

SEMI-ANNUAL OUT OF SCHOOL SUSPENSION REPORT

Submitted to the Department on March 5, 2021

Reviewed by the School Board on March 4, 2021

Reviewed and approved by the Superintendent on February 26, 2021

Semi-Annual Plan Review	Date Reviewed
District Discipline Support Team (DST) Review	February 9 and 23, 2021
School Board Review	March 4, 2021

Relevant Policies and Handbooks	Date of Review
413 Harassment and Violence	July 2021
506 Student Discipline	June 2021
514 Bullying Prohibition	June 2021
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		20-21 Mid-year Actuals	
	Total	Unduplicated Count	Total	Unduplicated Count	Total	Unduplicated Count	Total	Unduplicated Count
Attendance	1	1	0	0	0	0	0	0
Bullying	5	5	1	1	1	1	0	0
Cyber-Bullying	0	0	0	0	0	0	0	0
Disruptive/ Disorderly Conduct/ Insubordination	61	37	117	88	38	19	5	5
Harassment	5	5	2	2	0	0	0	0
Threat/Intimidation	7	7	8	8	4	4	0	0
Verbal Abuse	0	0	5	5	2	2	0	0
Other	6	5	13	10	0	0	0	0

Note: WAPS has been in several different learning models during the first semester of 2020-2021 school year.

9/8/2020 - Hybrid learning for EC-grade 6 and Distance learning for grades 7-12

9/28/2020 - grades 7-12 moved to Hybrid learning

11/11/2020 - Middle school shifted back to Distance learning

11/17/2020 - Entire district shifted back to Distance learning

1/4/2021 - Early childhood shifted to In-person learning

1/11/2021 - grades Kindergarten, 1st and 5th shifted to In-person learning and ALC shifted to Hybrid learning

1/27/201 - grades 2-4 shifted to In-person learning and grades 6-12 shifted to Hybrid learning

SUMMARY

Assessment of Results

Due to the unusual circumstances of the pandemic and multiple shifts in our learning models over the past year, we acknowledge that our data is impacted by the situation. The district continues to reflect on previous data in addition to our current data and remains committed to improvements.

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 makeup 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 that have been taken or to be Taken

District-wide:

- District completed a district-wide training during the back to school workshop on September 2nd for all staff on implicit bias and responding to student behavior and anti-discrimination law. (Total of 2+ hours in length)

Two district initiatives that were started this year are:

1. Climate Cohort: In partnership with MDE and our Regional Centers of Excellence, We are in the first year of a three year partnership that focuses on a multi-tiered transformative school climate in service of educational equity. This year it is focused on restorative principles, values circle, and authentic community engagement. MDE identifies “the goal of implementing a multi-tiered approach to improving school climate is to increase school connectedness, build and maintain relationships, and ensure everyone in the school has access to social emotional skill development.” (School Climate in Service of Educational Equity Project document).
2. MTSS: The district has partnered with the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota to begin the study and implementation of this system. This initiative will guide the district and each school site in developing a system that is responsive and supportive of each student, academically, behaviorally, and emotionally. This is a multi-year initiative and we are in the beginning stages of learning and development.

Early Childhood:

- The Pyramid Implementation has been initiated in the 2020-21 school year. Behavior Expectations have been developed, consistent language between classroom are being identified and 19 Early Childhood Staff members have been participating in the year 1 training.
- Two staff are completing the Instructional Coaching training. One staff member is

completing the Behavioral Coach training.

- Early Childhood Coordinators and the Administration are participating in the Climate Cohort.
- Early Childhood programs do not use suspension as a response to challenging behaviors. Classroom modifications, SPED teachers support and parent involvement are strategies used to address behaviors that are identified as challenging or outside of developmentally normal early childhood behaviors.

Goodview Elementary:

- Continued Implementation of PBIS
- Training all staff on PBIS
- Added a sensory/ calm-down/ break room in the building
- Use Behavior Support Educational Assistant to take proactive measures and implement Tier 2 behavior supports
- Weekly Child Study Team meetings to look at behavior data, plan proactive supports, review concerns brought forth by teachers
- Train staff on restorative circles, implement Circles to repair harm between students and to problem solve

Jefferson Elementary:

- Continue the implementation of PBIS
- Included all staff in PBIS training at the beginning of the school year.
- SPED teachers use updated behavior intervention plans.
- Continue to use a Behavior Support Educational Assistant for more proactive strategies for Tier 2 support
- Problem solving meetings with staff to take proactive measures and plans for success.

Washington-Kosciusko:

- 2nd year of implementation of PBIS at elementary
- Use Behavior EA for proactive measures.
- Problem solving meetings with Social Worker, principal, teacher, and parents to help plan for student success.
- Continued use of Mellow Yellow Room and Tier 2 Interventions
- Recess training and use of school personnel during recess to cut down on behaviors.

Winona Middle School:

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

Winona Area Learning Center:

- Continue to focus on relationship building and Compassionate Schools focus
- Clearly identify and review behavior expectations
- Use “circles” to restore relationships and problem solve
- Training for staff on supporting dysregulated EBD students
- Weekly Child Study Team meetings to plan interventions/ supports
- Weekly meetings with students and families to discuss any issues and create plans for improvement

Winona Senior High School:

- Offer Cultural Competency professional development throughout the school year for teachers.
- Weekly cultural competency items in staff newsletter related to our professional development.
- Diversity, Inclusion, and Bias presentation with GSH for all students per DHR, and we are looking to develop additional presentations moving forward.
- Offer programming for students at WSHS that have daily components of SEL in a smaller setting and classroom with counselors and social workers.