Agenda

I. Welcome and Introductions

II. Overview of School Safety Data and Policy Change

III. School Responder Model (SRM)

IV. Behavioral Health and Justice Strategies: Cross-Systems Collaboration for Reducing School Violence

V. Questions and Answers

CSG | Justice Center

Speakers

- David Adams, *Senior Policy Advisor, Bureau of Justice Assistance, U.S. Department of Justice*

- Dr. Crystal Brandow, *Senior Project Associate, National Center for Youth Opportunity and Justice*

- Tim Ferrara, *Deputy Director, Schenectady County Center for Juvenile Justice*

- Avery Irons, *Senior Project Associate, National Center for Youth Opportunity and Justice*

CSG | Justice Center

Speakers

- Felicia Lopez Wright, Policy Analyst, Behavioral Health, *The Council of State Governments Justice Center*

- Andrea Tote-Freeman, *District Director of Pupil Personnel Services, Schenectady City School District*

- Dr. Allison Upton, *Project Manager, Behavioral Health, The Council of State Governments Justice Center*

CSG | Justice Center

The U.S. Department of Justice's Bureau of Justice Assistance

Mission: BJA provides leadership and services in grant administration and criminal justice policy development to support local, state, and tribal law enforcement in achieving safer communities.

BJA
Bureau of Justice Assistance
U.S. Department of Justice

www.bja.gov

CSG | Justice Center

Justice and Mental Health Collaboration Program

JMHCP supports innovative cross-system collaboration for individuals with mental illnesses or co-occurring mental health and substance use disorders who come into contact with the justice system.

The Council of State Governments Justice Center

We are a national nonprofit, nonpartisan organization that combines the power of a membership association, representing state officials in all three branches of government, with policy and research expertise to develop strategies that increase public safety and strengthen communities.

CSG | Justice Center

How We Work

- We bring people together

- We drive the criminal justice field forward with original research

- We build momentum for policy change

- We provide expert assistance

CSG | Justice Center

Our Goals

Break the cycle of incarceration

We assist those working inside and outside of government to reduce both crime and incarceration among youth and adults in contact with the justice system.

Improve health, opportunity, and equity

We work across systems to develop collaborative approaches to improve behavioral health, expand economic mobility, and advance racial equity for people and communities affected by the justice system.

Expand what works to improve safety

We help leaders understand what works to improve public safety and what does not, and assist them to develop strategies, adopt new approaches and align resources accordingly.

CSG | Justice Center

Agenda

I. Welcome and Introductions

II. Overview of School Safety Data and Policy Change

III. School Responder Model (SRM)

IV. Behavioral Health and Justice Strategies: Cross-Systems Collaboration for Reducing School Violence

V. Questions and Answers

School Safety and Collaboration: Building a Behavioral Health and Justice Response

CSG Justice Center

National Center for Youth Opportunity and Justice

Dr. Crystal L. Brandow
Senior Project Associate

Avery Irons, JD
Senior Project Associate

NCYOJ | National Center for Youth Opportunity and Justice

Research. Policy. Practice.

CSG | Justice Center

Our Work

I.   Collaborate with communities to build capacity across service delivery systems

II. Conduct applied research and evaluation

III. Communicate emergent and best practices to policymakers and practitioners

IV. Guide and inform policy at the national, state, and local levels

V.   Elevate the voices and perspectives of youth and families

CSG | Justice Center

Let's Chat!

In 2020, what does
"school safety" mean to you?

CSG | Justice Center

Why School Safety?

School Safety

- Applies to schools and school-related activities where students are safe from violence, bullying, harassment, and substance use

- Linked to improved outcomes for both students and schools

- Associated with school climate
  - School climate is "the quality and character of school life"

Source: "Safety," National Center on Safe and Supportive Learning Environments, accessed February 28, 2020, http:// https://safesupportivelearning.ed.gov/topic-research/safety/; "What is School Climate and Why is it Important?," National School Climate Center, accessed February 28, 2020, https://www.schoolclimate.org/school-climate/."

