Overview

1. Safety concerns have stimulated widespread changes in schools.
2. Students are safe at school.
3. Prevention works.
4. Threat assessment can help prevent violence and reduce suspensions.

School shootings are so traumatic that they skew perceptions of school safety and convince the public and policymakers that there are dramatic needs for security measures.

Building Security Measures

- Bullet-Proof Building Entrances
- Metal detectors and x-ray screening
- Security and Police Officers
Building Security Measures

Security Cameras

Camera Monitoring Systems

Increased use of firearms for school security

Gun group offers training for Utah teachers

Extra security in Hillsborough schools would cost $4 million

School security measures could cost millions locally

Additional Florida School Security Could Cost $100 Million

School security wish list would cost Marion County $160M
Armed guards in every Minn. school would cost $138 million
NRA proposal would cost state schools about $138 million

(DelAngelis, Brent, & Ianni, 2011)

Extra security in Hillsborough schools would cost $4 million

School security measures are expensive and deprive schools of resources that could be allocated to preventive measures such as anti-bullying programs and counseling services.

Armed guards in every Minn. school would cost $138 million
NRA proposal would cost state schools about $138 million
Every Pupil dollar spent for Security is a Pupil dollar NOT spent for Instruction.

School Shooter Drills Are Widely Practiced

434-924-8929
Students are involved in shooter drills.

Simulated Injuries

Some schools hold monthly lockdown drills.

The risk of school violence is exaggerated; Our schools are safe.
Annual Gun Toll
- 31,000 deaths
- 78,000 injuries
109,000 total
300 Shootings per day

Shooting deaths from: National Vital Statistics:

Homicides At School vs Outside of School
Ages 5-18

Sources: CDC National Center for Health Statistics and School Associated Violent Death Surveillance Study (All annual totals are approximate, using the school year for school homicides and the calendar year for non-school data).

School-Associated Violent Deaths
1992-2010

2013 data from CDC School-Associated Violent Death Study -
http://www.cdc.gov/violenceprevention/youthviolence/schoolviolence/savd.html

What Can Be Done About School Shootings?
A Review of the Evidence
Randy Bonzer, Dewey Cornell, William Modzeleski and Shane R. Jernigan

“Any given school can expect to experience a student homicide about once every 6,000 years.”

Prevention of Youth Violence in Schools
Dewey Cornell and Angela Ciolfi

School violence has declined.

Risk of Violence is Exaggerated: Schools are Safe

- School-age homicides rarely occur at school
- Most homicides occur in residences and other locations
- School violence has declined.

Can we prevent school violence?

Prevention means “to keep something from happening”

Crisis response is not prevention.

Prevention must start before the gunman is at your door.

A crisis occurs when prevention has failed.
Critics say, “We can’t predict who will be violent, so prevention is not possible.”

However,

Prevention does not require prediction. We cannot predict who will have an accident, but safety regulations make safer roads, cars, and drivers.

Prevention does not require prediction. We cannot predict who will get cancer, but we can identify risk and protective factors that reduce cancer rates dramatically.

Intensive Interventions
- At-risk students
- Students with very serious behavior problems
- Clear and consistent discipline
- Positive behavior support system
- School security program
- Programs for bullying and teasing
- Character development curriculum
- Conflict resolution for peer disputes

Schoolwide Prevention
- All students
- Students with some problem behaviors
- Intensive monitoring and supervision
- Ongoing counseling
- Community-based treatment
- Alternative school placement
- Special education evaluation and services
- Social skills groups
- Restorative schooling
- Mentoring and other academic support
- Special education evaluation and services

3 Levels of Prevention

The Effects of School-Based Intervention Programs on Aggressive Behavior: A Meta-Analysis
 Reviewed 221 studies of diverse school-based violence prevention programs
 Average effect size = .25 for demonstration programs, which would reduce fighting 50% in a typical school

- Routine practice programs much less effective than demonstration programs (ES .10 vs .25)
- Need to study routine school practices.

May 1, 2014

Prevention of Youth Violence in Schools
Dewey Cornell and Angela Ciolfi

434-924-8929
Effectiveness of school-based programs to reduce bullying: a systematic and meta-analytic review
Maria M. Ttofi - David P. Farrington

44 evaluations
Bullying decreased 20-23%
Victimization decreased 17-20%

Numerous Effective Programs

- Anger management
- Bullying prevention
- Conflict resolution
- Family therapy
- Parenting skills
- Problem-solving
- Social competence
- Substance abuse resistance
- Etc.

FBI Recommendations on School Violence

"Although the risk of an actual shooting incident at any one school is very low, threats of violence are potentially a problem at any school. Once a threat is made, having a fair, rational, and standardized method of evaluating and responding to threats is critically important.”
(FBI report p 1)

How should schools respond when a student threatens violence?

Secret Service/DOE Recommendations:

- Create a planning team to develop a threat assessment program.
- Identify roles for school personnel.
- Clarify role of law enforcement.
- Conduct threat assessments of students who make threats of violence.

