**Community Strengths & Needs Assessment**

**Washington Technology Magnet School - Saint Paul. MN**

**Transforming Generations – Saint Paul, MN**

**Women’s Initiative for Self Empowerment – Saint Paul, MN**

**Project Team**

**The Project Team from Washington Tech** for this program is made up of Counselors, Social Workers and Administrators from Washington Tech. These individuals are the lead staff who interface with St. Paul Public Schools on many programming, policy, student, and family issues.

**The Project Team from Women’s Initiative for Self Empowerment (WISE)** is the lead agency for this program. WISE works with immigrant and refugee women and girls to become empowered, and to feel capable of becoming who they want to be, in all aspects of their lives. Agency staff will lead the school and its staff through the various components of this project, from reviewing and updating policies and procedures to working with administrators and staff on the implementation of Program components, including assessment of student’s concerns and ideas for changes/improvements, review of research on current issues impacting bullying, physical, domestic, and sexual abuse, the role of media in abuse, cyber stalking, etc. WISE is responsible for conducting the prevention activities and training and supporting cohorts of Washington Tech students on the active bystander intervention model, Green Dot. Malaysia Abdi is the 1.0 FTE hired under this grant to coordinate the project, staff the CCR Team and conduct the Green Dot trainings.

**The Project Team from Transforming Generations** are experts on violence, physical, domestic, and sexual. They provide advocacy, counseling for the victim, address legal issues, work with families, work with perpetrators to learn a new way of living, without perpetrating violence, support health – physical, mental and spiritual, and work to educate the community on these issues. To help the community to become less violent, safer, with more understanding for each other. Transforming Generations staff will be the lead trainers on this project. They will provide training to staff and student leaders, who with then participate in training throughout the school. Their staff will work with students who self-identify as being the victims of abuse and will provide therapeutic support for student’s as they process what has happened in their lives.

**Program Population**

Washington Technical Magnet School is a 6 through 12 secondary school in St. Paul Public Schools MN. It currently serves just over 2100 students. This student population is typical of a large metropolitan community. It is diverse. The student population includes a wide array of races, cultures, religious beliefs, gender identities, interests, and skills. The student body includes refugees from around the world, some of whom who have been here only a few months. As a result, these students, and their parents, have a limited understanding of American teen culture. They do not understand the language and do not know how to read the verbal and/or nonverbal communication that the typical American high school student would understand. A typical American teen, as well as immigrants who have grown up here would understand when a situation is potentially becoming dangerous and as a result when it is wise to leave the situation if leaving is at all possible. The student population of Washington Tech is the focus for this project

Children and adolescents and youth between the ages of 11 and 19 frequently fall prey to various forms of abuse. This abuse may be physical, sexual, verbal, or emotional. This abuse maybe the product of home environments, neighborhood encounters, or school encounters. Regardless of the type of abuse, or where it happens, it is a traumatic event. The victims of these events need someone they trust, someone they can count on for assistance if needed, someone who will help the young individual navigate the stressors, and the process of healing**.**

**Focus of this Project**

The focus of this project is to improve students understanding of healthy relationships, appropriate behavior (both sexual and non-sexual), and behaviors which are not appropriate.

These behaviors include touching when not asked, groping, sexual advances for intercourse, intercourse, cyberstalking, threats of cyber stalking, yelling, hitting, making the individual the victim of a social joke, spreading rumors about the individual, etc. there is a clear recognition that these behaviors do occur from time to time and that there is a significant need to increase awareness of appropriate behaviors and inappropriate behaviors, while increasing the occurrence of positive behaviors, and decreasing the occurrence of negative behaviors within this student population.

The following is a listing of the activities included in this project.

**Survey of Students** – to determine 1) student’s sense of safety within the school, 2) school changes that would improve their sense of safety, 3) inappropriate interactions, e. g. inappropriate comments, uninvited touching, verbal, physical or sexual assaults, either in person or via cell phones or the internet, in or around the school, at any school sponsored event, or by any student or staff me or threats of actions.

