Improving School & Community Safety: An Multi-Integrated Systems Approach

Coalition for Juvenile Justice
Ensuring School Engagement and Success for Youth at Risk
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CHAPTER ONE: Understanding Zero Tolerance

Definition, Background, & Effect
DEFINITION

“A philosophy or policy that mandates the application of pre-determined consequences, most often severe and punitive in nature, that are intended to be applied regardless of the seriousness of behavior, mitigating circumstances, or situational context.”

Skiba et al. 2006
HISTORICAL DEVELOPMENT

• 80’s War on Drugs
• Later applied to combat pollution, trespassing, sexual trespassing, & sexual harassment
• Attributed to “Broken Windows” theory of crime (Kelling, George & Coles, 1997)
• School Systems begin adopting in early 90’s
• Suspensions nearly doubled from 1.7 million in 74 to 3.1 million in 01.
• Assumes that removal of disruptive students deters others from similar conduct while enhancing classroom
Zero Tolerance=Zero Intelligence

Adolescent Brain Research, School as a Protective Buffer, & Racial & Ethnic Disparity
SCHOOL CONNECTEDNESS


• School connectedness is linked to lower levels of substance abuse, violence, suicide attempts, pregnancy, & emotional distress. *Journal of School Health* 72 (4).

EFFECTS OF ZERO TOLERANCE

• Suspension rates have doubled
• School Code violations result in court referrals
• Increase in police on school campus
• Increase in suspensions and referrals has significantly increased racial & ethnic disparities
• Drop-out rates increase
• Juvenile crime increases
CHAPTER TWO:
SYSTEMS THEORY

A Roadmap to Recovery, or It’s the Process; Not the Product
A system is defined as a set of interacting components, acting interdependently and sharing a common boundary separating the set of components from its environment.

SYSTEMS THEORY

BOUNDARY

SYSTEM

INPUTS

OUTPUTS
LINEAR PROGRAMMING MODEL

those values of X, the variables that maximize the linear objective Z while simultaneously satisfying the imposed linear constraints and the non-negativity constraints.

WHAT IS THE A JUVENILE JUSTICE SYSTEM?

• WHAT IF THE DESIRED OUTCOME IS DEPENDENT ON MULTIPLE SYSTEMS?

• HOW ARE THOSE MULTIPLE SYSTEMS INTEGRATED TO MAXIMIZE THE DESIRED OUTCOME?
IT TAKES A COMMUNITY TO TARGET CRIMINOGENIC NEEDS

• COGNITION
• PEERS
• SCHOOL CONNECTEDNESS
• FAMILY FUNCTION
• SUBSTANCE ABUSE
• WEAK PROBLEM-SOLVING SKILLS
• SOCIAL SERVICES
• MENTAL HEALTH
• COGNITIVE RESTRUCTURING
• SCHOOL SYSTEM
• MULTI-SYSTEMIC THERAPY
• FUNCTIONAL FAMILY THERAPY
• PROBATION/COURTS
MULTI-INTEGRATED SYSTEM THEORY

INPUTS

Education

Law Enforcement

OUTPUTS

Social Services

Mental Health

INPUTS

INPUTS

INPUTS
CHAPTER THREE:
The Protocol

The Clayton County Case Study
Figure 3. Line graph showing the increase in referrals after police placed on campus and the decrease after the protocol became effective in 2004.
OBJECTIVES OF PROTOCOL

• Reduce misdemeanor school referrals to the juvenile court & keep kids in school;
• Reduce probation caseloads that will increase supervision of high risk youth (the kids we are scared of);
• Give police more time to build rapport with students to gather intelligence on crimes about to occur;
• Increase safety in the school and the community;
• Increase graduation rates.
SCHOOL OFFENSE PROTOCOL AGREEMENT

• Focused Acts: Affray, DPS, DC, Obstruction
• First Offense/Warning
• Second Offense/Referral to Workshop
• Third Offense/Complaint Filed

School Offense Agreement Signed by all Police Chiefs, School Superintendent, Juvenile Judges, DFCS Director, and other partners on July 8, 2004
CHAPTER FOUR:
School Safety

Engaging Students to Promote Safety in the Schools
“Schools are a microcosm of the community”

Sgt. Marc Richards
Supervisor, SRO Unit
Clayton County Police Department
EFFECTIVE USE OF PROTOCOL PROMOTES SAFETY
PROTOCOL INCREASES POLICE INTELLIGENCE

Weapon at School
AVOIDING A TRAGEDY & MEDIA DILEMNA

How will the media & community respond if a person comes on school campus with a gun while your SRO is at intake booking a student for a school fight or disorderly conduct?
CHAPTER FIVE:
Increase Graduation Rates

Who would ever think that keeping kids in school will increase graduation rates?
THE RESEARCH

Assess Disruptive Students, or why is Johnny disruptive?

Develop Alternatives to Suspension & Referral to Treat the Causes

= Increase in Graduation Rates
Single Point of Entry

- Social Services
- Mental Health
- Police
- School
- Court

Quad C-ST
GRADUATION RATES

- Pre-Referral Diversion Protocol: Decrease 44%
- Referrals: Post-Referral Diversion Decrease 56%
- Referrals: Post-Referral Diversion Decrease 60%
- Referrals: Post-Referral Diversion Decrease 69%
- Referrals: Post-Referral Diversion Decrease 61%

Year | Referrals | Decrease |
-----|-----------|----------|
2002 | 1050      |          |
2003 | 1077      |          |
2004 | 1368      | 44%      |
2005 |          | 56%      |
2006 |          | 60%      |
2007 |          | 69%      |
2008 |          | 61%      |
2009 |          |          |
FELONY RATES

So goes graduation; so goes juvenile crime
TARGET HIGH RISK YOUTH

- Decrease Formal Filings
- Decrease Caseloads
- Increase Supervision of High Risk Youth
- Decrease Recidivism
CHAPTER SIX: Reducing Racial & Ethnic Disparities
DETENTION RATES ON SCHOOL REFERRALS

- Misdemeanors
- Felonies
QUESTIONS

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