434-924-8929
**Threat Assessment**

1. **Identification** of threats made by students.
2. **Evaluation** of seriousness of threat and danger it poses to others, recognizing that all threats are not the same (e.g., toy guns are not dangerous).
3. **Intervention** to reduce risk of violence.
4. **Follow-up** to assess intervention results.

**Team roles**

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal or Assistant Principal</td>
<td>Leads team, conducts Step 1.</td>
</tr>
<tr>
<td>School Resource Officer</td>
<td>Advises team, responds to illegal actions and emergencies.</td>
</tr>
<tr>
<td>Mental Health Staff</td>
<td>Team member to conduct mental health assessments.</td>
</tr>
<tr>
<td>(School counselors, psychologists, social workers)</td>
<td>Team member to take lead role in follow-up interventions.</td>
</tr>
<tr>
<td>Not required to serve on team</td>
<td>Report threats, provide input to team. No additional workload.</td>
</tr>
<tr>
<td>Teachers, aides, other staff</td>
<td></td>
</tr>
</tbody>
</table>

School divisions may further specify team roles and include other staff to meet local needs.

**Threat Reported to Principal**

1. Evaluate Threat.
2. Decide if threat is clearly transient or substantive.
3. Respond to transient threat.
4. Decide if the substantive threat is serious or very serious.
5. Respond to serious substantive threat.
7. Follow up on action plan.

**Transient Threats**

1. Evaluate Threat.
2. Decide if threat is clearly transient or substantive.
3. Respond to transient threat.
4. Decide if the substantive threat is serious or very serious.
5. Respond to serious substantive threat.
7. Follow up on action plan.

**Very Serious Substantive Threats**

1. Evaluate Threat.
2. Decide if threat is clearly transient or substantive.
3. Respond to transient threat.
4. Decide if the substantive threat is serious or very serious.
5. Respond to serious substantive threat.
7. Follow up on action plan.

**Available from sopriswest.com**

- Legally defensible procedures for responding to student threats
- Step-by-step guidelines and decision-free
- Research-based and field-tested
- Covers K-12, regular and special education

**Guidelines for Responding to Student Threats of Violence**
Research on Threat Assessment

1. Initial field-test study in Charlottesville and Albemarle
2. Memphis field test
3. High school climate study
4. High school suspension study
5. Randomized controlled trial

Randomized Controlled Trial

- 40 schools (K-12)
- Randomly assigned
- 1 year follow-up
- 201 students

Randomized Controlled Trial

Students in threat assessment schools...
- Received more counseling
- More parent involvement
- Fewer long-term suspensions
- Fewer alternative placements

Logistic regression odds ratios: 3.98, 2.57, .35, and .13

2013 NREPP Listing

Virginia Public Schools

133 school divisions
2,002 public schools
1.2 million students

OVERVIEW OF PART 2

• From Punishment to Prevention
• Use of Threat Assessment
• Other Legal Developments

DISCIPLINE IS TEACHING.

• According to Merriam-Webster, discipline means “punishment.”
• Originally, the Latin word was
  – *Disciplina* means teaching, learning
• Therefore, discipline is teaching – learning right from wrong, and respecting the rights of others.

FROM PUNISHMENT TO PREVENTION

Virginia Schools Using Virginia Guidelines

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>35</td>
</tr>
<tr>
<td>2002-03</td>
<td>102</td>
</tr>
<tr>
<td>2006-07</td>
<td>374</td>
</tr>
<tr>
<td>2007-08</td>
<td>603</td>
</tr>
<tr>
<td>2008-09</td>
<td>1127</td>
</tr>
<tr>
<td>2009-10</td>
<td>1194</td>
</tr>
<tr>
<td>2010-11</td>
<td>1068</td>
</tr>
</tbody>
</table>

Source: UVA training records and Safety Audit Survey records

LATELY, DISCIPLINE MEANS SUSPENSION FROM LEARNING!

• 3.58 million students suspended or expelled, many more than once
• Black students (16%) suspended and expelled at a rate 3 times greater than white students (5%)
• Students w/ disabilities more than twice as likely to receive OSS (13%) than students w/o disabilities (6%)
• 7,500 preschoolers suspended!

Source: Civil Rights Data Collection (2014)

School shootings have transformed school safety and discipline.

(APA Zero Tolerance Task Force, 2008; Cornell, 2006)
THE EXPANSION OF ZERO TOLERANCE

From No Guns to
- No Toy Guns
- No Nail clippers
- No Plastic utensils
- No Finger-pointing
- No Jokes
- No Drawings
- No Rubber band shooting

No Accidental violations

ZERO TOLERANCE

A policy that mandates a severe punishment that is applied to all violations regardless of the circumstances.

From APA Zero Tolerance Task Force Report, 2006

ZERO TOLERANCE SUSPENSIONS AFTER THE NEWTOWN SHOOTINGS

6 year old pointed finger and said “pow!”

http://www.sott.net/article/255552-6-year-old-suspended-for-pretend-gunshot

Students are suspended for trivial misbehavior.