**Outreach and Education** – to School Staff, Students and Parents

**Direct Services** – to students who have experienced domestic or sexual violence

**Training** – for Staff and Students using the **Green Dot Model** to teach staff and identified student leaders the best ways to recognize inappropriate behavior, the modeling of appropriate behavior, and ways to help other students recognize and engage in appropriate behaviors, the goal being to create a positive environment at Washington Tech., to create an environment free of bullying, threats, and violence of any type.

**A Review of School Policy and Protocol Development**

**Research of Best Practices in Responding to Stalking/Cyberstalking**,

**School Capacity Building** – Increasing awareness of both positive and negative behaviors, and providing training for students, staff, and parents.

**Trainings for School Personnel** on creating and sustaining a trauma-informed educational environment and programming,

**Review of School Protocol and Policies** on preventing/reporting/investigating DV/SA/Dating Violence/ Stalking/Cyberstalking/Sex trafficking incidents/crimes accompanied by analysis and modification to meet best practices,

training of school personnel on modified/new protocols and policies,

**Warm Referrals** for crisis intervention and general/legal advocacy and support services at TG or Think Self (for deaf/hearing impaired victims/survivors),

**Training Conducted by Transforming Generations** with school resource officers / law enforcement/ corrections/judiciary on improving trauma-informed responses to these crimes,

**Researching Best Practices** in forensic electronic crime investigation and prosecution to share with law enforcement/ judiciary.

**School Structure and Strengths**

WT uses PBIS <https://www.spps.org/pbis> in St. Paul Public Schools. During the first six weeks of school common classroom, hallway, bus, lunchroom . . . rules and expectations are reviewed in all classes (especially during our advisory classes). Behaviors are then modeled, practiced, and students are reminded all year long.

Washington Tech has 7 counselors for 7 grades (one per grade level.)  There is one high school regular education social worker and one middle school regular education social worker. There are multiple special education social workers, working with specific students.

Counselors, social workers, and community mental health providers run groups and do individual counseling.  WT is a trauma informed school. All teachers and staff get regular training to better classrooms in feeling safe for all through trauma informed practices.

Students are referred to Health Start Clinic and School-based mental health with WT’s Wilder therapist. In addition, students are referred to community partnerships for many things.

Supports are in place for LGBTQ, non-English speaking students, students without permanent housing, students in Foster Care, and students with disabilities (both physical and cognitive). These services/groups including:

* School Counselor/ Social Work individual and group counseling
* Health Start Clinic
* School-Linked Mental Health Referrals to Wilder inhouse therapist
* Special Education Social Worker intervention groups and individual counseling
* Project Reach (SPPS Homeless Programs) Counselor and Social Worker
* Indian Education social worker and counselor run groups and individual and family supports
* Fostering Connections Social Worker
* Karen Club
* Hmong Club
* Latin X Club
* Caring, involved teachers, educational assistants, interpreters, cultural liaisons (especially in lower level small EL classrooms and special education classrooms etc.) Every staff is good at referring students to their grade level counselor when they see red flags, or a student discloses to them.
* Gender Sexuality Alliance group (GSA)

WT uses a “House” model and Interdisciplinary Teams (IDTs.). These Houses and Teams break the building into smaller groups of about 150 students each.

In each House, the core teachers only support the smaller group of students, one Social Worker, one Counselor, and one Administrator support a House.

Through our weekly check in meetings, students are identified for interventions for academics and social/emotional services.

This way students are not lost in the huge building.  It breaks the student body down to manageable groups where the students know who to go to for help. Supports are available both in and out of the classroom.

**St. Paul Public School Policies on Assaultive, Bullying, or Dangerous Behaviors**

**St. Paul Public Schools has a graduated series of consequences based on the level of problematic behaviors being demonstrated by a student. This list of behaviors includes: The student’s age and level of maturity are considered when determining the consequences.**

The following is a listing of these most dangerous offenses (excluding arson).

**Assault** •\*

The intentional infliction of bodily harm upon a person, who is not an SPPS staff member, without the person’s consent

**Assault, Aggravated (substantial or great bodily harm)** •\*

The intentional infliction of substantial bodily harm or great bodily harm upon another who is not an SPPS staff member.

