

# Owatonna Senior High School

## Findings from School Years 2018-19 and 2019-20

Every youth should have the opportunity to reach their full academic potential, which requires that school environments be safe and nurturing for all. Disruptive or unsafe student behavior can be addressed in inclusionary, effective ways. Current practices of school-based arrests are inherently exclusionary, and their use – and overuse, among some student demographics, such as students of color and students with disabilities – has typically led to negative educational and social-emotional outcomes for youth.

Minnesota’s School-Based Diversion Model (MN SBDM) provides a decision-making protocol for student incidents and presents an opportunity for schools and law enforcement to work together as a shared decision-making authority to address students’ academic, behavioral health, and criminogenic needs. The model emphasizes a variety of approaches to meet the needs of students. Critical elements of the triage system include: involvement of families at every stage; referral for screening, assessment, and treatment for early identification of youth at risk for juvenile justice involvement; and development and access to preventive and supportive resources within the school environment.

**Minnesota’s School-Based Diversion Model for Students (MN SBDM)** seeks to address disruptive and unsafe student behavior in a way that is effective, and keeps youth in school – and out of the juvenile justice system.

**“ Our School-Based Diversion Model has given us the opportunity to connect with many different supports in our community and share our ideas on how to support our youth that we otherwise would not have had. Having the MN School-Based Diversion Model as a part of our school and partnership with Fernbrook has made a tremendous impact on our kids. ”**

—Staff reflection

**DHS provided \$19,500 of funding per school year**

Owatonna Senior High School’s MN SBDM Team is a collaborative between Fernbrook Family Center (mental health agency) and Owatonna Senior High School.

The main participants of Owatonna Senior High School’s MN SBDM Team included: Clinical Director; Assistant Principals; School Police Liaison; Probation Officer; Special Services Supervisor; School Counselor; School Social Workers; MN Prairie Chemical Health Representative; and Children’s Mental Health Supervisor. In 2018-19, a parent representative and a student representative also participated. The MN SBDM Team is currently in the process of identifying new parent and student representatives.

### Owatonna Senior High School MN SBDM student metrics

School Year	Enrolled	Referred into	Declined	Served
2018-19	1446	22	1	21
2019-20	1497	19	6	13

## MN SBDM responses to behavioral incidents



- Applied restorative practices (e.g., conducted a chat or circle)
- Informed parent/s or caregiver/s
- Had a school case conference



- Referred to a behavior support team
- Referred to principal or school administration
- Referred to SRO or law enforcement
- Referred for ongoing mental health services<sup>b</sup>



- Screened/assessed for co-occurring disorder
- Screened/assessed for trauma

## Types of behavioral incidents that led to student referrals to MN SBDM:

- Being truant or skipping class
- Disruptive behaviors toward another student, staff, volunteer, or visitor, including verbal fighting WITHOUT physical contact or insubordination/refusal to comply with reasonable requests or rules
- Distribution of drugs (intent to sell) on campus<sup>a</sup>
- Drug or alcohol usage/possession (not distribution)
- Fighting with physical contact/physical assault
- Tobacco use or paraphernalia, including vapes
- Vandalism<sup>a</sup>

<sup>a</sup> Indicates that the behavioral incident occurred only in SY2018-19

<sup>b</sup> Indicates that the behavioral incident occurred only in SY2019-20

## End of year status for students served in SY2018-19:



Note: End of year statuses for the 13 students served in SY2019-20 are not available.

**“ ...We have been able to work with local law enforcement and district county attorneys to give alternate learning experiences to our students who would have otherwise entered the system. Our students have been given opportunities to learn from professionals and be connected with support services that they and their families needed. I am excited that we are continuing to think differently and now exploring how we can support our students with chemical dependency and give them tools to make other choices! ”**

**“ —Staff reflection**

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### For more information

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