Edina Public Schools
Response to Student Behavior Report

<u>Second Semester, 2018-19</u>

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 second semester efforts and guided a number of actions, in addition to those taken in first semester, to evaluate and improve our response to student behavior protocols. These include:

<u>District</u>
- EPS representative served on the MDHR Diversion Committee
- Continued partnership with Carol Markham-Cousins, Mediation Services
- EPS Student Behavior Teams (K-5 and 6-12) met four (4) times:
    - Analyzed district and building-level discipline data, decisions, and implications
    - Evaluated and refined a common definition of "exclusion" and identified strategies for reducing exclusions in response to student behavior
    - Evaluated and refined a common protocol for discipline data collection within the EPS student information system
    - Continued research and analysis to inform revision of the EPS Student Rights and Responsibilities Handbook
- Professional development:
    - 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 framed monthly learning for all DO staff
    - February 19, 2019 PD pathways included sessions on implicit bias in the classroom, CLRT and the brain, etc.
    - On-going 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. Analyzed building-level response to student behavior data (referrals, antecedents, response, etc.)
   b. Researched and discussed alternatives to exclusionary practices
   c. Embedded PD in staff meetings
2. Two sites collaborated with Mediation Services to implement a restorative justice model
3. Implemented building level protocols for documenting student behavior, to include all office referrals, incidents, and outcomes, in the EPS student information system

Second Semester Suspension Data

While the overall number of suspensions decreased slightly from first semester, our 2018-19 second semester data highlights an urgent need for continued analysis of EPS response to student behavior as suspension data indicate on-going disparities in terms of gender, race/ethnicity, and special education status.

Edina Public Schools
2018-19 Second Semester
Suspension by Gender
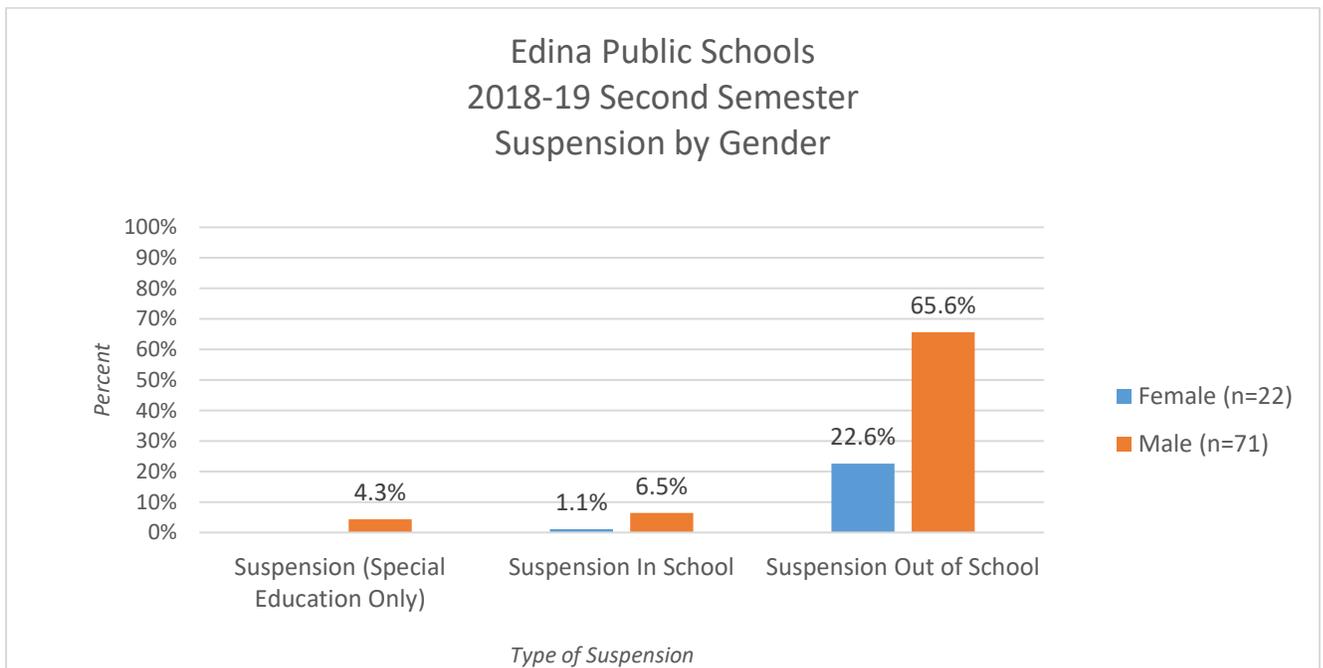
(2018-19 EPS demographics by gender: female = 49.17%; male = 50.83%)