**Assault, Aggravated (firearm, dangerous weapon, or other weapon)** •\*

Committing an act with a firearm, dangerous weapon, or other weapon with intent to cause fear in another of immediate bodily harm or death.

**Assault On Staff** •\*

The intentional infliction of bodily harm upon an SPPS staff member without the staff member’s consent.

**Assault on Staff, Aggravated (substantial or great bodily harm)** •\*

The intentional infliction of substantial bodily harm or great bodily harm upon an SPPS staff member.

**Bullying** • • •\* •\*

Intimidating, threatening, abusive, or harming conduct that is objectively offensive and: (1) there is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; OR (2) materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. See Board Policy 505.00 (available at spps.org/Domain/13187). Find examples online at spps.org/rights\_and\_responsibilities

**Bullying Using Technology (Cyberbullying)** • • •

For the definition of Cyberbullying, see Board Policy 505.00 (spps.org/Domain/13187).

**Discrimination** 1 • • •

No person shall, on the basis of race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with regard to public assistance, sexual or affectional orientation, familial status, gender identity and expression, disability, or membership or activity in a local commission, be subjected to discrimination.

**Disruptive Behavior, Severe** •\* •\*

Situations and/or actions that may endanger or have endangered the safety of others; or significantly violent, or threatening behavior that severely disrupts school, a school-sponsored activity, or a school-supervised activity held off school premises.

**Explosive Device, Possession/Use/Intent to Use** •\*

Possession, use, or intent to use an explosive device such as a bomb, grenade, mine, rocket, missile, pipe bomb, or similar device designed to explode and capable of causing bodily harm or property damage.

**Fighting** • •

Two or more persons mutually participate in use of force or physical violence.

**Firearm, Possession/Use/Intent to Use** •\*

Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any destructive device. Such term does not include an antique firearm. For BB guns, air guns, or lookalike guns see Possession/Use of a Dangerous Weapon Other Than a Firearm.

**Gang Activity** •\* •\*

Gang activity is only an additional violation to a primary violation of another rule of student behavior. Find more information in the glossary of the Full Handbook online at spps.org/ rights\_and\_responsibilities.

**Harassment, Based on Protected Status** 1 • • •\* •\*

Harassment includes physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual’s or group of individuals race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with respect to public assistance, sexual or affectional orientation, gender identity and expression, familial status or disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03 when the conduct: 1) has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment; 2) has the purpose or effect of substantially or unreasonably interfering with an individual’s work or academic performance; **or** 3) otherwise adversely affects an individual’s employment or academic opportunities.

**Hazing** 1 2 •

Committing an act against a student, or coercing a student into committing an act, which creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization, or for any other purpose.

**Incapacitation Device, Possession, with use or intent to use** •\*

A device designed to temporarily immobilize or incapacitate people such as taser, stun gun or tear gas derivative. Use or intent must be present.

**Language, Abusive** • • •

Student delivers verbal messages that include offensive or threatening language.

**Physical Aggression (Bodily Harm)** • •\*

An intentional act by a student resulting in bodily harm.

**Physical Aggression (Substantial Bodily Harm)** •\* •\*

An intentional act by a student resulting in substantial bodily harm. **Physical**

**Aggression to Staff** • •\*

An intentional act by a student resulting in unwelcome physical contact with a staff person, partners from other organizations, volunteers or contracted employees.

**Physical Contact (No Bodily Harm)** • • •

Students engage in non-serious but inappropriate physical contact, such as pushing and intimidation.

**Possession, Other Weapon or Object, not a firearm and not meeting Minnesota Statute dangerous weapon definition, without use or intent to use as a weapon**

•\*Device not manufactured as a dangerous weapon that is capable of producing bodily harm, substantial bodily harm, or fear of bodily harm. Examples include knives with blades under 2.5 inches, box cutters, razor blades, etc. Use or intent to use must not be present.

