

Edina Public Schools
Response to Student Behavior Report

First Semester, 2018-19

As stated in Exhibit B of the Edina Public Schools agreement with the Minnesota Department of Human Rights:

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.*

This belief statement framed our first semester efforts and guided a number of actions to evaluate and improve our response to student behavior protocols. These include:

District

- Designated an EPS representative to serve on the MDHR Diversion Committee
- Established partnership with Carol Markham-Cousins, Mediation Services
- EPS Student Behavior Team:
 - Analysis of discipline data, decisions, and implications
 - Established a common definition of “exclusion” and identified strategies for reducing exclusions in response to student behavior
 - Established a common protocol for discipline data collection within the EPS student information system
 - Revision of the EPS Student Rights and Responsibilities Handbook is underway and reflects our learning / changing practice in response to student behavior
- Professional development to date includes:
 - Restorative justice training for all administrators and program directors
 - Equity focused learning embedded in monthly Lead and Learn meeting (attended by all administrators and program directors)
 - 2018-19 District Office Equity Learning implicit bias theme frames monthly learning for all DO staff
 - February 19, 2019 PD pathways include sessions on implicit bias in the classroom, CLRT and the brain, etc.
 - Infinite Campus training to ensure common data reporting practices

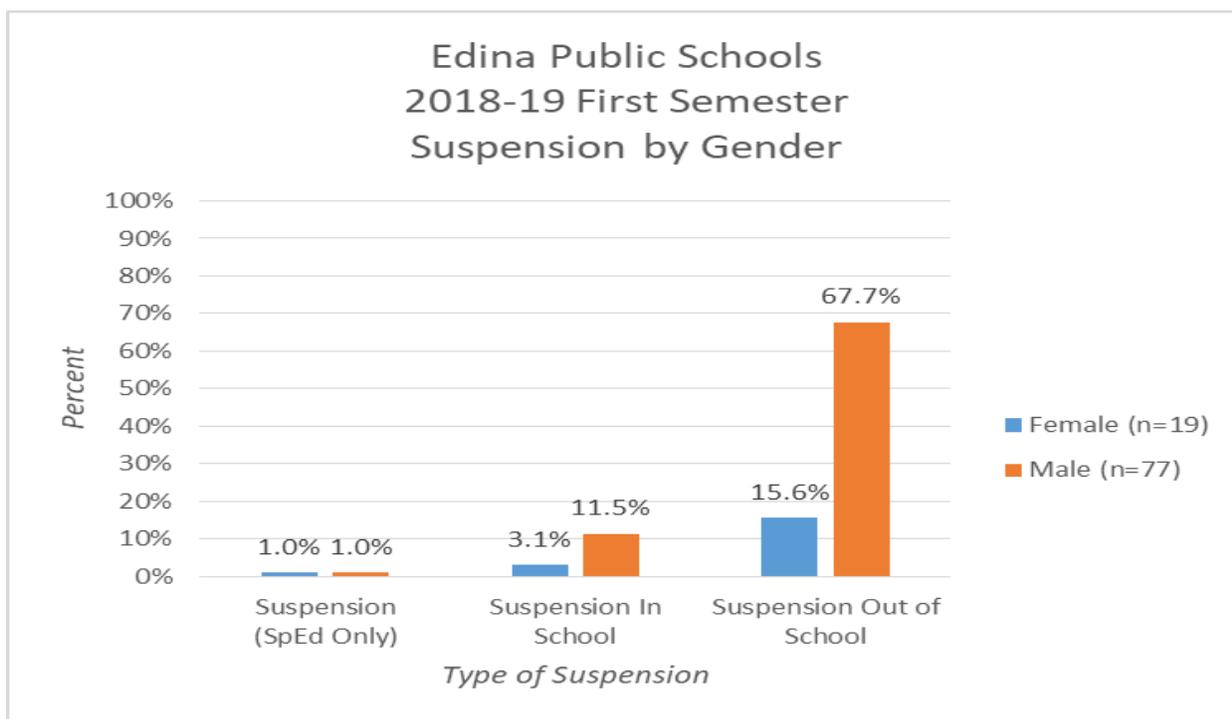
School/Site

1. Established Student Behavior Teams and or embedded response to student behavior into a building level team

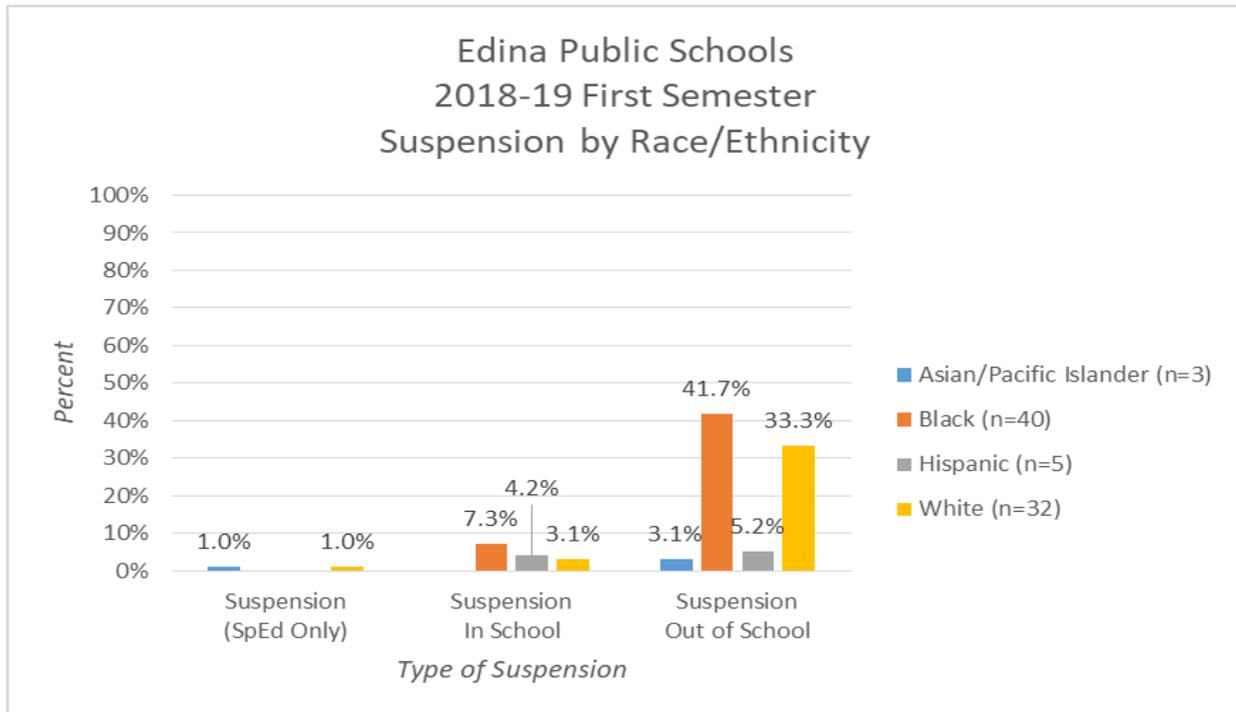
- a. Analysis of response to student behavior data (referrals, antecedents, response, etc.)
- b. Researching and discussing alternatives to exclusionary practices
- c. Embedded PD in staff meetings
- 2. Two sites collaborating with Mediation Services to actively implement a restorative justice model this year
- 3. Seven sites collaborating with Mediation Services to develop a plan for implementation of a restorative justice model in 2019-20
- 4. Implemented building level protocols for documenting student behavior, to include all office referrals, incidents, and outcomes, in the EPS student information system
- 5. Documented efforts to address disparate response to student behavior (see examples in Appendix A)

