachers or other adults in the school make negative remarks about a particular group of students.: 15.5%

10. I have had a conversation with someone about the ways students interact and teachers interact with students.: 71.8%

Parent Feedback Summary

Surveys were available for students in grades 3-12, parents, and teachers. Surveys were available from January 28th to February 11th, 2019. **Surveys were not administered in 2019-2020. Results from Spring 2019 were used.**

Responses to our district's School Climate Survey:

1. Students know how to report harassment or racial abuse to school officials.: 45.8%
2. Students feel comfortable reporting harassment or racial abuse to school officials.: 24.13%
3. Teachers work to create a safe and welcoming environment for every student.: 64.0%
4. Most students feel they belong here.: 55.75%
5. My child/children is/are safe at school.: 69.6%
6. I have heard that there is negative or racist vandalism or graffiti at school.: 18.2%
7. I have heard that students use slurs or other derogatory (negative) words toward other students.: 55.9%
8. I have heard that students tease or ridicule other students.: 71.9%
9. I have heard that teachers or other adults in the school make negative remarks about a particular group of students.: 16.6%
10. I have had a conversation with someone about the ways students interact and teachers interact with students.: 43.8%

Student Feedback Summary

Surveys were available for students in grades 3-12, parents, and teachers. Surveys were available from January 28th to February 11th, 2019. **Surveys were not administered in 2019-2020. Results from Spring 2019 were used.**

Responses to our district's School Climate Survey-Grades 3 & 4:

1. Students know who to go to for help if they are bullied.: 93.8%
2. I feel safe telling teacher about bullies at my school.: 87.7%
3. I feel safe and welcome at my school.: 80.8%
4. Other students feel safe and welcome at my school.: 43.52%
5. I like to come to school: 80.42%
6. I have seen mean words or pictures on the walls at my school.: 29.7%
7. I have heard students be bullied for being different at my school.: 38.34%
8. I have heard students make fun of or tease other students in my school.: 64.0%
9. I have heard teachers or adults in my school make fun of or tease other students.: 7.7%
10. I have asked for help about bullying in school.: 49.5%

Responses to our district's School Climate Survey-Grades 5-12:

1. Students in my school know how to report harassment or racial abuse to school officials.: 48.3%
2. Students in my school would feel comfortable reporting harassment or racial abuse to school officials.: 40.6%
3. Teachers in my school work to create a safe and welcoming environment for every student.: 84.0%

4. Most students feel they belong here.: 50.8%
5. I look forward to coming to my school in the morning.: 50.7%
6. I've seen negative or racist vandalism or graffiti at school.: 80.4%
7. I've heard a student use a slur, epithet or other derogatory (negative) words toward another student.: 90.1%
8. I've heard a student tease or ridicule another student.: 86.15%
9. I've heard a teacher or other adult in the school make negative remarks about a particular group of students.: 31.5%
10. I've had a conversation with someone about the ways students interact and teachers interact with students.: 35.8%

PLAN GOALS AND MEASUREMENTS

All Students:

Total and Unduplicated Suspensions in Target Categories	17-18 Actuals		18-19 Actuals		19-20 Actuals	
	Total	Unduplicated Count	Total	Unduplicated Count	Total	Unduplicated Count
Attendance	1	1	0	0	0	0
Bullying	5	5	1	1	1	1
Cyber-Bullying	0	0	0	0	0	0
Disruptive/ Disorderly Conduct/ Insubordination	61	37	117	88	38	19
Harassment	5	5	2	2	0	0
Threat/Intimidation	7	7	8	8	4	4
Verbal Abuse	0	0	5	5	2	2
Other	6	5	13	10	0	0

Note: WAPS had no school for spring break March 9-13, entered into the state mandated Closure Period for Distance Learning planning from March 16-30 and was in distance learning from March 31 to June 5.

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 fewer 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:

Fewer OSSs may be related to:

- SPED referrals and suspensions are up.
- General Education population referrals and suspensions are down.
- We need better engagement to reduce the number of referrals.
- Implementation of the Second Step SEL curriculum. Weekly lessons were used throughout the school year.

WSHS:

Fewer OSSs may be related to:

- Decrease in the number of out-of-school suspensions may be related to student support programming
- Having an intern that worked with students that needed additional support second semester
- Monthly sharing of data with our students 9-12 grades in GSH

WALC:

Fewer OSSs may be related to:

- Implementation of Restorative Practices and Restorative Circles.
- Fewer behaviors are disrupting the learning environment of the school.

District Discipline Support Team Meeting

August 13, 2020

1. Report on Current Practices: Suspension Practices and Strategies
 - a. [Collaborative Agreement](#)
 - 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 2019](#)
 - d. [Semi-Annual Out-of-School Suspension Report-Summer 2019](#)
 - e. [Semi-Annual Out-of-School Suspension Report-Winter 2020](#)
2. District Resources
 - a. Committees: Diversity and Equity Committee, ACES
 - b. PBIS and EnVoy implementation and professional learning at the Elementary

- c. AVID program at the middle and high school
3. Community Events
 - a. "Our Voices": Ms. Morgan
 - b. Great River Shakespeare Festival: Story Groups
 - c. Civic Engagement and Leadership Conference
 - d. Parent engagement dinner for Black students and Families in honor of Black History month (WSHS/WALC)
 - e. Family engagement events
4. Community Resources
 - a. Project FINE
 - b. Engage Winona
 - c. Resilient Winona County
5. Needs & Next Steps
 - a. E-12 Code of Conduct/ Discipline Policy
 - b. Restorative Circles
 - c. Participation with the Regional Center of Excellence School Climate Improvement Cohort
 - i. School Climate Survey
 - ii. School Climate Vision
 - iii. School Climate Assessment
 - iv. Prevention and Promotion

Actions to be Taken

Early Childhood:

- E-12 Code of Conduct/ Discipline Policy
- 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 and training for all staff
- Implement sensory room
- Implementation of Restorative Practices and Circles

Jefferson Elementary:

- E-12 Code of Conduct/ Discipline Policy.
- Increase in-school suspension learning opportunities.
- SPED teachers use updated behavior intervention plans.
- Continue the implementation of PBIS.
- Training and implementation of Restorative Practices.
- Continue to use a Behavior Support Educational Assistant for more proactive strategies for Tier 2 support.

Washington-Kosciusko:

- E-12 Code of Conduct/ Discipline Policy
- Implementation of PBIS at elementary
- SPED teachers use updated behavior intervention plans.

- Continue to use a Behavior Support Educational Assistant for more proactive strategies for Tier 2 support.
- Restorative Circles

Winona Middle School:

- E-12 Code of Conduct/ Discipline Policy
- Second Step SEL curriculum
- Restorative Circles
- 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

District-Wide:

- Administrators, Director of Special Education, Director of Community Education/Early Childhood, and Director of Learning and Teaching, and Superintendent - began book study with Shifting Gears: Recalibrating Schoolwide Discipline and Student Support-A Restorative and Accountable Approach for Middle and High Schools by Carol Miller Lieber, Michele Tissièrè, and Nicole Frazer. Book Study to be continued into the 2020-2021 school year and will be used to revise student code of conduct, student discipline protocols and processes, finalize PBIS role with elementary schools, align AVID program in middle and high school with student discipline