**Possession/Use of a Dangerous Weapon Other Than a Firearm** •\*

A device designed or modified as a weapon that is capable of producing death or great bodily harm. Examples include knife with a blade of 2.5 inches or longer, replica firearm, BB gun, or brass knuckles.

**Possession/Use of Other Weapon or Object, not a firearm and not meeting Minnesota Statute Dangerous Weapon definition, with use or intent to use**•\*

Device not manufactured as a dangerous weapon or non-conventional weapon capable of producing bodily harm, substantial bodily harm, or fear of bodily harm. Examples include knives with blades under 2.5 inches, box cutters, razor blades, etc. Use or intent to use must be present.

**Racial or Religious Violence** 1 2 •\*

Racial or religious violence is a physical act of aggression or assault or the threat of aggression or assault upon another because of, or in a manner reasonably related to, race or religion.

**Sexual Behavior** • • •\*

Engaging in sexual behavior including, but not limited to, sexual intercourse or sexual penetration, sexual contact, indecent exposure, or masturbation.

**Sexual Harassment** 1 • • •\*

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other physical or verbal conduct or communication of a sexual nature when: a) submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or b) submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual’s employment or education; or c) that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual’s employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.

**Sexual Misconduct, Aggravated** •\* •\*

Sexual conduct amounting to a violation includes criminal “sexual contact” or any other sexual act that would be a criminal act if committed by an adult.

**Sexual Violence** 1 2 •\* •\*

A physical act of aggression or force or the threat of aggression or force that involves touching another person’s intimate parts or forcing a person to touch any person’s intimate parts.

**Teasing and Name Calling** •

Occurrences of teasing or name-calling with or without the intent to injure, degrade, disgrace or intimidate other individuals should be addressed even if they do not meet the definition of Bullying.

**Threats, Physical** 2 • • • •\*

Any physical expression of intention to cause harm or violence to another person or another’s property. The potential for immediate harm or violence must exist. **Administrators should carefully evaluate the intent of the student making the expression and consider the factors identified on Page 11.** Find examples and guidance in the Full Handbook online at spps.org/rights\_and\_responsibilities.

**Threats, Verbal or Written** 2 • • • •\* ●

Any verbal or written expression of intention to cause harm or violence to another person or another’s property. **Administrators should carefully evaluate the intent of the student making the expression and consider the factors identified on Page 11.** Find examples and guidance in the Full Handbook online at spps.org/rights\_and\_responsibilities.

**The behaviors included in the above list are considered serious enough that and Administrator is involved in investigating the incident. Consequences range from partial day suspension to Expulsion/Removal from the School/District.**

**Adolescent Sexual Assault Data**

**The Ramsey County Sexual Assault Systems review stated in 2018**

Total cases for victim/survivors for ages 13 -16 - 112 (17.3%)

Total cases for victim/survivors for ages 17- 20 - 108 (16.7%)

 **Minnesota Department of Health Report**

Minnesota girls experience pressure to have sex. Twelve percent (12%) of 11th grade girls in the Twin Cities metro area and 15% in Greater Minnesota report being pressured to have sex by a date.18

Family violence affects Minnesota girls. Eight percent (8%) of 11th grade girls in Minnesota report sexual abuse inside or outside of their family at some point in their life. The highest levels are among Native Americans (15%) and Latinas (14%).19

Runaway youth are especially at risk for sexual exploitation and related trauma. A trauma-informed program for sexually exploited youth in Ramsey County found that 73% of sexually exploited runaway youth in their program screened positive for possible post-traumatic stress disorder (PTSD).20 These youth are also more likely to identify as LGBTQ+: three times as many lesbian girls and transgender or nonbinary Minnesota students in 8th, 9th, and 11th grade report running away from home or living in a shelter on their own as their straight, cisgendered counterparts.21

15 SEXUAL VIOLENCE

**<10 YEARS OLD**

12.7%

**11-17 YEARS OLD**

30.5%

**18-24 YEARS OLD**

 38.1%

 The Vast Majority

**25+ YEARS OLD**

17.5%

National incidence of sexual assault, by age group

CWGPP analysis based on Centers for Disease Control 2015 National Intimate Partner and Sexual Violence Survey. Results do not sum to 100 percent as victims with unknown age are not represented in the figure.



