San Bernardino County Superintendent of Schools

Transforming lives through education

Equity Webinar Series:

Schools, Safety and SROs

Cherina Betters, Ed.D.
Chief of Equity and Access

Daniel F. Marmolejo, MA
Intergovernmental Relations Safety

Transforming lives through education

Equity Webinar Series:
Schools, Safety and SRO's

Live: Tuesday, July 21, 2020 @ 2:00pm – 3:30 pm - Zoom Webinar



Cherina Betters, Ed.D.



Daniel F. Marmolejo, MA

Welcome



Ted Alejandre

County Superintendent

San Bernardino County Superintendent of Schools

Comprehensive School Safety Plans

Provides strategies for the education and prevention of incidents, crime and violence on a school campus.

S.R.O.

School Resource Officer (Law Enforcement)

C.S.O.

Campus Security Officer (Campus Security)

School Official

Any adult in a school building, especially those with administrative powers.

SBCSS Regions

West End

(Alta Loma, Central, Chaffey, Chino, Cucamonga, Etiwanda, Mt. Baldy, Mountain View, Upland, Ontario/Montclair)

East Valley

(Colton, Redlands, Rialto, Rim of the World, Yucaipa-Calimesa, Fontana, Morongo, San Bernardino)

Desert/Mountain

(Adelanto, Apple Valley, Baker Valley, Barstow, Bear Valley, Helendale, Hesperia, Lucerne Valley, Needles, Oro Grande, Silver Valley, Snowline, Trona, Victor, and Victor Valley

Officer Guillot, Val Verde Unified School District





"What do we do as school police? We build positive relationships! We do this during recess/lunch time, we help student's w/ course work, we visit classrooms, we hold presentations w/ our school staff and many more. We love what we do! We are Val Verde Police"

-Office Guillot, SRO
Val Verde Unified School District





Corporal Tillman on the Oprah Show



Comprehensive School Safety Plan



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Equity Series: Schools, Safety and SRO's

Panelist

Rob McCoy

Director Of Safety

Chaffey Joint Unified School District

Rob McCoy served for 24 years with the San Bernardino County Sheriff's Dept. and retired as a lieutenant in 2018 to accept a position as the Director of Safety & Campus Officers for the Chaffey Joint Union High School District. Rob earned an Associate of Arts degree while proudly serving in the United States Marine Corp and earned a Bachelor of Science degree and a Master of Arts degree in Leadership and Organization Studies during his law enforcement career.

Rob's relative experience includes supervising High School and Elementary School Resource Officer programs and serving as adjunct faculty for the Victor Valley College Administration of Justice Program. Additionally, Rob served for nine years as a Board Member for the International Footprint Association, a community benefit organization whose focus is to build trust and relationships between law enforcement and the citizens and communities they serve.

Rob is honored and privileged to serve the Chaffey District and its Corp of dedicated and professional campus officers, whose collaborative focus is on creating safe and caring campus environments for students, staff and visitors to the Chaffey District.



Tuesday, July 21, 2020

2:00-3:30PM

Join us for this engaging webinar and panel discussion to hear from students, school resource officers, and school officials regarding experiences and interactions between safety officers and students. The event is hosted by the San Bernardino County Superintendent of Schools offices of Equity and Access and Intergovernmental Relations.

Equity Series: Schools, Safety and SRO's

Panelist

Dale Peters

Police Officer

Redlands Police Department

Officer Dale Peters is a 15-year veteran of the Redlands Police Department. He is currently assigned to Citrus Valley High School as a School Resource Officer. Throughout his career at RPD, Officer Peters has also worked assignments in Patrol as a Field Training Officer, the Investigative Services Bureau, and as a Task Force Officer with the Inland Regional Narcotics Enforcement Team. Officer Peters is also an advisor with Redland PD's police explorer post.

As an SRO, Officer Peters mentor's youth on making sound choices for their future as an advisor with the school's COMPACT Careers Club. The club, in association with the Redlands Rotary Club, strives to prepare its members for the future collegiate and career endeavors. In addition, Officer Peters gives numerous safety presentations on campus to warn students and parents alike about the dangers of vaping, cyberbullying, and sexting.

As an African-American male, Officer Peters believes it is vital that young Black and Brown students see someone that looks like them in law enforcement to show they do not need to distrust the police and can come to them when they are in trouble. Officer is a long-time mobile DJ and knowledgeable in various forms of music. He often debates student on Hip-Hop and R&B cultures.