Edina Public Schools
2018-19 Second Semester
Suspension by Race/Ethnicity
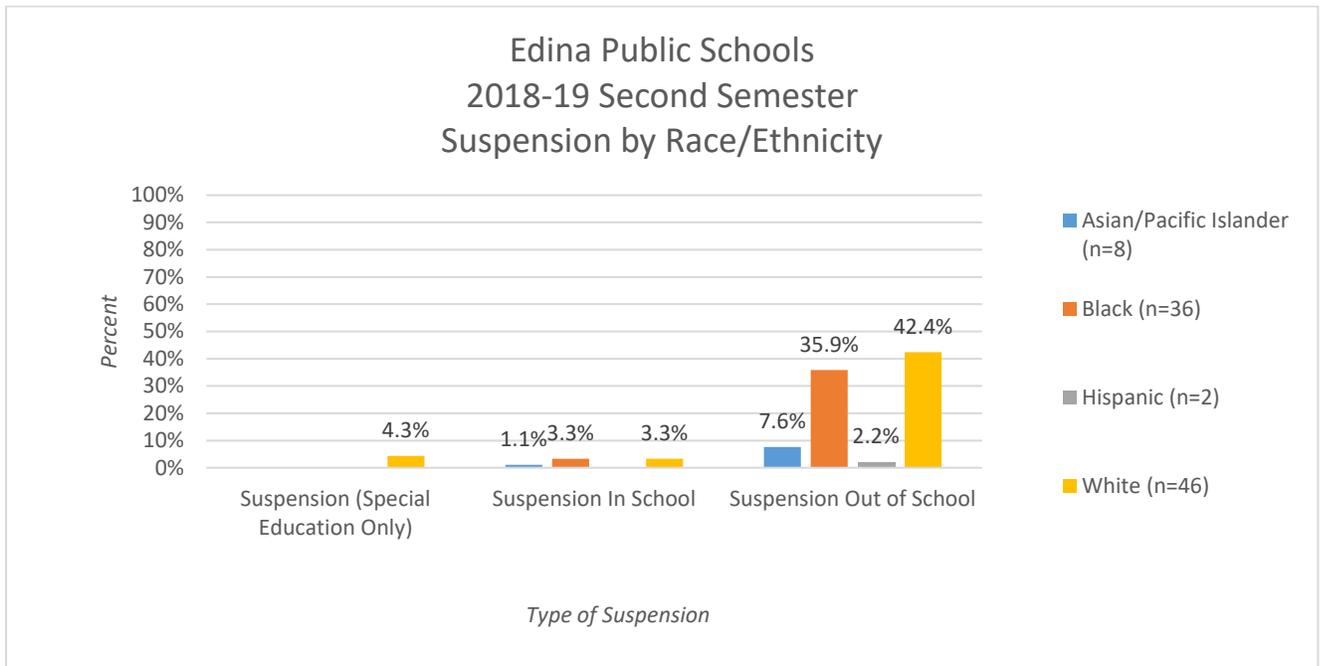
(2018-19 EPS demographics by race/ethnicity: Asian/Pacific Islander = 9.95%; Black = 6.30%; Hispanic = 5.60%; White = 73.07%)

Edina Public Schools
2018-19 Second Semester
Suspension by IEP Status
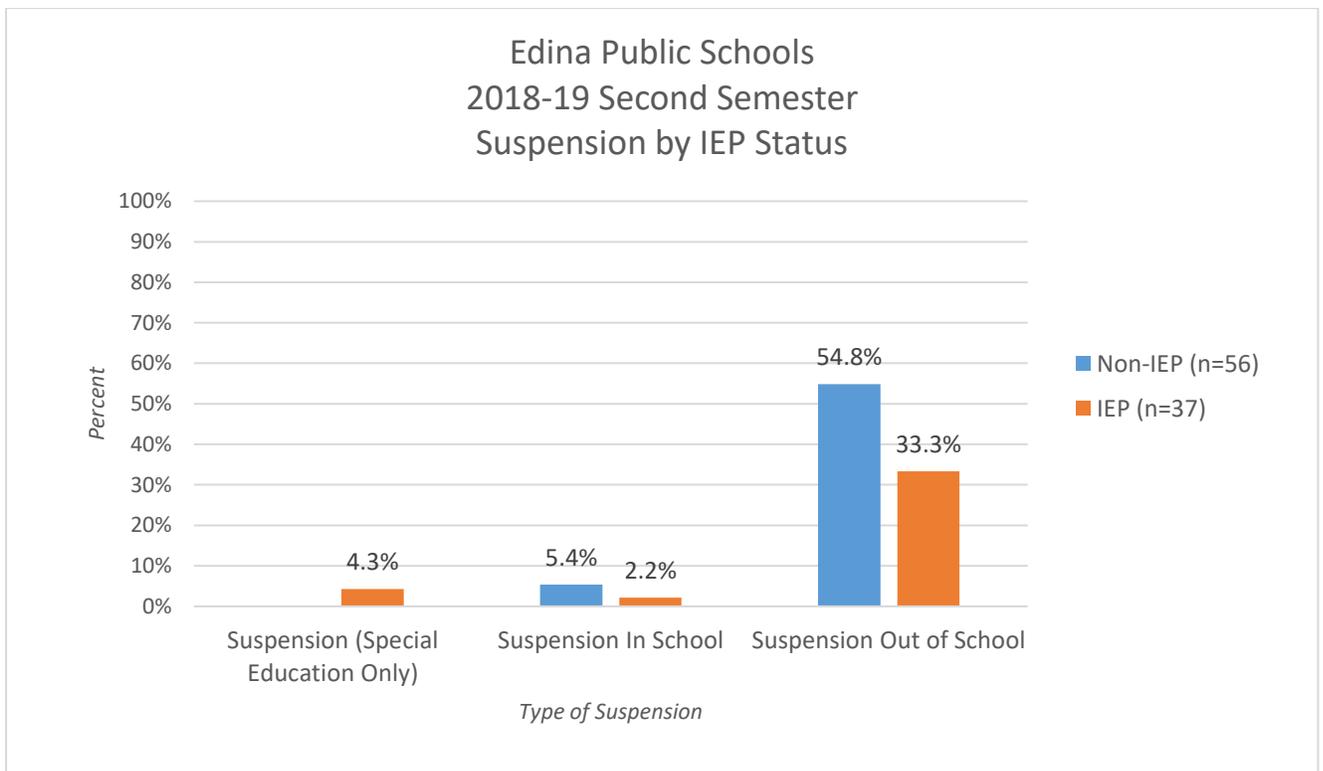
(2018-19 EPS demographics by IEP status: IEP = 10.42%; Non-IEP = 89.58%)