VDOE Equity Summit

Courageous Connections:
Discipline, Race, and Achievement

Kenneth Alonzo Anderson, Ph.D.
August 6, 2020
Overview

Introduction

History

Rethinking the Roles of SROs

Snapshot of VDOE’s Recent History

Nontraditional Wellness Strategies

Research/Policy Brief

Key Takeaways / Call to Action

Questions
History / Evolution of Policing and School Resource Officers

- Pre-1950s
- 1950s
- 1960s
- 1970s
- 1980s
- 1990s
- 2000s
- 2010s
Interactions between schools and law enforcement were generally informal and by request.

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Three Key States for SROs
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Pre-1950s: Interactions between schools and law enforcement were generally informal and by request.

1950s: First SRO program emerged in Flint, MI (not full agreement on which one was first).

1960s: SROs of today can be traced back to Tucson, AZ.

1970s: Special legislation authorized sworn officers to carry out all law enforcement activities in schools. Marked a rise in school district police departments.


2000s: The Violent Crime Control and Law Enforcement Act of 1994 – C.O.P.S. Amendment established a federal definition of SROs and grant programs for SROs.

2010s: Predictive Policing – Considered a "Scientific" Veneer of Racism by many mathematicians.
History / Evolution of Policing and School Resource Officers

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Hit Hard

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City's first school resource officer, retired police Lt. Bedient, dies at 52

By Ernie Heitsle
The Arizona Daily Star

Funeral services for Kendall C. Bedient, the first police officer to go into Tucson schools to prevent juvenile delinquency, will be held at 11 a.m. tomorrow at Adair Funeral Home chapel, 1000 N. Dodge Blvd.

Bedient, 52, died Friday at Veterans Hospital, apparently of a longtime heart ailment, his wife, Lorna, said yesterday.

Bedient was born in Albion, Mich., graduated from Michigan State University and served in the Navy during the Korean War.

He joined the Tucson Police Department in 1960 and rose to the rank of lieutenant before retiring for medical reasons in 1978.

Until his death, he was a security-training coordinator for the Scottsdale-based Tatt Companies.

In 1969, Bedient became Tucson's first school resource officer in an experimental program that later became permanent.

Working out of Manford Junior High School and five "feeder" elementary schools, he carried out the program that was designed to prevent juvenile delinquency.

Seldom wearing a uniform, he spoke in classes about crime and law enforcement, and he made himself available to listen to students, many of whom had never spoken with a police officer before.

In the program's first year, it was credited with reducing the number of referrals to Pima County Juvenile Court authorities by 25 percent.

"Ken was well-educated, and had a personality that I thought would fit with the faculty, students and other interested groups," former Police Chief Bernard L. Garman said yesterday.

"He was an exemplary officer who performed his duties as a school resource officer very well."

Bedient headed the Police Department's communications division before transferring to the uniform division in 1975.

Besides his wife, he is survived by his sons, Cameron of Phoenix and Kenneth Scott of Tucson; a daughter, Laura Muñoz, of Tucson; his mother, Elizabeth, of Tucson; a brother, Blair, of Michigan; and four grandchildren.

Before the services tomorrow, friends may visit from 5 to 7 p.m. today at the funeral home.
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- Rise in school district police departments

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2010s
Palm Beach County School District Police

Quick Links

- School Police
- Behavioral and Mental Health
- Bias-Based Profiling
- Caring First
- Crime Stoppers
- Fingerprinting and Badges
- FortifyFL

School Police

The Palm Beach County School District Police Department was created by a Special Legislative Act which authorized the appointment of sworn Police Officers to carry out all Law Enforcement activities throughout the District’s schools and facilities. It was established in 1972 when the School Board made the decision to take a proactive approach to provide safe schools for the students and staff of Palm Beach County. As an integral part of the District’s effort to provide a secure environment for learning, our employees are dedicated to the idea that we can make a difference in the lives of Palm Beach County’s children. By placing a greater emphasis on successful crime prevention and diversion programs, we make our schools stronger and our community a better place to live.
1970s - Represented a shift in philosophy from night patrols and property preservation to daytime student/staff protection
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- Rise in school district police departments

1980s

- Crack cocaine epidemic
- Hardline public policy responses
- Black families hit hard

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Amendment established a federal definition and grant programs for SROs.
Test Your Knowledge

How Many Roles are Defined in the Official Federal Definition of School Resources Officers?