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Equity Series: Schools, Safety and SRO's

Panelist and Presenter

Don English

Director Children Deserve Success

San Bernardino County Superintendent of Schools

Don English is a twenty-seven-year educator who has served in various roles with San Bernardino County Office of Education. Don has served in the roles of Director, Principal, Lead Teacher, Teacher, Grant Administrator and Grant Writer. Don has spent his entire career working with students in alternative and special education. Don has implemented extracurricular activities for those At-Promise students who no longer can participate in sports, school sponsored activities, clubs etc. Don has chaired numerous WASC teams. He continues to provide supervisors of attendance trainings, as mandated by education code, throughout the state of California. Don has presented at numerous national conferences assisting in colleagues understanding of those At Promise youth who are most at need. Don holds a master's degree in educational administration from California State University, San Bernardino. He also holds a bachelor's degree from the university of California, Berkeley.



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Equity Series: Schools, Safety and SRO's

Panelist

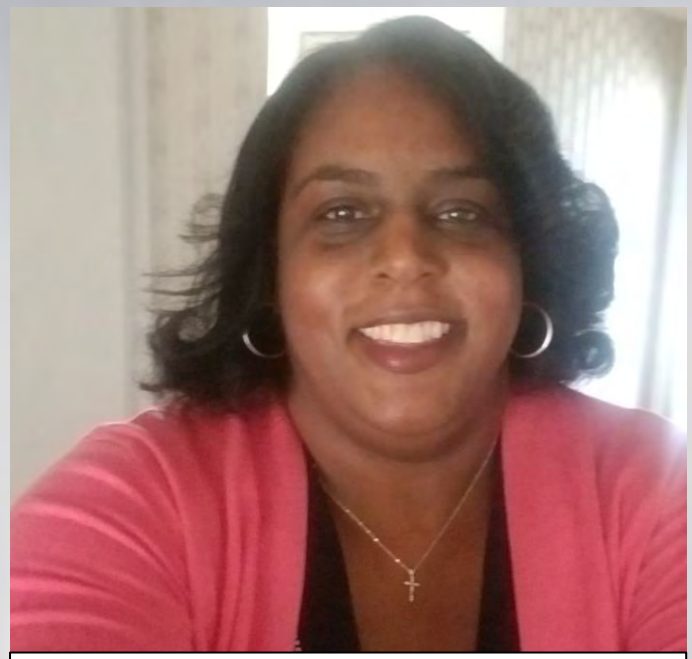
Delores Curry, Ed.D.

School Counselor

Colton Joint Unified School District

Delores A. Curry, Ed.D., is a High School Counselor at Grand Terrace High School in Colton Joint Unified School District. She has served in the counseling profession for more than 25 years. Dr. Curry was the Secondary Level Vice President for the American School Counselor Association and has presented at the San Bernardino County Superintendent of Schools Parent Summit for the past three years. Dr. Curry has served as both a Chairperson and Committee member for the Western Association of Schools and Colleges (WASC). She has worked as an Adjunct Professor for the University of Redlands, Cambridge College, and National University.

Dr. Curry received her BA in Psychology from San Diego State University; her M.S. in Counseling and Guidance from California State University, San Bernardino, and her Ed.D. in Educational Leadership from the University of Southern California. Dr. Curry is very passionate about helping people identify their passions and living life to its fullest.



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Equity Series: Schools, Safety and SRO's

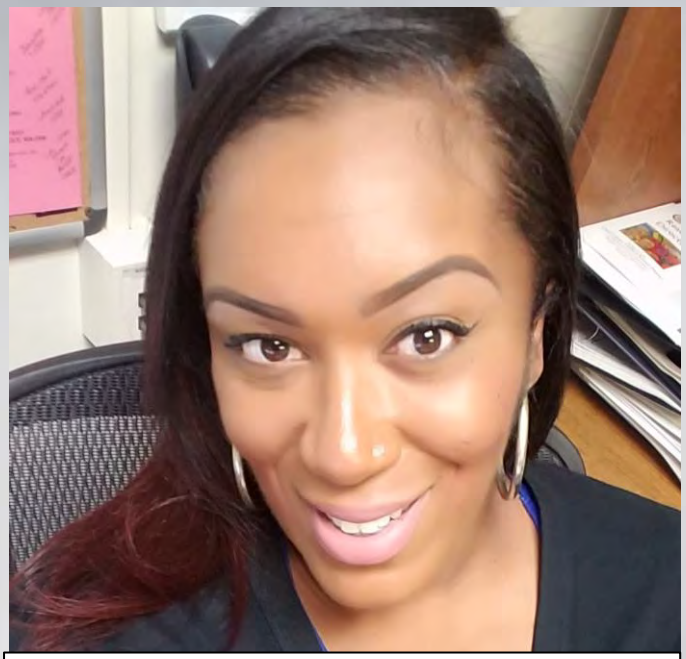
Panelist

Tiffany Hampton

Principal, Slover Mountain HS

Colton Joint Unified School District

Tiffany Hampton was born in Torrance, CA and continued to move east to the Inland Empire by 5th grade. She is a Principal in the Colton Joint Unified School District at Slover Mountain High School. Tiffany Hampton is going into her 16th year in Education. She spent 11 years as a Secondary English Teacher in the Fontana Unified School District before returning to her current district in which she attended elementary, middle, and high school. Tiffany Hampton is a champion for the underdog and a sincere advocate for equity deserved by all students. Her passion is serving those who need the most in her role as a past administrator for the Alternative High School and now at the Continuation High School.