First Semester Suspension Data

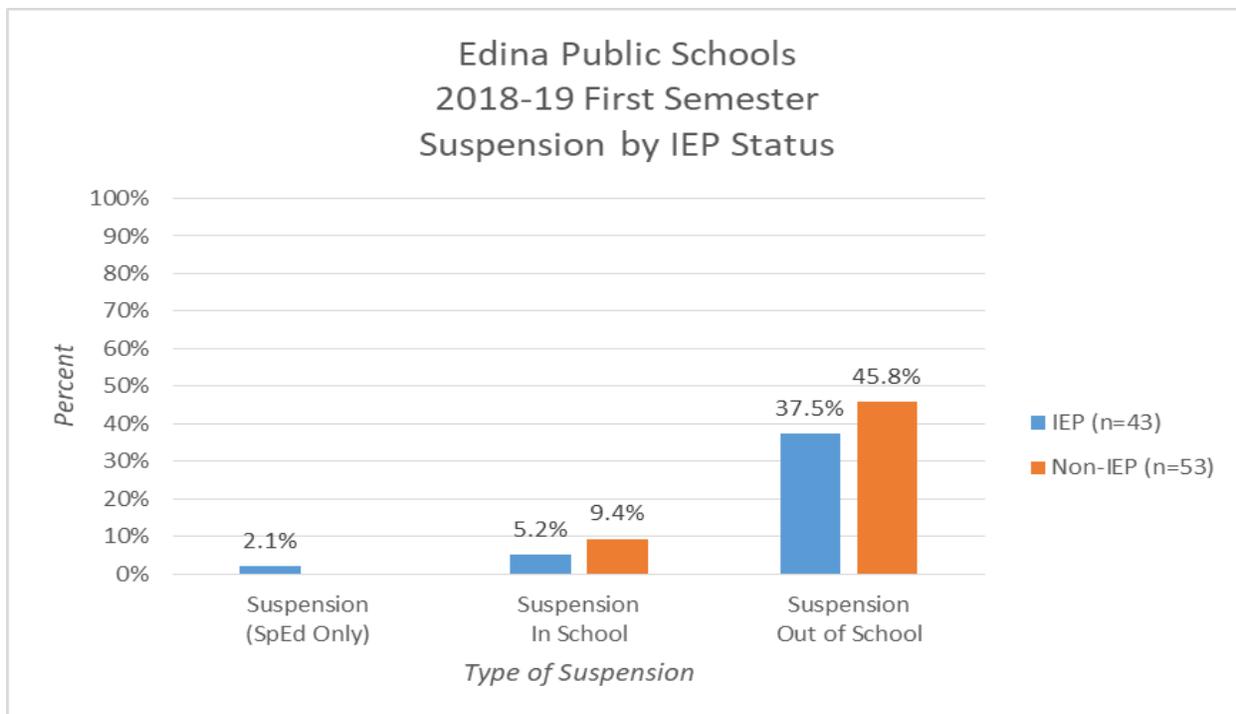
Review of first semester data highlights need for continued analysis of EPS response to student behavior as suspension data indicate disparities in terms of gender, race/ethnicity, and special education status.



(2018-19 EPS demographics by gender: female = 49.17%; male = 50.83%)



(2018-19 EPS demographics by race/ethnicity: Asian/Pacific Islander = 9.95%; Black = 6.30%; Hispanic = 5.60%; White = 73.07%)



(2018-19 EPS demographics by IEP status: IEP = 10.42%; Non-IEP = 89.58%)

APPENDIX A

First Semester 2018-19
Response to Student Behavior School/Site NotesElementary School (Site 1)