CSG | Justice Center

School Safety

In the 2017–2018 school year:

- 71% of schools reported at least one violent incident

- 65% reported at least one nonviolent incident

Source: Melissa Diliberti et al., *Crime, Violence, Discipline, and Safety in U.S. Public Schools: Findings From the School Survey on Crime and Safety: 2017–18* (Washington, DC: National Center for Education Statistics, 2019), https://nces.ed.gov/pubsearch/.
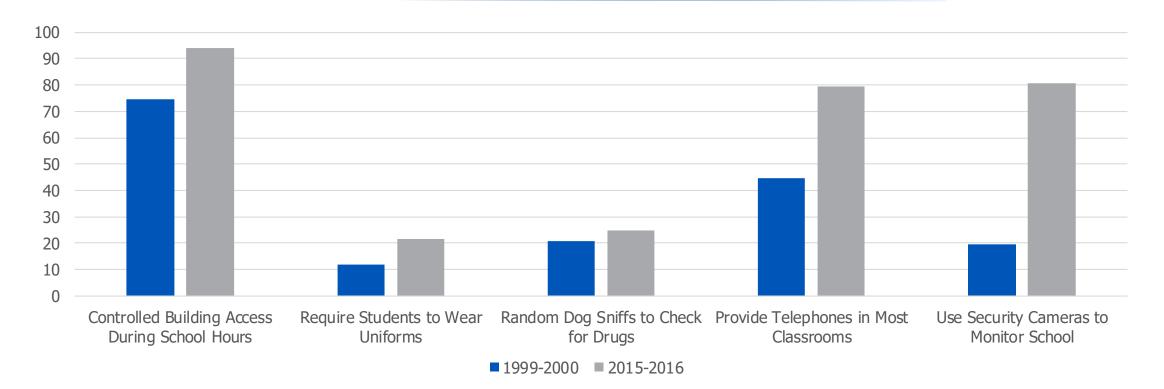
CSG | Justice Center

School Safety

In the 2017–2018 school year:

- 46% of traditional public schools had at least one school resource officer (SRO) on campus at least once a week

- School-written crisis plans are largely for natural disasters (94%), active shooters (92%), and bomb threats/incidents 91%

Source: Diliberti et al., *School Survey on Crime and Safety.*

CSG | Justice Center

Percentage of Public Schools with Various Safety & Security Measures

Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics* (Washington, DC: U.S. Department of Education, 2017), Table 233.50, https://nces.ed.gov/programs/digest/d17/tables/dt17_233.50.asp/.

CSG | Justice Center

Alternative Strategies: 2017–2018

- Among schools with at least 50% enrollment of students of color, 50% reported engaging students in restorative circles

- An estimated 51% of schools administered mental health assessments

  - With another 38% providing mental health treatment to students

Source: Diliberti et al., *School Survey on Crime and Safety.*

COMPREHENSIVE SCHOOL SAFETY INITIATIVE

CSG | Justice Center

National Institute of Justice Comprehensive School Safety Initiative (NIJ CSSI)

1. Identify and understand the potential root causes and consequences of school violence and its impact on school safety.

2. Increase the safety of schools nationwide by developing a solid foundation of knowledge and best practices that can be sustainably implemented through individualized school safety programs, policies, and activities.

3. Help identify matters internal and external to the school that may result in harm to students, teachers, staff, and schools.

CSG | Justice Center

National Institute of Justice Comprehensive School Safety Initiative (NIJ CSSI)

4. Implement programs, policies, and practices that improve school safety and climate, focus on the school environment, or enhance educational and other outcomes for students and schools.

5. Identify effective strategies to respond to and resolve safety issues faced by schools and students.

6. In collaboration with key partners from education, law enforcement, behavioral/mental health, and social work, develop and test a comprehensive framework for school safety.

CSG | Justice Center

Types of School Violence

Physical
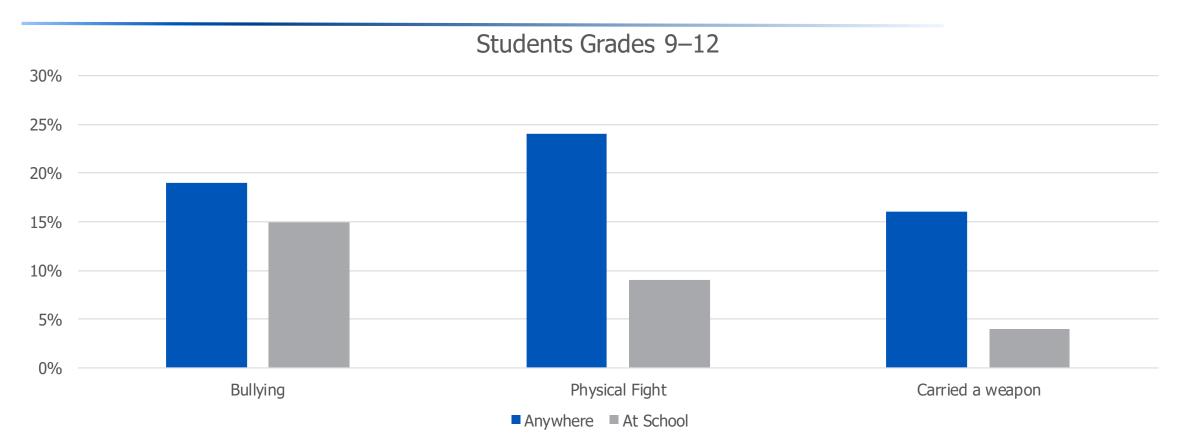
- Fighting
- Assaults (w/ or w/o weapon)
- Gang violence