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Equity Series: Schools, Safety and SRO's

Panelist

John Sachs

Director of Safety

Colton Joint Unified School District

John Sachs has 25 years experience in school safety and security and is the Director of the Safety and Security Services Department for the Colton Joint Unified School District (CJUSD), in Colton, California. As a Director of Safety and Security Services, Mr. Sachs oversees the CJUSD efforts to provide for student, staff, and visitor safety, property and asset protection, and school site and district office emergency planning/preparedness, and a department of over 40 employees that include campus security, patrol officers, supervisors, and clerical support. In addition to programmatic management, Director Sachs is the lead coordinator for the development and maintenance of the CJUSD Emergency Operations Center and the Emergency Operations Plan.



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Equity Series: Schools, Safety and SRO's

Panelist and Presenter

Jessica Lascano

School Psychologist, NCSP

San Bernardino County Superintendent of Schools

Jessica M. Lascano is a school psychologist with the San Bernardino County Superintendent of Schools. This is her 17th year in education and she is credentialed as a mild to moderate education specialist, school counselor, and school psychologist. She is ABA trained via the Florida Institute of Technology, a Nationally Certified School Psychologist(NASP), and a licensed Educational Psychologist. She enjoys giving back to the community, and has worked as an adjunct professor, parent trainer, social skills trainer, and university level mentor for teachers and school psychologists. Jessica has an interest in helping others to grow and is dedicated to supporting all children in their pursuit of a public education.



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Equity Series: Schools, Safety and SRO's

Panelist

Corporal Ryan Tillman

Chino Police Department

Ryan Tillman is a current Police Officer for the Chino Police Department as well as the CEO and founder of Breaking Barriers United LLC (BBU). Prior to Ryan's career as a Police Officer, he was not a fan of Law Enforcement due to negative interactions with them as he was growing up. Called to the profession by God, Ryan began his professional career in 2013 by joining the Chino Police Department. Upon completing the Field Training Program, Ryan recognized the need for more transparency and dialogue between Law Enforcement and the community and therefore, created BBU. Since its inception, Ryan has changed the perception of many citizens, as well as Police Officers, throughout the world. Ryan, recently promoted to Corporal; however, he cherishes the time he spent as a School Resource Officer at Don Lugo High School.



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Equity Series: Schools, Safety and SRO's

Panelist

Deputy David McDermott

San Bernardino County Sheriffs Department

Deputy David McDermott, First and foremost I'm a family man. Happily married with 6 kids. I'm 37 years old. I grew up in Rialto and graduated Rialto High in 2000. I attended the San Bernardino County Sheriff Academy in 2012, and graduated class of 188. Since 2012, I worked West Valley Detention Center, Central Classification Unit, Central Detention Center, and Central station(including, Loma Linda, San Manuel, grand terrace). I am currently assigned as the school resource officer at Redlands East Valley High School.



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Heritage High School, Brentwood, CA: 2016



Spring Valley High School, Columbia, South Carolina, 2015



San Jacinto High School, San Jacinto , CA: 2018



San Bernardino County Superintendent of Schools

Transforming lives through education



Exploring The Intersection of Student Discipline and School Based Law Enforcement

Jessica M. Lascano, M.A., School Psychologist, NCSP

Jessica.Lascano@sbcss.net

Understanding our Baseline

- Disproportionate amount of children of color disciplined in schools
- Problem is prevalent across regions of the state
- Problem is prevalent across the country

