



# Minnesota’s School-Based Diversion Cooper and Armstrong

## School Year 2019-20 findings

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. Typically, 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 can lead to negative educational and social-emotional outcomes for youth.

**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.

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.

**Robbinsdale Area Schools’ MN SBDM is provided by the MN Department of Human Services, Robbinsdale Area Schools’ Safe Schools revenue, and the Robbinsdale Area Redesign Family Service Collaborative.**

The MN School-Based Diversion Model (MN SBDM) Team for Armstrong and Cooper are slightly different but consist of the MTSS building team, with contracted restorative practices staff present from Community Mediation and Restorative Practices (CMRS). School Resource Officers may attend the MN SBDM meeting time and they regularly are part of referrals and subcommittee discussions as an active part of the diversion program. The Cooper school team consists of contracted CMRS staff, the MTSS team, led by the Assistant Principal and school support staff. The Armstrong school team consists of support staff referring through a support specialist and that specialist refers to the contracted diversion team member. The Redesign Program Director oversees coordination of grant activities, contracts, reporting, etc.

### Robbinsdale Area High Schools MN SBDM SY2019-20 Student Metrics

School	Enrolled	Referred into	Declined	Served by
Cooper	1946	103	20	83
Armstrong	2055	63	8	55

**“ Having the diversion work within our school provides a way for students to think about their actions and yet allows staff to provide strong supports and build a connection with the student, as well as for staff to understand the reason behind some behavior, as well as their own reactions to student behavior. We are grateful for this learning. ”** —Staff reflection

## MN School Based Diversion Model 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 to ongoing mental health services

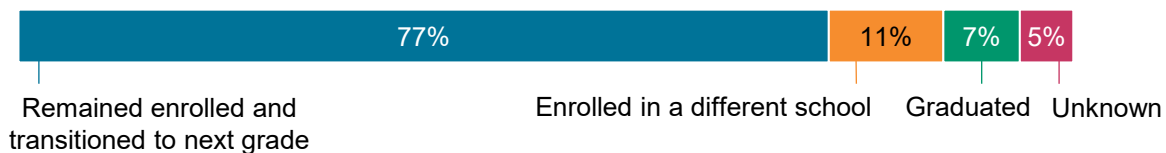


- Screened/assessed for co-occurring disorder
- Screened/assessed for trauma

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

- Bullying
- 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
- Fighting with physical contact/physical assault
- Other: Threat of gun violence; conflict coaching; rumors; friend issues; theft from teacher

## End of year status for students served:



## What has the School-Based Diversion Model meant to Robbinsdale School District?

The SBDM has provided many opportunities for young people to engage in discussion of the causes or circumstances behind their behavior and/or choices – what they were thinking at the time, what they have thought about since and, most importantly, how to make things right. Students and staff are given the opportunity to learn positive language and chat skills that improve their pro-social behaviors and critical thinking skills, and still be held accountable without receiving a juvenile citation/arrest or suspension. Providing high expectations and high support for students provides opportunity for social emotional growth and a greater sense of belonging in their school community.

During distance learning, students were able to engage in online group restorative chats, providing a venue for community building and social interaction during distance learning and stay-at-home orders. Robbinsdale Area Schools has also expanded the school-based diversion model to community building circles at the middle school levels and opportunities for student-led circles. Robbinsdale Area Schools has also incorporated Adverse Childhood Experience (ACEs) training to all staff. Redesign also has expanded the ACE training to additional community members, in a combined effort to build a “*More Resilient Robbinsdale.*”

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### For more information

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