Non-physical

- Threats
- Verbal bullying
- Cyberbullying
- Intimidation
- Isolation

CSG | Justice Center

2017 School Violence Incidents
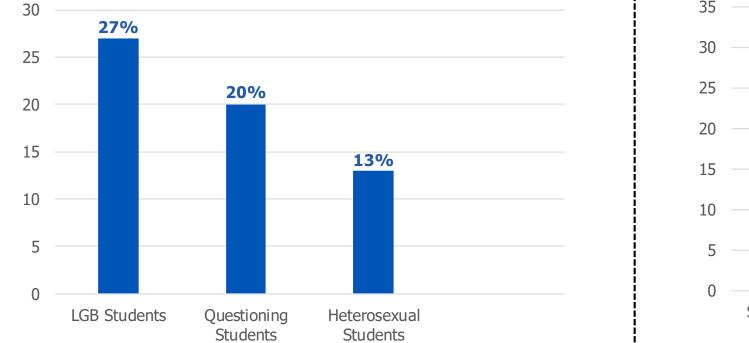
Students Grades 9–12

Source: Lauren Musu, et al., *Indicators of School Crime and Safety: 2018* (Washington, DC: National Center for Education Statistics, 2019), https://nces.ed.gov/pubs2019/2019047.pdf/.
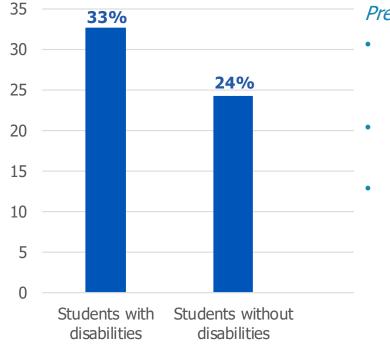
CSG | Justice Center

Percentage of Bullying Among Vulnerable Populations

Lesbian, Gay, Bisexual, and Questioning vs. Heterosexual Students

Chart showing:
- LGB Students: 27%
- Questioning Students: 20%
- Heterosexual Students: 13%

Students with Disabilities vs. Students without Disabilities

Chart showing:
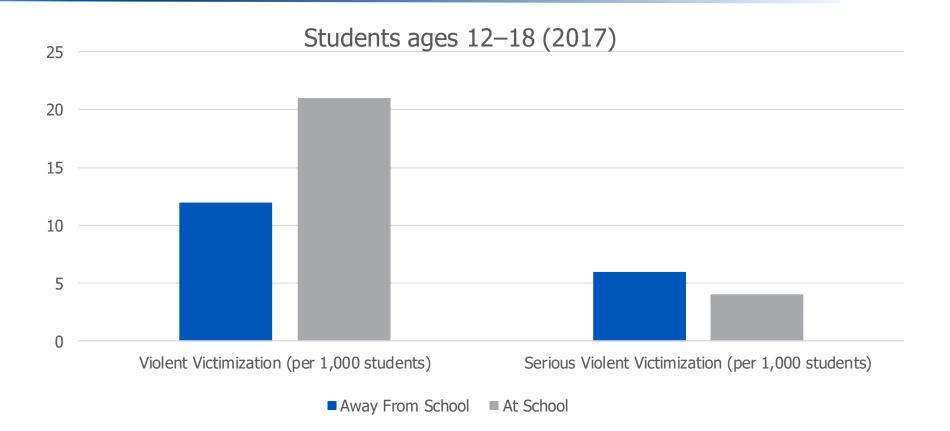- Students with disabilities: 33%
- Students without disabilities: 24%

Prevalence rates vary:

- ***35.3%*** *of students with emotional and behavioral disorders,*

- ***33.9%*** *of students with autism, and*

- ***24.3%*** *of students with intellectual disabilities face* <u>*high levels*</u> *of bullying victimization.*

Source: Lauren Musu, et al., *School Crime and Safety;* Chad Rose, Cynthia Simpson, and Aaron Moss, "The Bullying Dyna mic: Prevalence of Involvement Among a Large-Scale Sample of Middle and High School Youth with and without Disabilities," *Psychology in the Schools* 52, no. 5 (2015): 515–531, https://doi.org/10.1002/pits.21840.