State Average % of Students Suspended 2019

African American



Orange

8.8% suspended at least once

Declined 0.6%

Number of Students: 352,100

American Indian



Orange

7.2% suspended at least once

Maintained 0.1%

Number of Students: 32,661

Pacific Islander



Yellow

4.5% suspended at least once

Maintained -0.2%

Number of Students: 29,120

Hispanic



Yellow

3.5% suspended at least once

Maintained -0.1%

Number of Students: 3,466,841

White



Yellow

2.9% suspended at least once

Maintained -0.2%

Number of Students: 1,448,056

Asian



Blue

1% suspended at least once

Maintained -0.1%

Number of Students: 586,729

LEARN MORE

Suspension Rate



Yellow

3.4% suspended at least once

Maintained -0.1%

EQUITY REPORT

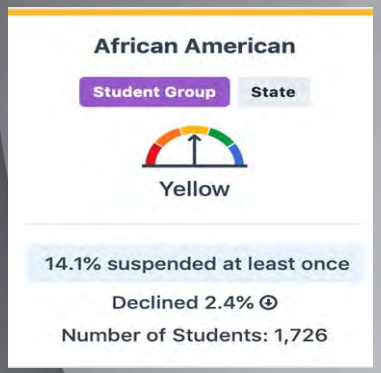
Number of Student Groups in Each Color

0	4	7	1	1
Red	Orange	Yellow	Green	Blue

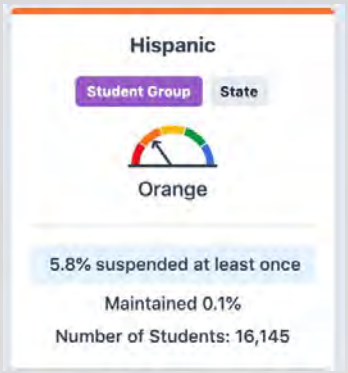
View More Details →

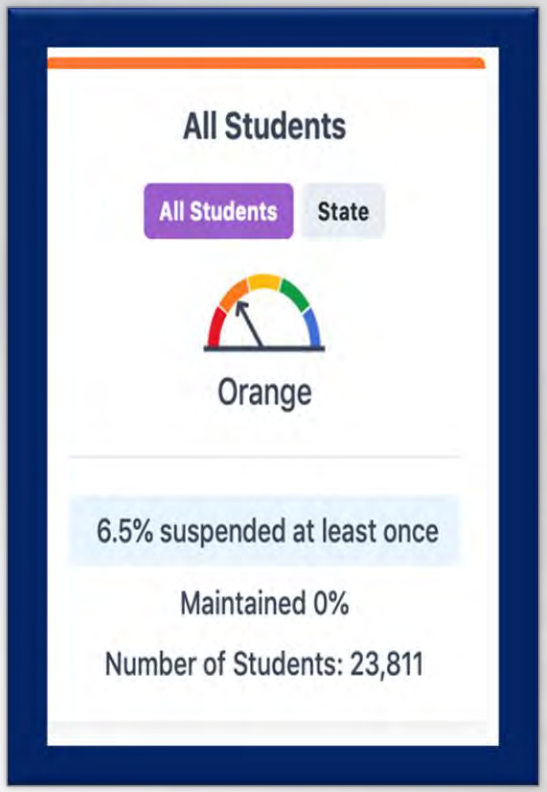
*Data from California Dashboard

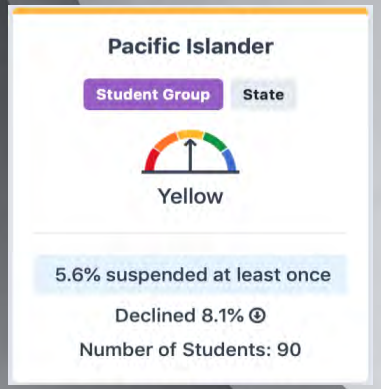
High Desert District

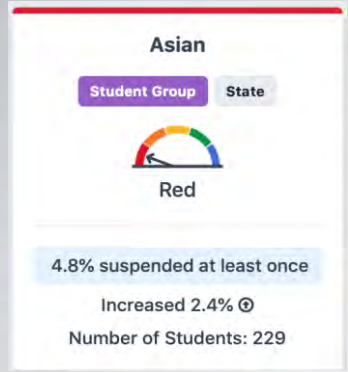


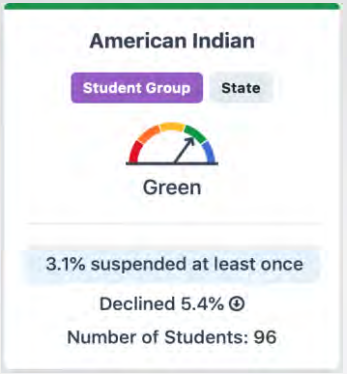












Data from California Dashboard

East Valley District

African American

Student Group | State



Red

8.9% suspended at least once

Increased 1.1%

Number of Students: 1,440

Hispanic

Student Group | State



Orange

4% suspended at least once

Increased 0.7%

Number of Students: 11,189

American Indian

Student Group | State



Green

3.7% suspended at least once

Declined 1.7%

Number of Students: 82

Pacific Islander

Student Group | State



Green

4.1% suspended at least once

Declined 1%

Number of Students: 73

White

Student Group | State



Orange

2.9% suspended at least once

Increased 0.7%

Number of Students: 5,827

Asian

Student Group | State



Blue

0.5% suspended at least once

Maintained 0.2%

Number of Students: 1,870

All Students

All Students | State



Orange

3.6% suspended at least once

Increased 0.7%

Number of Students: 22,100

Data from California Dashboard

West End District

African American

Student Group | State



Red

9.2% suspended at least once

Increased 0.8%

Number of Students: 1,965

Hispanic

Student Group | State



Orange

5.6% suspended at least once

Increased 1.2%

Number of Students: 16,070

American Indian

Student Group | State



Yellow

4.2% suspended at least once

Maintained 0%

Number of Students: 95

Pacific Islander

Student Group | State



Green

4.4% suspended at least once

Declined 3.3%

Number of Students: 136

White

Student Group | State



Yellow

3.8% suspended at least once

Maintained 0.4%

Number of Students: 4,029

Asian

Student Group | State



Blue

1.3% suspended at least once

Maintained -0.4%

Number of Students: 1,577

All Students

All Students | State



Orange

5.3% suspended at least once

Increased 0.9%

Number of Students: 25,082

Data from California Dashboard

Discipline Most Likely For ...