3, 4, 5, 6, 7, or 8?
Federal Definition of School Resource Officers

Defines "school resource officer" to mean a career law enforcement officer, with sworn authority, deployed in community-oriented policing, assigned by the employing police department or agency to work in collaboration with schools and community-based organizations to…
Federal Definition of School Resource Officers

1) address crime and disorder problems, gangs, and drug activities affecting or occurring in or around an elementary or secondary school;
2) develop or expand crime prevention efforts for students;
3) educate likely school-age victims in crime prevention and safety;
4) develop or expand community justice initiatives for students;
5) train students in conflict resolution, restorative justice, and crime awareness;
6) assist in the identification of physical changes in the environment that may reduce crime in or around the school; and
7) assist in developing school policy that addresses crime and recommend procedural changes.
Virginia’s Definition

"School resource officer" means a certified law-enforcement officer hired by the local law-enforcement agency to provide law-enforcement and security services to Virginia public elementary and secondary schools.

4 Major Roles of SROs

- Law Enforcer
- Informal Counselor
- Educator
- Emergency Manager

U.S. Department of Justice
Often One Dominant Role

• Juvenile judges wrote an article entitled “When did making adults mad become a crime?”

• Primary role of sworn officers is to make arrests when there is probable cause.

Law Enforcer
Informal Counselor Example –
6th Months After Michael Brown was Killed in Ferguson, Missouri

Clip of Beyond the Badge: Profile of a School Resource Officer – Start at 5:41
Informal Counselor Example

Questions To Consider

1. Whose role is this?
   
   …School counselor, the officer, school psychologist, someone else?

2. Was this a missed opportunity for the mental health professionals in the school?

3. Do you have SROs in your school who could facilitate such a meeting?

4. What are the tradeoffs of selecting one professional versus the other?
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- Opioid epidemic
- More humane public policy responses
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Predictive Policing – Considered a “Scientific” Veneer of Racism by many mathematicians
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- **2010s**
  - Predictive policing – considered a “scientific” veneer for racism” by many mathematicians
A pioneer in predictive policing is starting a troubling new project

Pentagon-funded research aims to predict when crimes are gang-related

By Ali Winston and Ingrid Burrington | Apr 26, 2018, 1:36pm EDT
Academics Confirm Major Predictive Policing Algorithm is Fundamentally Flawed

PredPol uses an algorithm based on earthquake prediction to “predict crime.” Academics say it’s simplistic and harmful.
Why Hundreds of Mathematicians Are Boycotting Predictive Policing

Some academics are calling the controversial practice a "scientific veneer for racism."

BY COURTNEY LINDER   JUL 20, 2020
Understanding VDOE’s Recent History

Yearly Offenses Reported to VDOE

*Conservative estimates due to suppression rules. For training purposes only.
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Understanding VDOE’s Recent History

° In 2015, the Center for Public Integrity reported that Virginia ranked #1 in referrals to law enforcement.

° Re-analysis of the data by Professor Gerald Lawson (Virginia Tech) found that “of the students who were “reported” to the police, only 14 percent actually ended up before a juvenile-intake officer.” (The Root)

TEXTBOOK EXAMPLE OF OVERPOLICING
Understanding VDOE’s Recent History

*Conservative estimates due to suppression rules. For training purposes only.*
Understanding VDOE’s Recent History

Yearly Charges Filed by Race

- American Indian
- Asian
- Black
- Hispanic
- White
- Native Hawaiian
- Two or More Races

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Understanding VDOE’s Recent History