CSG | Justice Center

Violent Victimizations

Students ages 12–18 (2017)

Chart legend: ■ Away From School ■ At School

Categories:
- Violent Victimization (per 1,000 students)
- Serious Violent Victimization (per 1,000 students)

Source: Lauren Musu, et al., *School Crime and Safety.*

CSG | Justice Center
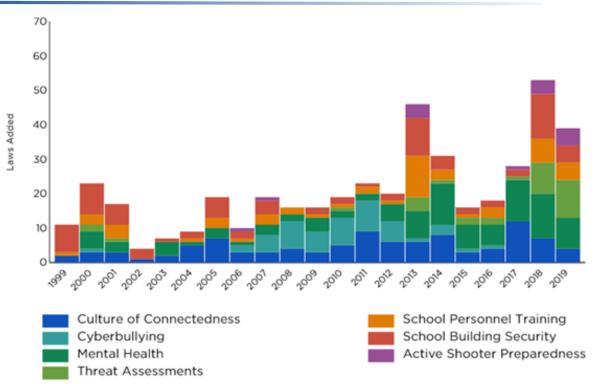
School Shooting Incidents

- 42 Active Shooting Incidents between 2001 and 2018
- In 2018 . . .
  - 24 shootings with injuries or deaths
  - 35 people killed (28 students, 7 adults)
  - 79 people injured

Source: The Federal Bureau of Investigation, *Active Shooter Incidents: Topical One-Pagers, 2000–2018* (Washington, DC: U.S. Department of Justice, 2019), https://www.fbi.gov/file-repository/active-shooter-one-page-summaries-2000-2018.pdf/view; "The School Shootings of 2018: What's Behind the Numbers," *Education Week*, December 19, 2018, accessed February 14, 2020, https://www.edweek.org/ew/section/multimedia/the-school-shootings-of-2018-whats-behind.html.

CSG | Justice Center

Transforming Policies

By year and topic, states implementing safety laws after high-profile shootings

Citation: Child Trends and EMT Associates, Inc. analysis of state statutes and regulations as of May 2019

Source: Child Trends (@ChildTrends), "Our new report with @EMTAssociates explores state #schoolsafety statues and regulations passed since Columbine. Most laws passed after high-profile incidents tend to focus on preparation—not prevention, https://childtrends.org/publications/evolution-state-school-safety-laws-columbine," Twitter, February 22, 2020, 10:54 a.m., https://twitter.com/ChildTrends/status/1227622113722290181.

Transforming Policies

School focused

- Zero tolerance policies
- Student support innovations
  - Positive Behavioral Interventions and Supports (PBIS)
  - Multi-Tiered System of Support (MTSS)
  - Trauma-Sensitive Schools (TSS)
  - Social Emotional Learning (SEL)
  - Restorative Practices (RP)
- Building community partnerships

Community focused

- Crisis intervention responses
- Systems of care
- Wraparound services

School Safety and Collaboration: Building a Behavioral Health and Justice Response

CSG | Justice Center

Agenda

I. Welcome and Introductions

II. Overview of School Safety Data and Policy Change

III. School Responder Model (SRM)

IV. Behavioral Health and Justice Strategies: Cross-Systems Collaboration for Reducing School Violence

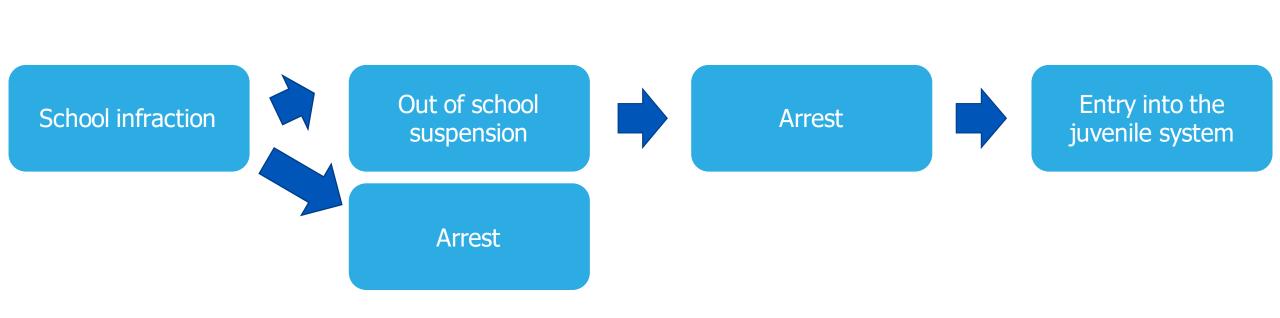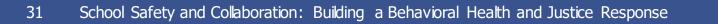V. Questions and Answers