- Black **male** students, especially those that are **foster youth**, and those with **disabilities**
- Other students are also inappropriately disciplined **(i.e. housing insecurity, SED),** and we need to pay attention and support changes for discipline of all students
- However, we have glaring disparities when we look at the data on our African-American students (particularly our Black Boys)

From: Get Out Black Male Suspensions in California Public Schools (See Resources for Link)

While African Americans account for only 5.8% of the state's public-school enrollment, they represent 17.8% of students who are suspended in the state and 14.1% of those who are expelled. This disproportionality is only made more astonishing by examining the suspension numbers that this data account for across the state. Last year, there were 67,945 suspensions and 798 expulsions of Black students. Stated differently, in the 2016-2017 school year, there was a total of 186 suspensions and 2 expulsions of Black students per day. These data help to demonstrate why the scholarly literature is replete with critiques on suspension and expulsion practices employed in schools (Fitzgerald, 2015; Losen & Skiba, 2010; Morris & Perry, 2016). Moreover, these data indicate why much of this literature centers on the over-exposure of Black students to exclusionary discipline. No other student group experiences this type of disproportionality in discipline.

Why the Disproportionality?



GAO U.S. GOVERNMENT ACCOUNTABILITY OFFICE
441 G St. N.W.
Washington, DC 20548

March 22, 2018

The Honorable Robert C. "Bobby" Scott
Ranking Member
Committee on Education and the Workforce
House of Representatives

The Honorable Jerrold Nadler
Ranking Member
Committee on the Judiciary
House of Representatives

Students who face certain types of discipline in school may be affected in profound ways that influence their lives as adults. Starting in pre-school, children as young as 3 and 4 have been suspended and expelled from school, a pattern that can continue throughout a child's education.[1] Research has shown that students who are suspended from school lose important instructional time, are less likely to graduate on time, and are more likely to repeat a grade, drop out of school, and become involved in the juvenile justice system.[2] The effects of certain discipline events, such as dropping out, can linger throughout an individual's lifetime and lead to individual and societal costs. For example, one study of California youth estimated that students who dropped out of high school due to suspensions would result in about $2.7 billion in costs for the state, stemming from lost wages and tax revenue, increased crime, and higher

Findings from United States Government Office of Accountability with input from Department of Health and Human Services

- Implicit bias
- Stereotypes
- Cultural misunderstandings
- Subjective interpretations of behavior
- Lack trauma informed practices
- Lack of understanding of mental health issues

Based on the discipline facts we just went over, who do you think is more likely to be referred to a school police officer?

