



Robbinsdale Cooper High School

School Year 2018-19 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. Current practices of school-based arrests have been inherently exclusionary, and their use – and overuse, among some student demographics, such as students of color and students with disabilities leads to negative educational and social-emotional outcomes for youth.

Cooper's MN School-Based Diversion Model (MN SBDM) Team consists of the MTSS building team, with contracted restorative practices staff present from CMRS. School Resource Officers do not typically attend the MN School Based Diversion Model meeting time, but are regularly a part of referrals and subcommittee discussions and are an active part of the

Cooper MN School Based Diversion Model funding is provided by MN Department of Human Services, Robbinsdale Area Schools Safe Schools and Robbinsdale Redesign.

diversion program. The Cooper school team consists of contracted CMRS staff and the MTSS team, led by an Assistant Principal. The Redesign Program Director oversees coordination of grant activities, contracts, reporting, etc.

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.

“The fact that students are "asking" for a restorative circle demonstrates the positive impact the School-Based Diversion Model has had on students involved.”

—Staff reflection

Robbinsdale Cooper High School students 2018-2019:

Enrolled	Referred into Diversion:	Declined Diversion:	Served by Diversion:
1,719	119	9	110

“This really helped me learn skills for not reacting and getting into trouble.”

—Student reflection

Cooper 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



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

“The opportunity to reflect together helped improve understanding among staff.”

—Staff reflection

Types of behavioral incidents that led to student referrals to MN School Based Diversion Model:

- 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
- Drug or alcohol usage/possession (not distribution)
- Fighting with physical contact/physical assault
- Other: Social Media; Family Issue; Fights or Tension

Of the 110 students served...

- 9 had an in school suspension
- 89 had an out of out of school suspension
 - 19 students had 1-2 days of out of school suspension
 - 69 students had 3-5 days of out of school suspension
 - 1 student had 6-8 days of out of school suspension

“ We need more opportunities to come together and talk and understand each other. This circle stuff really helps.”

—Student reflection

End of year status for student served:



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

The School Based Diversion Model 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 important, 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, critical thinking skills and still hold them accountable without receiving a juvenile citation/arrest. Providing high expectations and high support for students provides opportunity for social emotional growth and a greater sense of belonging in their school community.

Robbinsdale Area Schools’ school based diversion has expanded to include Armstrong High School. In addition, Robbinsdale Area Schools has deepened prevention by incorporating community building circles at all middle schools. At one middle school, all 6th grade Humanities students participated once a week in community building circles. Pre and post testing showed an average increase in student engagement by 22 points.