CSG Justice Center

School Responder Models (SRMs): Origins and Present Research

- Mental Health/Juvenile Justice Action Network
  - 2007–2011: Models for Change – MacArthur Foundation
  - Started with: CT, CO, IL, LA, OH, PA, TX, WA

- National Institute of Justice's Comprehensive School Safety Initiative (NIJ CSSI)
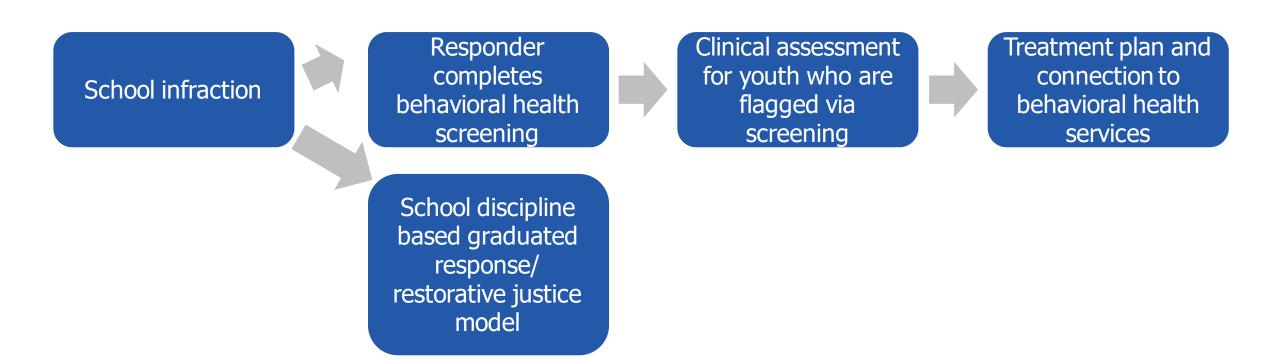 - 2017–2020: 4 schools in Michigan, 4 schools in Louisiana

CSG | Justice Center

Traditional School-Justice Pathway

School infraction → Out of school suspension → Arrest → Entry into the juvenile system

School infraction → Arrest

School Safety and Collaboration: Building a Behavioral Health and Justice Response

CSG Justice Center

An Alternative to the School-Justice Pathway

School infraction

→ Responder completes behavioral health screening → Clinical assessment for youth who are flagged via screening → Treatment plan and connection to behavioral health services

→ School discipline based graduated response/ restorative justice model

CSG Justice Center

Prevalence of Behavioral Health Conditions Among Justice-Involved Youth

- 65–70% of justice-involved youth have a mental health condition

- 46% of justice-involved youth have a substance use disorder

- 90% of justice-involved youth have had exposure to a traumatic event(s)

Source: Karen M. Abram, et al., "Posttraumatic Stress Disorder and Trauma in Youth in Juvenile Detention," *Archives of General Psychiatry*, 61 no. 4 (2004): 403–410, https://doi.org/10.1001/archpsyc.61.4.403; Gina Vincent, *Screening and Assessment in Juvenile Justice Systems: Identifying Mental Health Needs and Risk of Reoffending* (Washington, DC: Technical Assistance Partnership for Child and Family Mental Health, 2012). Christy K. Scott et al.,"Juvenile justice systems of care: Results of a national survey of community supervision agencies and behavioral health providers on services provision and cross-system interactions," *Health & Justice*, 7(1), 11 (2019) https://doi.org/10.1186/s40352-019-0093-x.

CSG | Justice Center

Disproportionality

- Black students account for 15.5% of public school students, but 39% of student suspensions

- LGBTQ youth experience greater school discipline and have greater involvement in the juvenile justice system than their peers/youth who do not identify as LGBTQ

Students suspended or expelled are nearly three times as likely as their peers to be in contact with the juvenile justice system

Source: "K-12 Education: Discipline Disparities for Black Students, Boys, and Students with Disabilities," (Washington, DC: U.S. Government Accountability Office, 2018), https://www.gao.gov/products/GAO-18-258; Shannon Snapp, et al., "Messy, Butch, and Queer: LGBTQ Youth and the School-to-Prison Pipeline," *Journal of Adolescent Research,* 30, no. 1 (2014): 57–82.