- We acknowledge appropriate behavior with positive verbal reinforcement as well as paper tokens called 'Bobcats' that are distributed when students are observed doing the right thing.
- Our social worker and school psych did in-class lessons in our primary classrooms at the beginning of the year. Using observations from those lessons as well as data from checklists classroom teachers created, tier 2 students were identified. Our social worker provided short bursts of service in a small group setting (2 x 20 minutes a week for four weeks) to proactively teach skills. Resources include level 1-5 problem, red/yellow/green zone, among other things.
- When students are physically aggressive or continually disruptive, a fix-it slip is completed. The purpose of this is three fold: to reflect on behavior and plan accordingly for 'the next time' something like this happens, to collect data, and to communicate with parents/guardians. This data is helpful when moving to PST.
- Our data is disparate in regard to young, white boys. We are aware of that and have had several discussions about this topic at PST, in PLCs, etc.

Elementary School (Site 2)**Tier 1 - Proactive**

- Build community in classrooms with morning meetings and circles
- Teach behavior expectations
- Administrator has monthly meetings with recess staff to include ongoing professional learning
- Family Communication

Tier 2 - Intervention

- Use Circles for problem resolution - talking pieces, circle rules, model at staff meetings, in classrooms, Circle Planning
- Tracking, communication and data collection
- Monthly reviews
 - Review data - principal, dean, social worker, school psychologist
 - All suspensions are for safety
 - Plan for specific students after 3-5 major incidents
- Develop plan for proactive re-entry following exclusion
- Meetings with Cultural liaison, dean, and grade level teams

APPENDIX A

First Semester 2018-19
Response to Student Behavior School/Site NotesElementary School (Site 3)

- Principal meets with referred students during non-instructional time ie: lunch/recess.
- Site has a robust format for training teachers around Culturally and Linguistically Responsive Teaching practices.
- Site does early conferences (September) with families to better understand specific student/family needs and challenges.
- Site teachers have done some work around implicit bias. This lens has been used during data days to examine if and how teacher biases are influencing instructional/behavioral decisions of teachers.
- Administrator look for consequences OTHER than suspension for students.

Middle School

- We are using the restorative questions with student services, security, and admin staff as we support students, per last summer's restorative justice training and work.
- Our interventions teams are reviewing regularly data (including discipline) as we respond to formative data.
- We are piloting student success assistant in partnership with HR at our site to deliver "whatever it takes" relative to discipline and academic achievement and reduce disparities of outcomes.

High School

Our data will show that vaping is the number one problem at EHS (chemical/tobacco). We are not alone as we are discussing this as a Lake conference and planning a joint HS and middle school parent meeting with a CD counselor and EPD.

Regarding interventions, here are a few things that EHS has recently put in place:

- Pathways - alternative to suspension where student meets with a social worker to problem solve and determine the reason for infraction, way to make amends and move forward. Designed to prevent recidivism.
- ISD - In school detention program developed as alternative to suspension for reflection and supervised study. Largest use is for lunch detention loss of privilege.
- SST - Student support team meetings bi-weekly by alpha to problem solve for students having academic, behavioral or SEL concerns. Better grades = fewer behavior infractions.
- Grade conferences with advisers and grades reports to parents 3X per semester. Better grades = fewer behaviors.
- Creation of peer tutorial center for writing, math and science every hour of the day and push in to support classes. Better grades = fewer infractions.

- Strong, consistent attendance policy that provides due process and communication early to struggling learners and families.
- Tied out of school suspension to safety infractions only (chemical, violence, threats).
- Hiring and implementation of chemical health counselor to provide support to students and families. Tied into any chemical health infraction.
- Mosaic student and parent project to foster unity and to bring cross cultural students and families together in partnership.
- Active supervision expectation of administrators and security staff to prevent infractions.
- Organized staff supervision duty and security rotations in all areas of the building.
- Taught and communicated expectations through advisory.
- Work with district cultural liaisons to collaborate with families from different language or cultural backgrounds to find common ground and foster student expectations.
- Link Crew to invest in positive 9th grade transition and student leadership.
- Vaping/E-Cig parent meeting sponsored by VVMS/SVMS/EHS PTO and EPD