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Three-Year “Law Enforcement to Charges” Rate

<table>
<thead>
<tr>
<th>Region</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Region 1 - East Central</td>
<td>12.07%</td>
</tr>
<tr>
<td>Region 2 - Eastern Shore</td>
<td>6.25%</td>
</tr>
<tr>
<td>Region 3 - Northern Neck</td>
<td>8.99%</td>
</tr>
<tr>
<td>Region 4 - Northern</td>
<td>14.61%</td>
</tr>
<tr>
<td>Region 5 - North Central</td>
<td>13.16%</td>
</tr>
<tr>
<td>Region 6 - West Central</td>
<td>14.12%</td>
</tr>
<tr>
<td>Region 7 - Western</td>
<td>12.58%</td>
</tr>
<tr>
<td>Region 8 - South Central</td>
<td>10.58%</td>
</tr>
</tbody>
</table>

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Psychological Effects of Negative Policing Experiences
importance of history

° Researchers have noted:
  • History and critical junctures shape political institutions (such as schools)
  • History and critical junctures enable a more complete theory of the origins of differences in poverty and prosperity

° Shows how policing in schools has evolved (informal to formal, minimal to expanded roles)

° Historical events and VDOE’s recent history reflect over-policing experienced by many Black families

° Thus, no matter how skilled an SRO may be, decisions to use SROs bring societal baggage and issues of mistrust
“Elephant in the Room”

There has been a lot said about officers killing unarmed Black men.

Why are so many Blacks killing other Blacks?

Response:

‘For the same reason, they see no value!’

- David Banner
Why is it important to focus on nontraditional forms of wellness???

Just like the bullied can become bullies…the oppressed can become the oppressors.

(e.g. denial to a proper education, hiring/housing discrimination, etc.)
Racial Identity

Key Topics

- Cultural Mistrust
- Identity Development
- White Educator Influences on Racial Identity
- Self-Consciousness
- Attitudes
- Acculturative Stress
- Perceived Racism
- Responses to Racism

Seminal Paper:
5 Most Frequent Incidents for Black Students in VA (2018-2019)

1. Fighting: Mutual Contact-No Injuries/No Medical
2. Classroom or Campus Disruption
3. Defiance of Authority/Insubordination
4. Minor Physical Altercation
5. Disruptive Demonstrations
Defining and Interpreting Discipline Categories

1. Fighting: Mutual Contact-No Injuries/No Medical
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3. Defiance of Authority/Insubordination
4. Minor Physical Altercation
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What Can We Do?

1. Engage your teams, students, and external stakeholders about appropriate forms of law enforcement engagement (MOU - important policy lever)

2. Have meaningful and difficult conversations about policing and cultural concerns in various communities (not just “Black” communities)

3. Employ discrepancy frameworks to inform local pattern or practice investigations (e.g. “retrain/redirect the quick-to-call police staff”)
What Can We Do?

4. Ensure that your staff is competent in nontraditional forms of support such as racial identity

5. Evaluate your claims and expand notions of safety

6. Embed meaningful conflict resolution strategies across the curriculum (include the adults)
Use Discrepancy Frameworks

° Set of tools that allow comparison of issues from multiple perspectives
° Collect traditional/novel data and compares responses across groups.
° Create opportunities to hear from various stakeholders such as students, parents, staff, teachers, and SROs to create a more holistic picture of school safety, climate, and operations
° Provide tools to hold districts and states accountable
° Allow communities to better understand school safety
Job Description (Assistant Principal)

Excerpt of Duties

• Demonstrates principled leadership and decision making;
• Assumes a leadership role in the school that reflects the skills outlined in the Professional Standards for Educational Leaders;
• Exercises initiative in curriculum development and planning of professional development programs within the school;
• Prepares the annual budget request for the school;
• Ensures that effective human relations are developed and practiced;
• Renders technical support and/or administrative assistance to other administrators;
• Assures adherence to Board policies and establishes procedures as necessary;