CSG Justice Center

School Responder Model: Four Core Components

| Form a cross-systems collaborative team | Engage families and youth | Implement a behavioral health response | Create formal structures |

CSG | Justice Center

School Responder Model: Four Guiding Principles

Trauma-informed practices
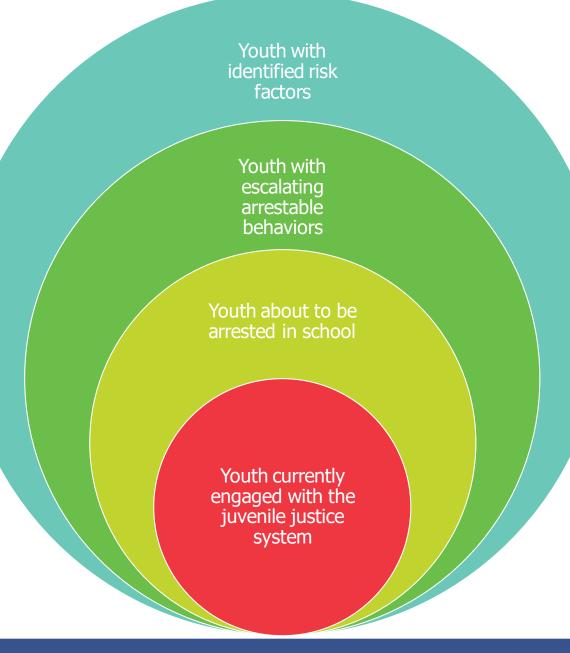
Restorative practices

Wellness and self-care

Shifting cultures

CSG | Justice Center

School-Based Behavioral Health

Youth who are in need of school-based behavioral health diversion have two key characteristics:

- They are at risk of referral to the juvenile justice system for school behaviors
- They have indicators of potential need for behavioral health supports

Youth with identified risk factors

Youth with escalating arrestable behaviors

Youth about to be arrested in school

Youth currently engaged with the juvenile justice system

SRM Outcomes

Connecticut

- 34% reduction in court referrals
- Connected 47% more students to behavioral health services than would have been connected without the SRM framework in place
- 4,300+ teachers and staff have been trained to recognize trauma and mental health concerns

Nevada

- 15% reduction in referrals to probation

Schenectady High School, New York

- 70% reduction in superintendent hearings in 2017–2018 when compared to the previous year

CSG | Justice Center

SRM Implementation

Louisiana

- Three out of four schools in the NIJ CSSI are utilizing "implementing circles" as part of their regular practice for addressing student misbehavior.

Beloit, Wisconsin

- A Safe Schools/Healthy Students grant, PBIS, restorative practices, and community partnerships (police, crisis, juvenile justice) are all previously existing resources that align with the objectives of their SRM and assist them with effortlessly implementing and integrating the SRM framework

Michigan

- Participation in parent orientation increased from 10% to 20% at one school from the 2018–2019 orientation to the 2019–2020 orientation