Suspension Practices

Suspension is a practice that has more negative than positive effects on students:
- Fall behind in their classes
- Feel alienated and rejected
- Continue to misbehave and be suspended
- Drop out of school
- Juvenile court involvement

The school-to-prison pipeline

CYCLE OF FAILURE

Out-of-School Suspension → Falling Behind Academically

Acting Out → Work Avoidance
SUSPENSION IS EXPENSIVE!

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost (per year except where indicated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time processing disciplinary referrals</td>
<td>$13,200 to $17,300 per school saved by implementing ESD</td>
</tr>
<tr>
<td>Increased chance of referral to special education</td>
<td>$16,663 per student in special education*</td>
</tr>
<tr>
<td>Increased chance of repeating grades</td>
<td>$10,793 per pupil</td>
</tr>
<tr>
<td>Increased chance of dropping out</td>
<td>$582,000 per dropout in lifetime social and fiscal costs</td>
</tr>
</tbody>
</table>

*R2000 data adjusted for inflation using U.S. Dept of Labor Inflation Calculator

WHAT EXPLAINS THE DISCIPLINE GAP?

RULED OUT:
- Poverty. Socioeconomic status is a significant predictor of a school's rate of suspension, but not disparity.
- Differential behavior. Race and ethnicity are significant predictors of disciplinary action, even when controlling for student misbehavior.
- Principal attitudes toward zero tolerance. The principal's endorsement of zero tolerance is associated with moderately higher rates of suspension, but not with the size of disparity.

RACIAL DISPARITY IN SUSPENSIONS

No simple explanation, no single solution.

Most promising strategies:
- Reduce use of suspension
- Improve teacher-student relationships
- Use threat assessment approach

WHAT EXPLAINS THE DISCIPLINE GAP?

POSSIBLE CAUSES:
- Resource inequities.
- Poor school climate.
- Differential selection and processing.

PREVENTION V. PUNISHMENT: Threat and Punishment, Zero Tolerance, and Moral Imagination

*Justice, Memory, and Power in the U.S. School

Dewey Cornell

Angela Ciolfi

May 1, 2014

434-924-8929
Prevention of Youth Violence in Schools
Dewey Cornell and Angela Ciolfi

May 1, 2014

434-924-8929

USING THREAT ASSESSMENT SAFELY AND FAIRLY

1. DON’T OVER-REACT.

Virginia High School Student Suspended for Spitballs

Virginia high school honours student was suspended for the rest of the school year for blowing plastic spitballs through a hollowed-out pen at people’s backpacks during lunch. The student was charged with three counts of assault.

Source: FoxNews.com

2nd-Grade Boys, Booted for Pointing Pencils Like Guns

Seven-year-old Christopher and his classmate were suspended for making shooting noises while pointing pencils at each other. The boys’ homeplay violated Suffolk Public Schools’ zero-tolerance gun policy.

Source: HuffPost

2. PROTECT CONFIDENTIAL INFORMATION

- FERPA & HIPAA:
  - Prevent disclosure of education & medical records
  - Consent or “health & safety” exception

3. CLARIFY THE ROLE OF LAW ENFORCEMENT

- Model MOUs between schools and law enforcement
- Use court referrals only as a last resort.

Short-term Suspensions for Zero Tolerance vs Threat Assessment Schools

<table>
<thead>
<tr>
<th>Suspensions per 1,000 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero Tolerance</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>20.7</td>
</tr>
<tr>
<td>11.6</td>
</tr>
<tr>
<td>5.2</td>
</tr>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

Long-term Suspension Rates for Zero Tolerance vs Threat Assessment Schools

<table>
<thead>
<tr>
<th>Suspensions per 1,000 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero Tolerance</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>12</td>
</tr>
<tr>
<td>9</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

Average rates across 600 schools, statistically adjusted for school size and percentage of students receiving free/reduced-price meals.
PROTECT STUDENT RIGHTS

- Due Process (Goss v. Lopez)
- IDEA & 504
- State constitutional right to free public education
- State constitutional may guarantee fundamental right to education

IMPLEMENT EFFECTIVE LONG-TERM SOLUTIONS

LEGAL AND OTHER DEVELOPMENTS

CIVIL RIGHTS DATA COLLECTION 2011-12

http://ocrdata.ed.gov/DistrictSchoolSearch

U.S. DOJ & DOE JOINT GUIDANCE


2011: N.C. PROHIBITS ZERO TOLERANCE POLICIES
2012: COLORADO IMPLEMENTS PROPORTIONATE DISCIPLINE AND EMPHASIZES PREVENTION

[Image:预防年轻暴力的学校}

2012: MASSACHUSETTS REQUIRES SERVICES DURING REMOVAL

- §7.03 (Education Services and Academic Progress under Sections 37H, 37H½, and 37H¾)
- Any student who is serving an in-school suspension, short-term suspension, or long-term suspension, or expulsion shall have the opportunity to earn credits, make academic progress, and return to school. This opportunity shall be provided in a manner consistent with the academic standards and curriculum frameworks established for all students under G.L. c. 69, §§ 1D and 1F.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

(3) The principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall describe the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under G.L. c. 69, §§ 10 and 11.

(4) Final regulations adopted April 29, 2014.

http://youthviolence.edschool.virginia.edu