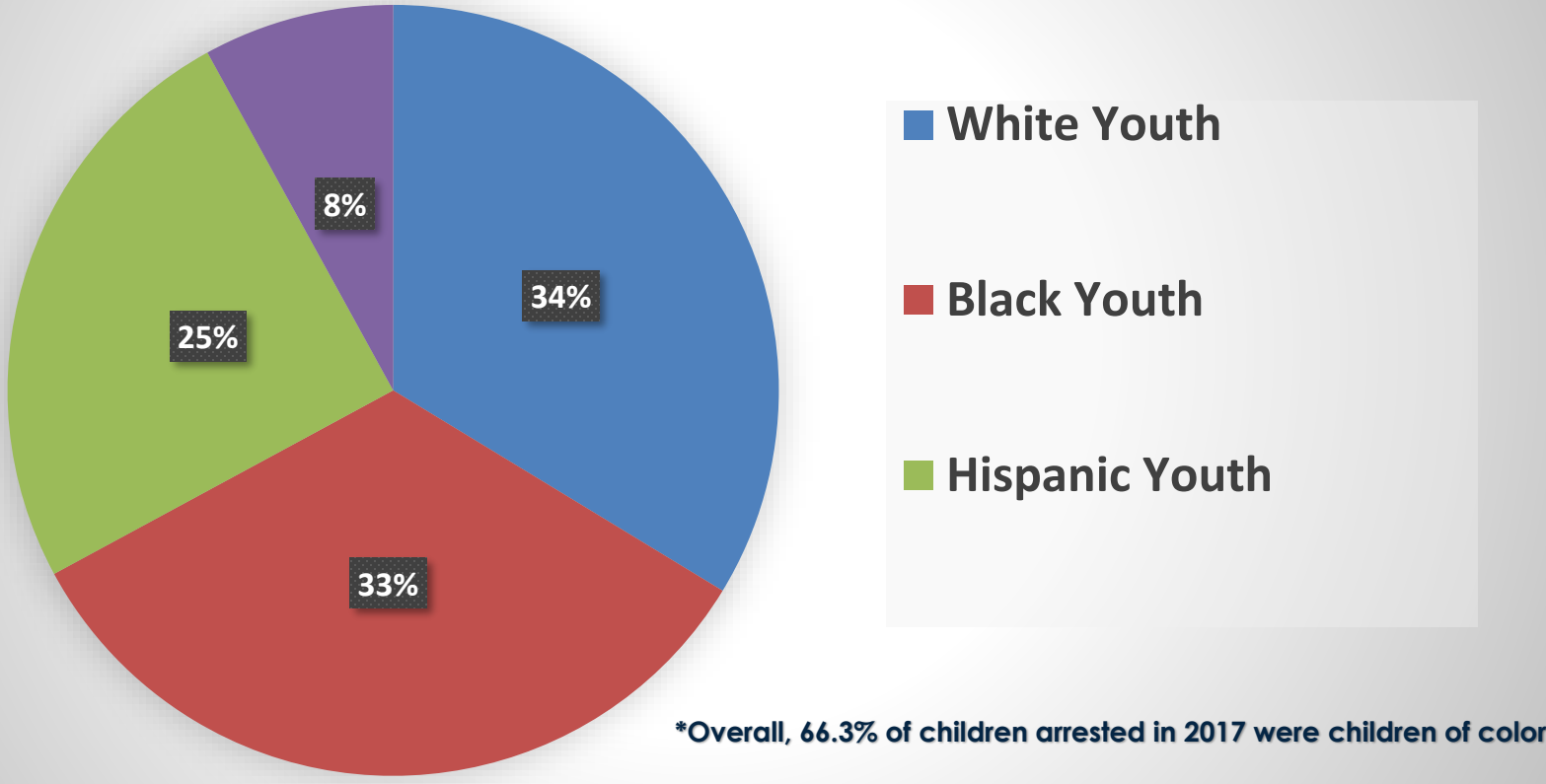
SRO National/ CA Facts

- According to an analysis of by *Education Week (*analyzed data from *Office of Civil Rights)* in the year 2017 in the United States:
- *28.99% of schools had police officers*
- 222,541 school referrals were made to police officers
- 69,782 students were arrested

Same analysis found that in California in 2017

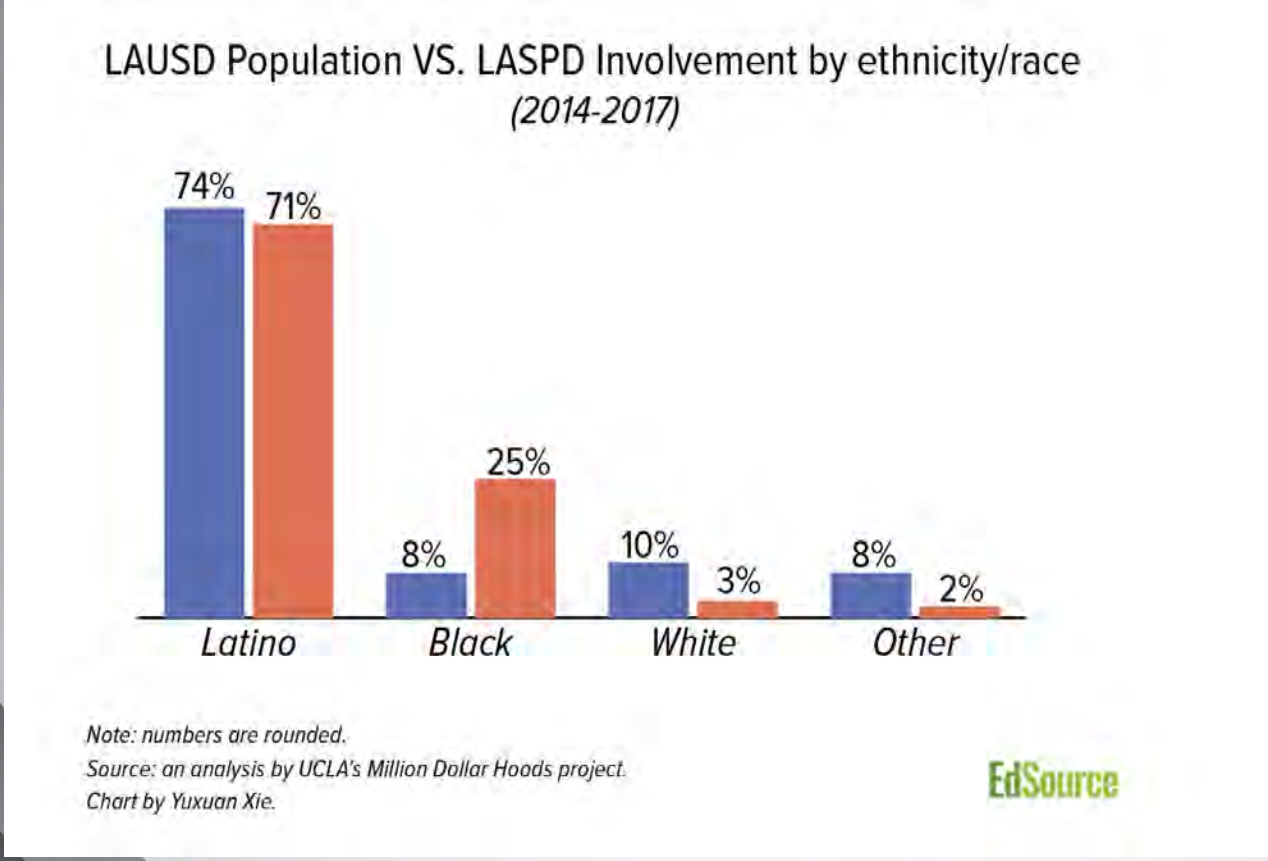
- 17.827% of schools had police officers
- 22,628 students were referred to law enforcement
- 9,501 student arrests were made