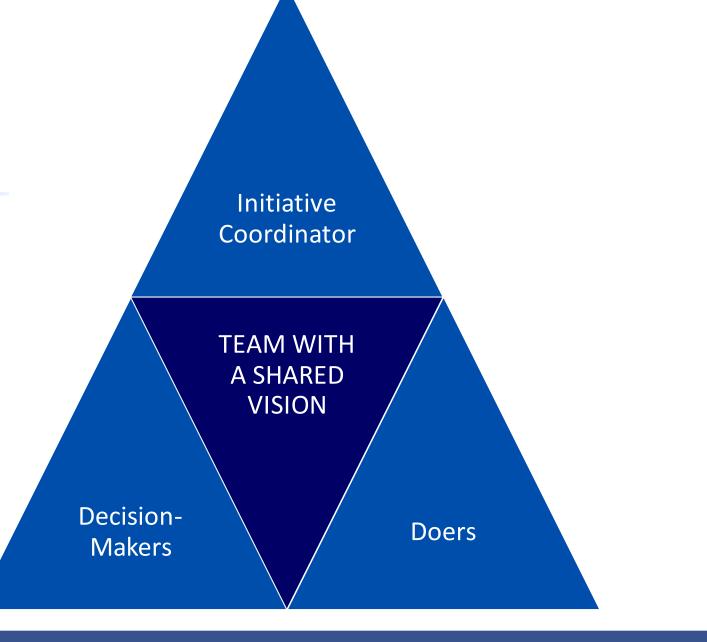CSG | Justice Center

School Responder Models and School Safety

Agenda

I. Welcome and Introductions

II. Overview of School Safety Data and Policy Change

III. School Responder Model (SRM)

IV. Behavioral Health and Justice Strategies: Cross-Systems Collaboration for Reducing School Violence
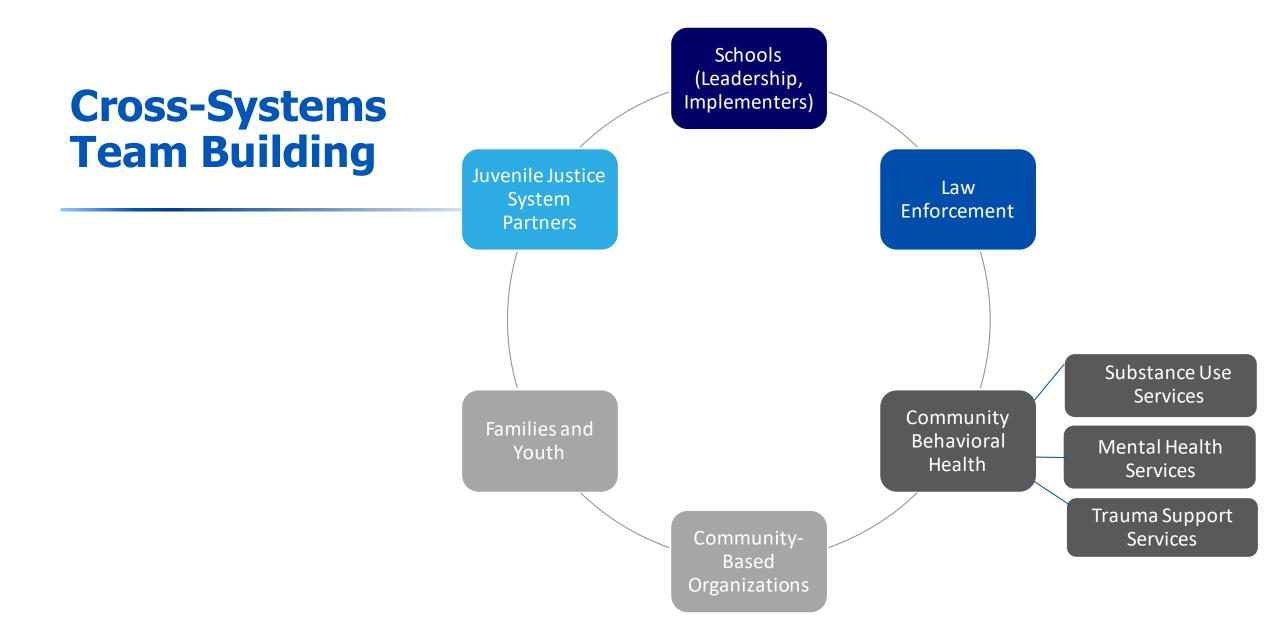
V. Questions and Answers

CSG Justice Center

Cross-Systems Team Building

Triangle diagram:
- Initiative Coordinator (top)
- TEAM WITH A SHARED VISION (center)
- Decision-Makers (bottom left)
- Doers (bottom right)

CSG | Justice Center

Cross-Systems Team Building

- Schools (Leadership, Implementers)
- Law Enforcement
- Community Behavioral Health
  - Substance Use Services
  - Mental Health Services
  - Trauma Support Services
- Community-Based Organizations
- Families and Youth
- Juvenile Justice System Partners

CSG | Justice Center

Collaboration Includes Students and Their Families

- An SRM's likelihood of success increases when:
  - Caregivers participate throughout the model
  - Parents/guardians consent to the model
  - Lived experience informs program design
  - Youth buy into the model

CSG | Justice Center

Effective Family Engagement Strategies

- Incorporate family voice in all school safety planning and quality improvement efforts

- Train staff in family engagement

- Invest in supports to address language and culture barriers

- Shift to family partnership

- Offer whole family supports

- Use parent peers to bridge the gap

CSG | Justice Center

Family Engagement as Part of Cross-Collaboration

- Family engagement is essential in supporting students who have experienced trauma

- Restorative practices create opportunities for bringing families into the school

- Higher rates of family engagement are associated with decreased likelihood of suspension **and fewer instances of violent behavior**

CSG | Justice Center

Schenectady, NY: School-Based Diversion Initiative

Andrea Tote-Freeman
District Director of Pupil Personnel Services
Schenectady City School District

Timothy P. Ferrara
Deputy Director
Schenectady County Center for Juvenile Justice

CSG | Justice Center

Schenectady City School District

Creating a "Culture of Care"

