

SEMI-ANNUAL OUT OF SCHOOL SUSPENSION REPORT

Submitted to the Department on: March 26, 2019

Reviewed by the School Board on: August 16, 2018

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

Semi-Annual Plan Review	Date Reviewed
District Discipline Support Team (DST) Review	December 18, 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	August 2018

FEEDBACK

Staff Feedback Summary
<p>Surveys were available for students in grade 3-12, grades 5-12, parents, and teachers, from January 28th to February 11th, 2019.</p> <p>Responses to our district's School Climate Survey:</p> <ol style="list-style-type: none"> 1. Students know how to report harassment or racial abuse to school officials.: Strongly Agree/Agree: 67.3%, Strongly Disagree/Disagree: 20.2%, Don't know/Unsure: 11.8% 2. Students feel comfortable reporting harassment or racial abuse to school officials.: 49.1%, Strongly Disagree/Disagree: 31.8%, Don't know/Unsure: 19.1 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.: Yes: 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 grade 3-12, grades 5-12, parents, and teachers, from January 28th to February 11th, 2019.

Responses to our district's School Climate Survey:

1. Students know how to report harassment or racial abuse to school officials.: Strongly Agree/Agree: 45.8%, Strongly Disagree/Disagree: 27.9%, Don't Know/Unsure: 26.3%
2. Students feel comfortable reporting harassment or racial abuse to school officials.: Strongly Agree/Agree: 24.13%, Strongly Disagree/Disagree: 49.0%, Don't Know/Unsure: 27.2%
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 grade 3-12, grades 5-12, parents, and teachers, from January 28th to February 11th, 2019.

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

1. Students know how 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.: Yes: 43.52%, No: 2.1%, Not Sure: 56.5%
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.: Strongly Agree/Agree: 48.3%, Strongly Disagree/Disagree: 33.3%, Don't Know/Not Sure: 27.1%

2. Students in my school would feel comfortable reporting harassment or racial abuse to school officials.: Strongly Agree/Agree: 40.6%, Strongly Disagree/Disagree: 38.0%, Don't Know/Unsure: 21.5%
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	
	Total	Unduplicated Count	Total	Unduplicated Count
Attendance	1	1	1	0
Bullying	5	5	0	0
Cyber-Bullying	0	0	0	0
Disruptive/Disorderly Conduct/Insubordination	61	37	52	29
Harassment	5	5	3	1
Threat/Intimidation	7	7	5	5
Verbal Abuse	0	0	0	0
Other	6	5	1	1

SUMMARY

Assessment of Results

WSHS:

In 2017-18, there were higher number of fights than previous years.
In 2018-19, there have been fewer fights than in 2017-18.

WMS:

Conflict between students often stems from social media/outside issues.

WALC:

Decrease in the number of physical fights on school grounds
Decrease in suspensions overall

Elementary:

Physical aggression was on an increase in the Fall 2018.
Suspensions have decreased since Fall 2018.
Transportation (Bus) Discipline issues were more frequent in Fall 2018, then have decreased since Fall.

Actions to be Taken

Winona Senior High School:

- Guided Study Hall: Address SEL and Transition to 9th Grade
- 9th Grade Transition: Energy Points (collaboration with WMS)
- "Our Voices" Student African-American Club

Winona Middle School:

- Counselors: Restorative Groups
- Share district perspectives
- Homeroom used to build relationships between staff and students
- Use of "Reflection Room" with students experiencing behavior issues.

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
- Use Restorative Circles as reentry meetings after suspensions

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
- Beginning implementation of PBIS for grades K-4 district-wide.

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)
- Providing training on alternatives to suspension that focus on improving student behavior.
- Expand Restorative Justice Training
- Envoy Training and Implementation
- Great River Shakespeare Festival Community Theater
- Engage Winona/WSU Social Work Students Focus Groups following School Climate Survey
- Diverse Parent Circles