Excerpt of Qualifications

• Eligible for and hold, prior to appointment, the Maryland State Department of Education Certification for Administrator II;
• Three (3) years of successful school-based administrative experience;
• Five (5) years of successful teaching experience;
• Ability to develop effective work teams;
• Extensive knowledge of school organization and administration with special emphasis on teaching techniques, supervision, and curriculum development;
• Familiarity with the outcomes and indicators of the Professional Standards for Educational Leaders, Every Student Succeeds Act, and other federal and state initiatives;

Source: Indeed
Job Description (School Resource Officer)

Excerpt of Duties

Excerpt of Qualifications/Ongoing Training

Has your district defined the SRO roles like other positions?
Evaluate Your Claims!

Does more policing make middle schools safer?

Kenneth Alonzo Anderson - Thursday, November 8, 2018
Initial and Follow-up Study: 16 Mandatory Disciplinary Acts vs. 9 Violent Crimes

° Conducted statewide study of North Carolina Senate Bill 402, Section 8.36
° Matching grants for SROs for elementary and middle school
Number of Violent Acts per School
Trends between districts who received the matching SRO grants and those who did not.
Initial vs. Follow-up Study: 16 Mandatory Disciplinary Acts vs. 9 Violent Acts

° In both the initial and follow up study, found no significant changes in disciplinary acts or violent acts that must be reported to the state after grant program was implemented

° Suggests that prior spending levels would likely have generated similar outcomes

° Strategic SRO investments may be appropriate, but “overinvestment” is problematic
Call to Action
INEQUITY IN THE USE OF MECHANICAL RESTRAINT IN THE UNITED STATES
(Percentage of Cases where Mechanical Restraint is Used vs. Percentage of Student Population)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Mechanical Restraint</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two or More Races</td>
<td>3.4%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0.1%</td>
<td>0.4%</td>
</tr>
<tr>
<td>White</td>
<td>29.6%</td>
<td>48.9%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>15.4%</td>
<td>30.0%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>25.8%</td>
<td>35.1%</td>
</tr>
<tr>
<td>Asian</td>
<td>5.0%</td>
<td>5.0%</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>1.4%</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

Figure 1

Source: Civil Rights Data Collection (2015-2016)
INEQUITY IN THE USE OF PHYSICAL RESTRAINT IN THE UNITED STATES
(Percentage of Cases where Physical Restraint is Used vs. Percentage of Student Population)

Two or More Races: 2.0% (3.5%)
Native Hawaiian or Other Pacific Islander: 0.1% (0.4%)
White: 51.7% (48.9%)
Black or African American: 15.4% (27.4%)
Hispanic or Latino: 13.5% (25.8%)
Asian: 1.0% (5.0%)
American Indian or Alaskan Native: 1.2% (1.0%)

Source: Civil Rights Data Collection (2015-2016)
Recommendations from Policy Brief

**FEDERAL REFORM**

1. Increase transparency by closing loopholes
2. Expand the Department of Education’s initiative on restraints to include a focus on racial disparities
3. Demand greater accountability for school resource officers (SROs) and the Community Oriented Policing Services (COPS) program

**STATE AND LOCAL**

4. Employ a discrepancy framework
5. Require states to collect and clearly report their own discipline and safety data
6. Employ local pattern or practice investigations for police, districts, and schools
7. Establish transparent pictures of school-based policing across state and local levels
Key Takeaways

ONE: Know your story and why it matters? What is the history of SROs in your local context?

TWO: Remember that SROs are only one component of a larger school safety program. How will you make (and evaluate) decisions to allocate resources?

THREE: Rethink the roles of all professionals, not just SROs.

FOUR: Can the public easily follow the money in your district? Consider clear and separate categories for SRO funds.

FIVE: Consider alternative forms of suspension (e.g. bring back detention that includes meaningful intervention).

SIX: Stay focused on improving academic achievement (consider divesting from these get “test rich” programs and consider one-on-one tutoring for the neediest populations).
Questions/Discussion
References