**St. Paul City Schools Suspension Data 2018-2019**

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While the above data was collected from 2016 through 2019, it is clear that there are significant threats made to children, adolescents and youth. The policies and data from Ramsey County, St. Paul City Schools, and the Minnesota Department of Health clearly show that there are significant issues, and that those issues are being handled. This data clearly makes that case that there is a significant need for more teaching and role modeling starting at a young age, and continuing for generations, to reduce the threat of violence against women.

**Resources located in St. Paul and Ramsey County to provide therapeutic support for individuals who have experienced domestic or sexual violence.**

**Many of these programs have staff trained to provide services to children and adolescents.**

**Sexual Violence Services (SOS) -**

**555 Cedar Street St Paul, MN 55101 651.266.1000 – 24-hour phone line www.sosramsey.org**

Sexual Violence Services (SOS) provides 24-hour crisis services that include assisting victims with filing police reports, medical exams, counseling, support groups, financial assistance, and safety planning. All services are free and confidential.

**Minnesota Indian Women's Sexual Assault Coalition (MIWSAC)**

**1619 W Dayton Ave # 303, St Paul, MN 55104 651-646-4800** [**www.miwsac.org**](http://www.miwsac.org)

MIWSAC provides training, technical assistance, and resources for survivors of sexual violence and advocates.

**Minnesota Coalition Against Sexual Assault (MNCASA)** [**www.mncasa.org**](http://www.mncasa.org)

**161 St Anthony Ave # 1001, St Paul, MN 55103 (651) 209-9993**

MNCASA provides victim/survivor support, prevention support, policy reform, and systems change development in response to sexual violence.

**Midwest Children’s Resource Center (MCRC)**

**347 N Smith Ave # 401, St Paul, MN 55102 (651) 220-67504**

MCRC provides services to victims of physical and sexual abuse.

Services include: Specialized medical evaluations and diagnosis, case management, psychological services, health assessments, supportive **Sexual Violence Services (SOS) -**

555 Cedar Street St Paul, MN 55101 651.266.1000 – 24-hour phone line www.sosramsey.org

Sexual Violence Services (SOS) provides 24-hour crisis services that include assisting vicitims with filing police reports, medical exams, counseling, support groups, financial assistence, and safety planning. All services are free and confidential.

**Tubman Center - East Metro**

1725 Monastery Way, Maplewood, MN 55109 651.789.6770 [www.tubman.org/](http://www.tubman.org/)

Tubman provides services for individuals who have experienced relationship violence, sexual assault, stalking, addiction, homelessness, and other forms of trauma. Services include shelter, housing, legal services, mental and chemical health counseling, youth programing, and elder abuse resources.

**The Arc Minnesota**

2446 University Ave. W., Suite 110 St. Paul, MN 55114-1740 952-920-0855 www.arcgreatertwincities.org

The Arc Minnesota provides services for individuals with intellectual and developmental disabilities including housing assistance, healthcare, and future planning.

**Communidades Latinas Unidas en Servicio (CLUES)**

720 E Lake St. Minneapolis MN 55407 612-746-3500 <https://clues.org>

CLUES provides services for latino individuals and families experiencing sexual violence and domestic assault. Services include sexual education for students and parents, support groups, legal assistance, referrals for counseling, and a 24/7 crisis hotline.

**ASCEND – Hmong American Partnership (HAP)**

1075 Arcade St. Saint Paul MN 55106 651-495-9160 <https://hmong.org>

HAP provides services for youth under 25 who have experienced sexual exploitation.

**Casa de Esperanza**

**International Institute**

1694 Como Avenue Saint Paul MN 55108 651-647-0191 <https://iimn.org>

The International Institute provides services for victims being trafficked. Services include housing, primary and mental health care, job training, referrals, and learning English.

