

Cloquet Area Alternative Education Programs (CAAEP) and Cloquet 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 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.

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

In SY2018-19 the MN School-Based Diversion Model served students at Cloquet Area Alternative Education Programs (CAAEP). The CAAEP's Diversion Team included: Connie Hyde, principal; Dave Perry, teacher; Erik Blesner, school resource officer; Tierney Garver, therapist; Kaitly Beise, practitioner; and a student representative.

The Diversion program at CAAEP discontinued in spring 2019 due to staff resignation and lack of available space. The Diversion program continued at Cloquet Senior High in SY2019-20. The Diversion Team at Cloquet Senior High included: Steve Battaglia, principal; Tim Prosen, assistant principal; Shannon Sams, school counselor; Sarah Franzen, program manager and clinical trainee; Maraya Leino, CTSS practitioner; and Wendy Waha, Restorative Justice Coordinator.

CAAEP and Cloquet Senior High School MN SBDM student metrics

School year	Enrolled	Referred into	Declined	Served by
SY18-19	84	19	0	19
SY19-20	748	9	0	9

“ Our student representative was someone North Homes had been providing care for throughout the years. This student was instrumental in providing feedback to the Core Team and was recognized as a leader among students. This student often led student circles and was a mentor to her peers. ”

—Staff reflection, SY2018-19

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^a



- 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

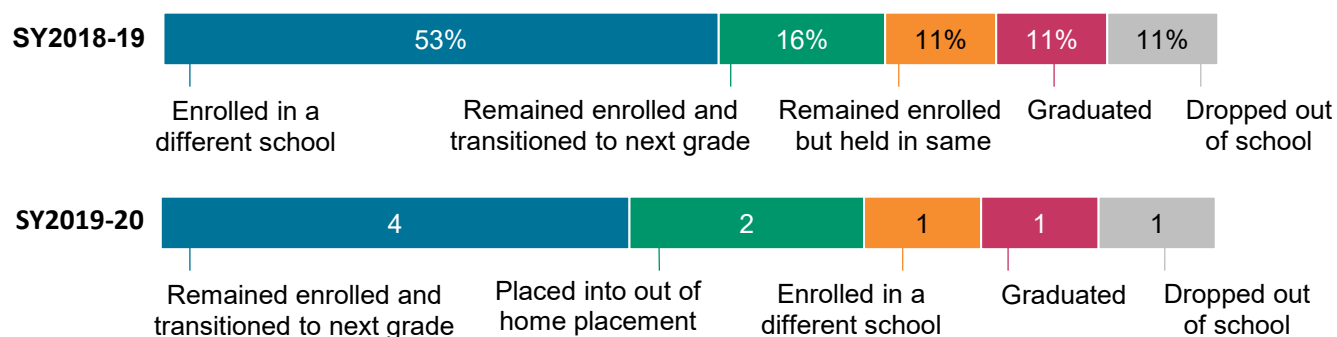
Types of behavioral incidents that led to student referrals to MN SBDM:

- Being truant or skipping class
- Bullying^a
- 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)
- Electronics violation
- Fighting with physical contact/physical assault^b
- Insubordination/refusal to comply with reasonable requests or rules
- Tobacco use or paraphernalia, including vapes

^a Indicates that the response was applied to students' behavioral incidents in only SY2018-19

^b Indicates that the response was applied to students' behavioral incidents in only SY2019-20

End of year status for students served:



Note: Numbers less than 10 are not reported as percentages.

“The School-Based Diversion program has allowed for earlier interventions and easier access to mental health services. Students often drop in to see Diversion staff just to talk. We’ve found this less-formal rapport building has created trust and leads to a structured course of treatment. School staff have become more aware and interested in trauma-informed care. Staff are more open to interventions and request more mental health service responses instead of discipline.”

—Staff reflection, SY 19-20

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