School Responder Model: Diversion Pathway

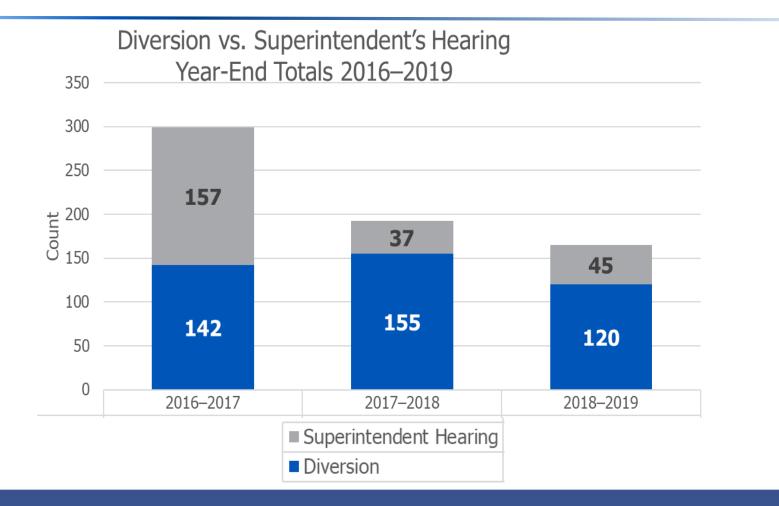Trauma Sensitive Schools

Restorative Practices

Schenectady City School District

- School-based diversion

- Pathway for at-risk youth with behavioral health needs

Data: Schenectady School District

Diversion vs. Superintendent's Hearing
Year-End Totals 2016–2019

2016–2017	Superintendent Hearing: 157	Diversion: 142
2017–2018	Superintendent Hearing: 37	Diversion: 155
2018–2019	Superintendent Hearing: 45	Diversion: 120

- Superintendent Hearing
- Diversion

Superintendent Hearings	
2016–2017 to 2018–2019	44.8% reduction
2017–2018 to 2018–2019	14% reduction

CSG | Justice Center

The Minnesota Model – Manual

THE MINNESOTA MODEL OF SCHOOL-BASED DIVERSION FOR STUDENTS WITH CO-OCCURRING DISORDERS

IMPLEMENTATION MANUAL

Minnesota Department of Human Services

CSG | Justice Center

School Responder Model Flow Chart: Example

- Preventive Efforts (pre-infraction)
  - Universal screening (behavioral health and basic needs)
  - Restorative practices implementation
- Responsive Efforts (post-infraction)
  - Infraction-based screening
  - Behavior intervention tracking
- Results
  - Decreased: suspensions, suspension days, and high-level intervention referrals

Integrating a Behavioral Health/Justice Strategy

- Youth-support focus

    ▪ Addressing needs and risk factors

- Multi-stakeholder, cross-system collaboration

    ▪ Including family and youth engagement

- Track and assess the outcome data

CSG Justice Center

Agenda

I. Welcome and Introductions

II. Overview of School Safety Data and Policy Change

III. School Responder Model (SRM)

IV. Behavioral Health and Justice Strategies: Cross-Systems Collaboration for Reducing School Violence

V. Questions and Answers

School Safety and Collaboration: Building a Behavioral Health and Justice Response

Questions & Answers

CSG | Justice Center

School Safety Resources

- National Center for Youth Opportunity and Justice

- Youth Violence Prevention, Centers for Disease Control and Prevention

- Supporting Safe Schools, Community-Oriented Policing Services (COPS) Office, U.S. Department of Justice

- CrimeSolutions.gov, National Institute of Justice

- International Association of Chiefs of Police

- National Sheriffs' Association

- CASEL

- National Center for Safe Supportive Learning Environments

- Final Report of the Federal Commission on School Safety, U.S. Department of Education and U.S. Department of Homeland Security

CSG | Justice Center

Contact Information

- David Adams, *Senior Policy Advisor, Bureau of Justice Assistance, U.S. Department of Justice* David.Adams@usdoj.gov

- Dr. Crystal Brandow, *Senior Project Associate, National Center for Youth Opportunity and Justice* cbrandow@prainc.com

- Tim Ferrara, *Deputy Director, Schenectady County Center for Juvenile Justice* timothy.ferrara@schenectadycounty.com

- Avery Irons, *Senior Project Associate, National Center for Youth Opportunity and Justice* arions@prainc.com

CSG | Justice Center

Contact Information

- Felicia Lopez Wright, Policy Analyst, Behavioral Health, *The Council of State Governments Justice Center* fwright@csg.org

- Andrea Tote-Freeman, *District Director of Pupil Personnel Services, Schenectady City School District* ToteA@Schenectady.k12.ny.us

- Dr. Allison Upton, *Project Manager, Behavioral Health, The Council of State Governments Justice Center* aupton@csg.org

Thank You!

Join our distribution list to receive updates and announcements:

www.csgjusticecenter.org/subscribe

For more information please contact fwright@csg.org