

**Minnesota Department of Human Rights  
Semi-Annual Student Behavior Report for Edina Public Schools  
February 20, 2020**

**Overview**

This student behavior report is submitted in fulfillment of the agreement between the Minnesota Department of Human Rights and Edina Public Schools (“EPS”). As previously articulated in reports submitted, EPS believes that keeping students in the learning environment is essential to ensuring their readiness to thrive and to achieve their full potential. Therefore, this report will demonstrate the progress that the district has made toward achieving the following targets:

- Advancing the proactive use of positive behavioral support protocols across the district
- Using data to drive systemic efforts to reduce discipline disparities
- Minimize the use of exclusion in response to student behavior
- Develop a systemic approach to ensuring positive learning environments and whole student support across the district

In addition, EPS has recently engaged in a strategic planning process that identifies five strategic directions for the district to launch across the 2020-2025 school years. As a part of that process, EPS has engaged in collecting data on tier-one intervention supports across all nine sites. The assistant superintendent and secondary lead for student support services also visited the nine sites to extend the district’s understanding of the preventative (positive behavioral support protocols) and responsive discipline practices currently employed across the nine sites. The findings from these two rounds of data collection are included in this report.

**Preventive Discipline Practices**

The following table depicts the current preventative or positive behavioral support protocols/structures being employed at the elementary and secondary levels.

<b>Developmental Level</b>	<b>Prevention Model</b>	<b>Target or Area(s) of Focus</b>
Elementary	Tier 1 Social Emotional Curriculum	<p>Increase students’ self-awareness and self-regulation; increase students’ understanding/awareness of emotions and the skills needed to successfully engage with others in the learning environment.</p> <p>Create common language between students and staff when students are dysregulated.</p> <p>Curricula across elementary sites include: Zones of Regulation, Second Step, Caring School Community, and Responsive Classroom.</p>

Elementary	Leader in Me	Comprehensive approach to proactively teaching the seven habits of highly effective students.
Elementary	Positive Behavior Support Protocols	<p>Proactive teaching of the school-wide matrix of expected behaviors. Behavior matrix outlines positive behaviors for school-based environments, including classroom spaces, hallways, lunchroom, and transitions. The matrix is taught by classroom teachers and lessons reinforce the behaviors throughout the school year.</p> <p>Data is used to inform additional lessons to be developed for ongoing responsiveness to students' needs across each grade-level. Student behavior team reviews the data and coordinates curriculum priorities.</p> <p>School-wide recognition is included at some sites to reinforce positive behavior. All elementary sites have classroom-based recognition structures.</p>
Elementary	Restitution	<p>Framework is based on the understanding that all behavior is purposeful; encourage students to become aware of what their behavior is communicating in terms of what they need. Reflect on the WHY of their behavior and that the behavior has a purpose.</p>
Secondary	Advisory	<p>Each secondary site supports students in small groups through Advisory. These classes meet throughout the week, led by a teacher. The curriculum focuses on personalized learning, social emotional skills, and foster relationships between teachers and students in a small group setting.</p>

**Responsive Discipline Practices**

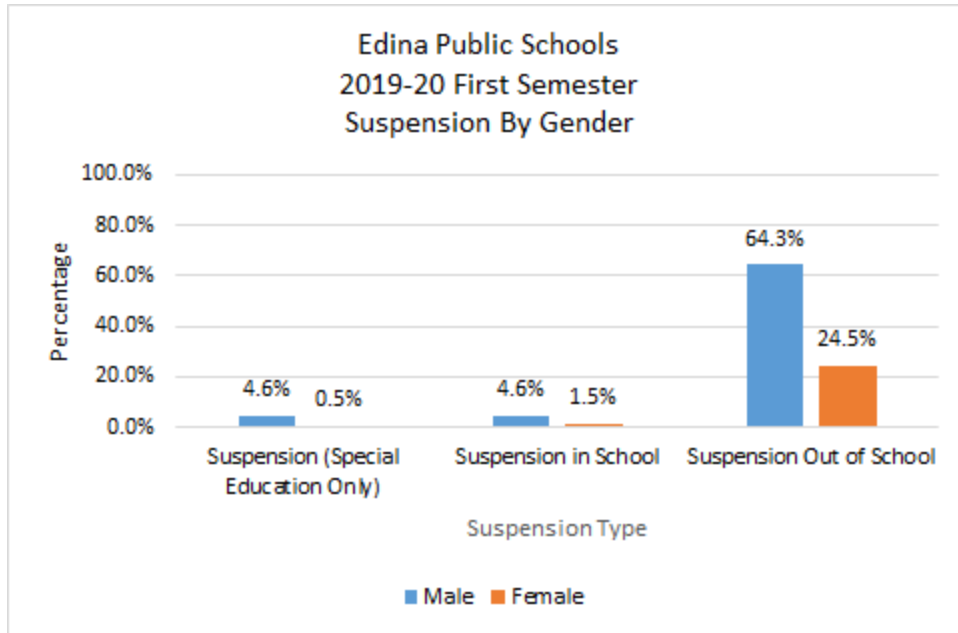
The following table depicts the current responsive protocols/structures being employed at the elementary and secondary levels.

