

**Edina Public Schools
Response to Student Behavior Strategic Plan**

EXHIBIT B

We believe that keeping students in the learning environment is essential to ensuring their readiness to thrive and to achieve their full potential. Thus, the Edina Public Schools (EPS) will ensure a district-wide system of student behavior support that:

- is culturally responsive;
- is proactive in developing positive behavioral support protocols; and,
- minimizes the use of exclusion in response to student behavior

To that end, the District will put the following strategies in place:

SCHOOL BOARD

1. Annually review and update School Board policies relevant to student behavior by January 15.
2. Affirm its commitment to provide the Superintendent and school personnel with adequate resources to implement the district's student behavior policy with fidelity.

SUPERINTENDENT AND DESIGNEE(S)

1. Designate a representative(s) to serve on the MDHR Diversion Committee.
2. Provide oversight and leadership of the district's response to student behavior decisions through partnership with school and community stakeholders.
3. Facilitate an annual community information session regarding EPS response to student behavior.
4. Establish and promote on-going opportunities for stakeholder feedback regarding the EPS student behavior policy and implementation by school personnel.
5. On a monthly basis, review student behavior data and decisions and establish leadership protocols.
6. Establish and provide leadership to the EPS Student Behavior Team that will, by November 1, 2018:
 - a. Analyze current discipline data and identify strategies for reducing exclusionary practice, if warranted;
 - b. Articulate specific data needs and collection protocols to inform continuous improvement efforts;
 - c. Develop a plan for the consideration of a district-wide, comprehensive restorative justice-based response to student behavior model;
 - d. Construct a professional development plan to reduce exclusionary practice, examples of which include training in restorative justice, implicit bias, cultural competence, trauma informed schools, conflict resolution, de-escalation techniques, etc.; and,

- e. Revise the EPS Student Rights and Responsibilities Handbook to reflect appropriate changes in response to student behavior.
7. Collaborate with MDE to maximize their technical assistance and student behavior-related resources.
8. Ensure information systems, and related training, necessary for compiling, analyzing, and reporting detailed student behavior data at the district and State level.
 - a. The EPS student information system, currently Infinite Campus, will serve as the data repository for student behavior data, to include all office referrals, incidents, and outcomes.
9. Submit a semi-annual Student Behavior Report to the MDHR, to include year-to-date response to student behavior data and a narrative overview of plan implementation/outcomes to date. The reporting timeline will align with the EPS academic calendar; the first report will be submitted by February 15 and shall address activity August – January and the second report, submitted by July 15, will address activity February – June.

SCHOOL/SITE LEADERSHIP

1. Establish and facilitate a team, consistent with District Policy, to consider potential reductions in exclusions in response to student behavior. The building-level Student Behavior Team will:
 - a. Be representative of the site/school community and inclusive of all stakeholders (students, staff, and parents)
 - b. Actively seek input from all stakeholder groups as the school considers the implementation of a restorative justice-based model of response to student behavior;
 - c. Develop and utilize a data-driven continuous improvement process to evaluate consistent use of fidelity measures;
 - d. Review and analyze student exclusion decisions on a monthly basis; and,
 - e. Ensure response to student behavior expectations and protocols are reviewed regularly with staff, to include the review of historical and current data.
2. If approved, implement a restorative justice model of response to student behavior strategic plan with fidelity, to include explicit teaching of school-wide expectations and response to student behavior.
3. Articulate and implement a professional development plan to ensure all staff participate in training to attempt to reduce exclusionary practices in response to student behavior.
4. Establish building level protocols for documenting student behavior with fidelity and in alignment with district and State level expectations:
 - a. Building leaders, and or their designee, will document detailed individual student behavior data, to include all office referrals, incidents, and outcomes, in the EPS student information system (currently Infinite Campus).

SCHOOL RESOURCE OFFICERS (SROs)

Consistent with existing practices and the contracts between the District and the City of Edina, the District affirms the following as it applies to the student disciplinary process:

1. EPS will ensure that all contracts with local law enforcements agencies explicitly provide that SROs shall not recommend, determine, or provide input on school response to student behavior.
2. EPS will only use SROs for safety, crisis management, and investigation of criminal complaints.
3. EPS will not request SROs to respond to any situation that district personnel can adequately handle. Incidents such as disorderly conduct, bullying, cyber-bullying, disruption of school assembly or activities, profanity, dress code, and fighting that does not involve physical injury or a weapon, shall be considered school discipline issues to be handled by school officials unless the SRO is necessary to protect the physical safety of students, school personnel, or the public.
4. EPS will provide explicit training to all school personnel regarding the appropriate role of the SRO and the circumstances under which school personnel may request assistance or make a report to the SRO. Training will emphasize that school personnel are not to refer students to law enforcement because of conduct in the classroom unless the physical safety of students, school personnel, or the public is jeopardized.
5. EPS will invite all SROs to participate in district facilitated student behavior-related professional development.