**St. Paul Intervention Project**

394 Dayton Ave St Paul MN 55102 651-645-2824 <https://stpaulintervention.org>

Provides legal and general advocacy services to youth.

**Women of Nations**

Saint Paul MN 55107 651-251-1605 https://women-of-nations.org

Women of Nations provide services for women and children experiencing domestic violence or sexual assault. Services include an emergency shelter, case management, transportation, and support groups.

**Civil Society**

1595 Selby Ave #112 St Paul MN 55104 651- 291-0713 <https://civilsocietyhelps.org>

Civil Society provides services for victims who have experienced human trafficking, sexual assault, and abuse. Services include  legal assistance, safety planning, interpretation and translation.

**Wilder Foundation**

Located in Lexington-Hamline Community Council; 451 Lexington Pkwy N St Paul MN 55104

651-280-2000 <https://wilder.org>

The Wilder Foundation provides mental health services for youth from birth-17 years old. Services include outpatient therapy, school-based services, day treatment, case management, and coordination services.

**St. Paul Youth Service**

2100 Wilson Ave St Paul MN 55119 651-771-1301 <https://spys.org>

**Ramsey County Mental Health Clinic**

Located in University Center ; 1919 University Ave W Suite 200 St Paul MN 55104 651-266-7890 <https://www.ramseycounty.us>

The mental health center provides services including individual and group therapy, psychiatry, chemical health support, outpatient services, case management, and employment assistance.

**Prevent Child Abuse Minnesota**

Located in Lifetrack; 709 University Ave W St Paul MN 55104 651-523-0099 <https://www.pcamn.org>

**Summary**

**Five points become clear in looking at the strengths and weaknesses of this report.**

1. The participants in this project, Washington Technology Magnet School, Women’s Initiative for Self Empowerment, and Transforming Generations have sound insight into the clients they serve, and a commitment to having a positive impact on the students they will work with over the next three years.
2. St. Paul Public Schools has clearly put policies and procedures into place to mitigate and deter inappropriate and assaultive behavior. The policy clearly identifies issues that are identified as sexual, actions that frequently cited by victims of sexual exploitation.
3. There is a clear and significant pattern of sexual assault against children, adolescents, and youth.
4. Accessing data was a significant challenge in preparation for this assessment. Data that is reported is reported in aggregate, and does not differentiate different types of actions, age groups that correspond to middle school, high school as separate groups, etc. It is also unclear which definitions are being used by different reporting entities. For example, sexual harassment includes sexual assaults along with sexually explicit language.

**Sexual harassment** consists of 1) unwelcome sexual advances, 2) requests for sexual favors, 3) sexually motivated physical conduct or other physical or verbal conduct or communication of a sexual nature when: a) submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or b) submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual’s employment or education; or c) that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual’s employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.

**State Reporting** of sex crimes is again reported in aggregate. Sex offenders are classified as level 1, 2, or 3. The reporting of data by the BCA does not break out the numbers reported by level.

**Level 1** offences include actions such as engaging in sexual exposure.

**Level 2** offences include the sexual assault of an adult

**Level 3** offences include the sexual assault of a child, or multiple sexual assaults pf adults.

None of the data on state offenses is disaggregated to identify age groups, race, or gender/gender identification

1. There are significant resources in St. Paul and Ramsey County to provide support and healing should any individual, child, adolescent or adult need to deal with the trauma of having to deal with having been sexually intimidated**,** threatened or assaulted. However, the number of licensed providers (Licensed Psychologists, Licensed Independent Clinical Social Workers, Licensed Marriage and Family Therapists, of Licensed Independent Clinical Counselor) is more limited. While there are significant professional interpreters the have specialized in translating for Mental Health (and are frequently good sources of information on cultural norms and expectations), there are not many mental health practitioners whose first language and culture corresponds to their non-English speaking clients. Using an interpreter is not the same as being able to have a one-to-one discussion with a licensed provider. The number LICSWs **across the state** of a practitioner in a specific culture, e. g. Somali, Hmong, Latino, Vietnamese, Karen, etc. is less than 24. In other cultures, the numbers are much lower.