Developmental Level	Prevention Model	Target or Area(s) of Focus
Elementary	Restitution	<p>This framework is utilized as both a preventative and responsive model. Students are given the opportunity to make amends with those impacted by their behavior. The emphasis is on logical</p>

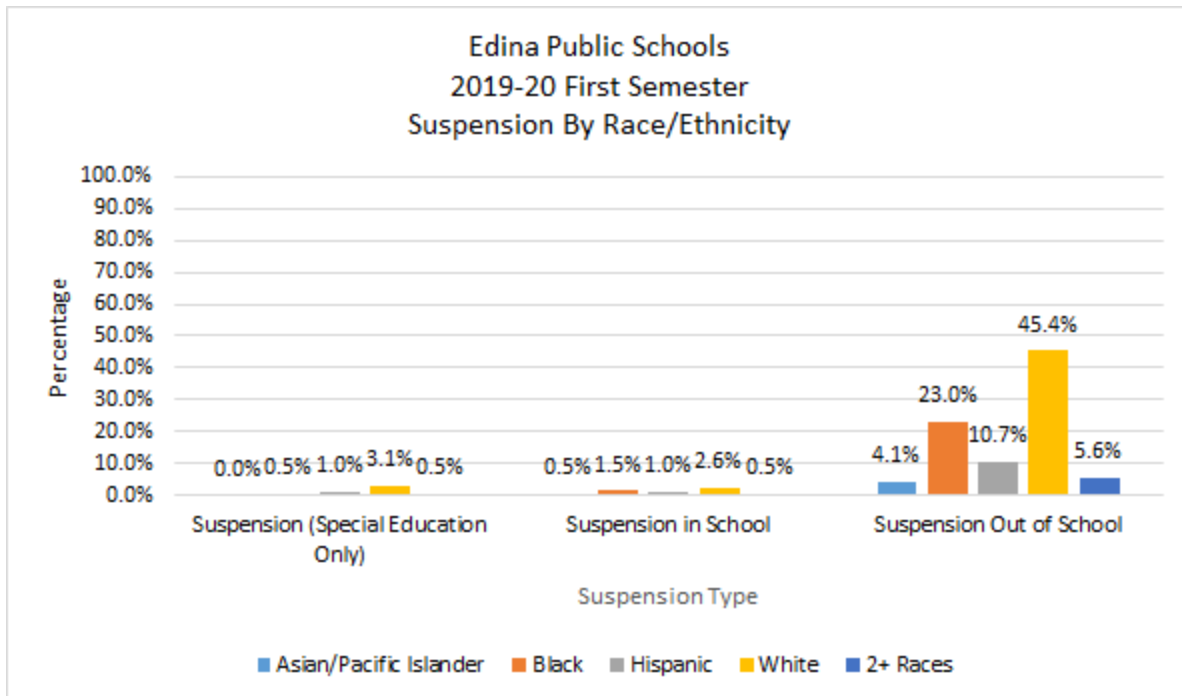
		consequences that are directly tied to students' behavior.
Elementary	Restorative Practices	Students are able to engage in restorative circles and conversations with staff as part of the process of addressing behaviors that may have resulted in the student being referred outside of the classroom.
Elementary	School Climate Teams	Each elementary school site has a school climate team that reviews data as part of efforts to respond to trends in data.
Elementary	Fix It Slips	Fix It slips are used in all classrooms when instructional staff need to support a student in addressing minor behavioral incidents. The emphasis of this practice is on restoration within the classroom community, allowing the student to re-enter the group without the loss of instructional time.
Secondary	Kid Talk Teams (Problem-Solving Teams)	Each school site holds regular team meetings to review attendance and discipline data and discuss supports for students. These teams are the precursor to the Student Support Team.
Secondary	Student Support Teams	Each site maintains teams that teachers are able to refer students to when they are struggling in the area of self-regulation, manifested in attendance or disciplinary concerns. These teams are comprised of support services staff (counselors, social workers, psychologists) and administrators. The teams engage in problem-solving around student needs and the implementation of interventions and progress monitoring.
Secondary	Restorative Discipline Practices	<p>Building administrators work to incorporate restorative questions and practices into their responses to students when they receive an out of classroom referral.</p> <p>For minor behavioral infractions, students are assigned to restorative meetings with either a school social worker or chemical health counselor. The focus of these meetings is to support the student in reflecting on the situation and explicit skills instruction.</p>