National Data



*Overall, 66.3% of children arrested in 2017 were children of color

More Data on Student/Officer Involvement



What Can We Do?

- School employees need training to understand their implicit biases.
- Accurately identify behavioral challenges in children as skill deficits to be remediated.
- Pro-social skills should be explicitly taught and developed in schools.
- California should consider additional training requirements for school police officers.
- We must stop pathologizing normal childhood behavior. Dr. Pat Friman (see resources) has some excellent information and ideas on this.

San Bernardino County Superintendent of Schools

Transforming lives through education



School Safety and SRO's

from a
Child Welfare and Attendance Perspective

Don English, Director

Children Deserve Success

donald.english@sbcss.net

California Dashboard - 2019

- African Americans (8.8% suspension rate {352,100 tot. Stu.} decreased 0.6%{Orange}) 30,984 total suspended
- African Americans (20.6 chronically absent, {228,255 tot. Stu.} increased 2.7% {Red}) 47,020 chronically absent
- African Americans (Yellow, second lowest subgroup in graduation rate. Foster lowest)
- The disparity in suspension rates among Black male students compared to all students is greatest in kindergarten through the 3rd grade. (largest indicator (with chronic absenteeism) of low graduation rates

Child Welfare and Attendance

- Conducts Supervisors of Attendance Certification – CA Education Code 48240-48244
  - SART/SARB – Discipline and attendance (from punitive to prescriptive)
  - Target subgroups that underperform (discipline and attendance)
  - Meets monthly with 33 districts and charter schools (best practices for student success and improvement)
  - Conduit of information from California Department of Education as a member of the State SARB Board
  - Provides updates as it relates to new legislation (ie. suicide prevention/domestic violence)

San Bernardino Countywide Gangs and Drugs Taskforce

Nepris series featuring:

- Jason Anderson - San Bernardino County District Attorney
- Terrance Stone - CEO Young Visionaries
- Darren Goodman – City of Upland Chief of Police
- Joe Paulino – San Bernardino Unified School District Chief of Police
- Olivia Dahlin – Program Manager Clinical Services
- **Annual Safety Summit** – Trauma informed practices as it relates to student success
- **Scholarships** – for High School Seniors
- **Community collaboration** – Grants for various community-based programs

San Bernardino County Superintendent of Schools – Alternative Education

Probation Officers on Campus – Preventative not punitive, relationship building

- Day Reporting Class Programs:
  - Drug and Alcohol
  - Petty theft
  - Anger Management

In Collaboration with the Office of Juvenile Justice (funding)

Takeaways

Relationship building is key to school safety
- Local law enforcement
- Local fire department
- Local businesses
- Community members

Trust comes from relationship building
- Open and honest dialogue

Prescriptive V. Punitive approach
- Provide resources

Don Lugo High School, Chino, CA: 2019



Panelist Questions

1. From your perspective, does the presence of school resource officers help provide a safe learning environment for students and build positive relationships with students?

2. Do SROs and CSOs have ongoing training in how to recognize and support students who may exhibit behaviors related to chronic stress or trauma?