## Summary Data

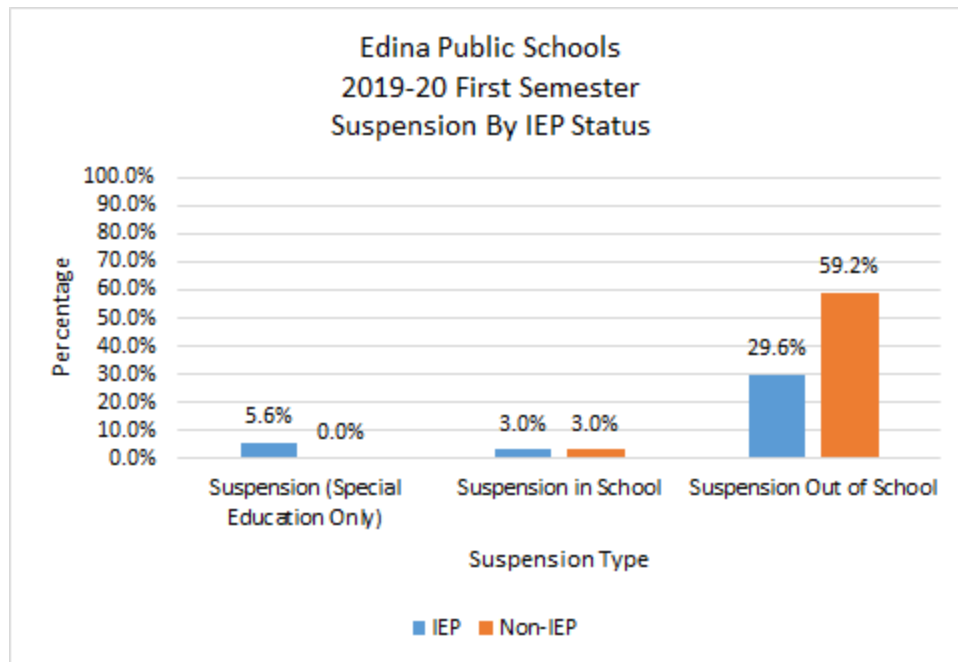
While the overall number of suspensions decreased slightly from first semester of the previous school year, the data highlights a continued need for analysis of EPS response to student behavior as suspension data indicate on-going disparities in terms of gender, race/ethnicity, and special education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



(2019-2020 demographics by gender: Male= 51.4%, Female= 48.6%)



(2019-2020 demographics by race/ethnicity: American Indian or Alaska Native= 0.1%, Asian/Pacific Islander= 10.3%, Black= 7.6%, Hispanic= 6.1%, White= 70.5%, 2+ Races= 5.4%)



(2019-2020 demographics by IEP status: IEP= 12.1%, Non-IEP= 87.9%)

### Recommendations and Next Steps

There are several steps that EPS will take to continue in the process of improving discipline practices to eliminate disproportionality in response to student discipline.

- Define measures of effectiveness, including metrics to be consistently applied in the analysis of student discipline data at each school site.
- Establish required components for a well-defined and continuously monitored Tier 1 Social Emotional Learning framework at each school site.
- Under the direction of the Minnesota Department of Education, update the EPS Student Rights and Responsibilities Handbook.