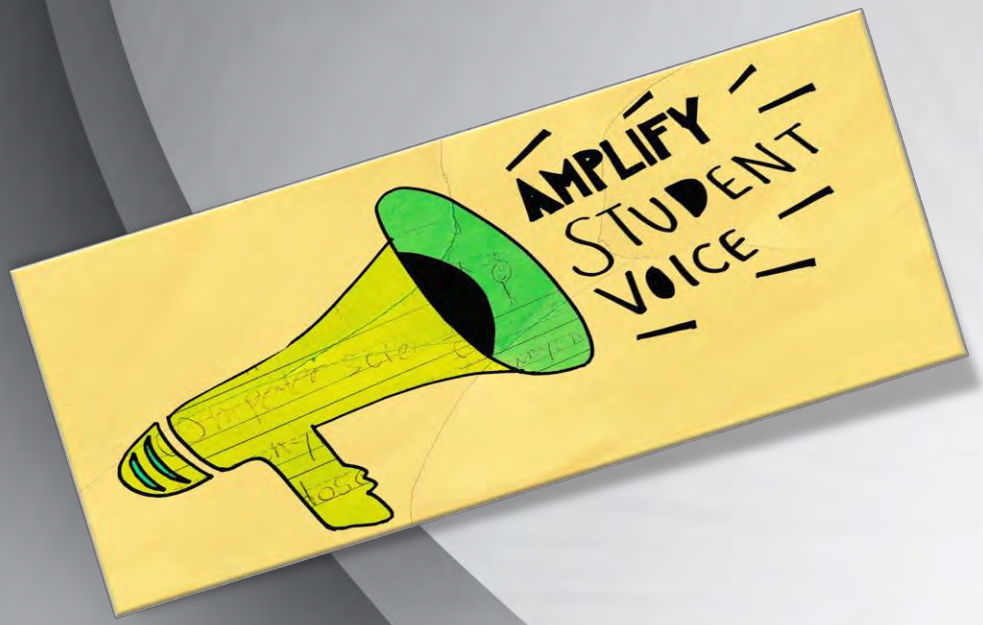
3. Based on your experience, are school districts doing a good job in prioritizing funding to meet the social-emotional needs of students; by ensuring access to school counselors as well as mental health professionals on school campuses.



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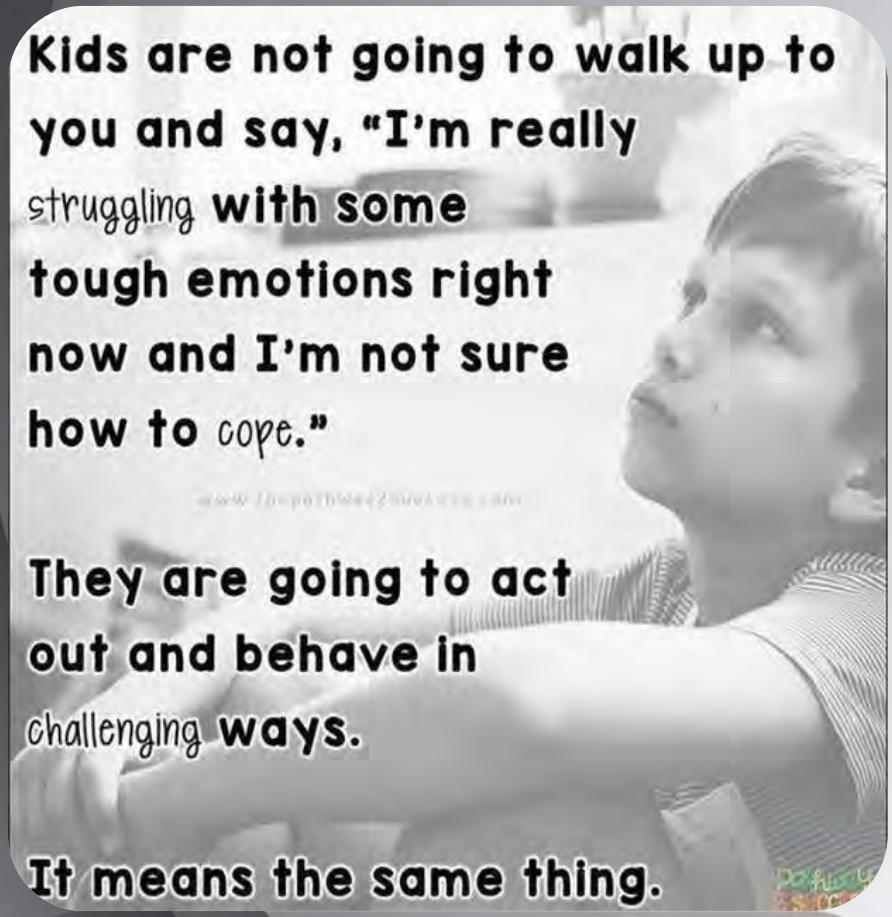
Community Agreements for Student Voice



- Listen to understand
- Student experiences are **non-negotiable**
- Be open and considerate of their feelings and experiences

Q&A







bit.ly\DrBettersEquity