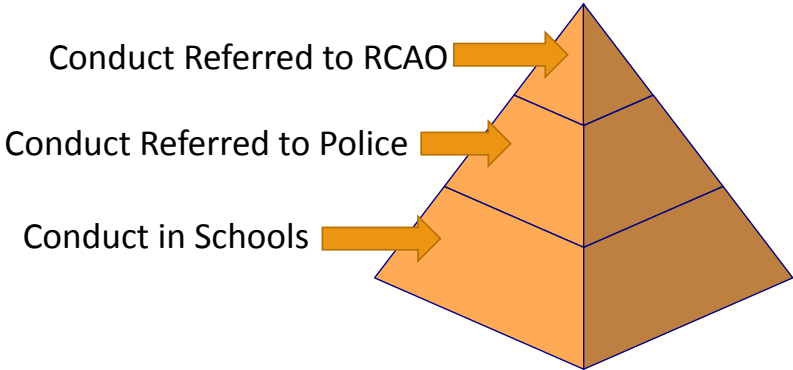


OFFENSES OCCURRING IN RAMSEY COUNTY SCHOOLS: 2012-2015



We looked only at a slice of the picture....



LIMITATIONS ON DATA GATHERED



1. Our reports categorize a case based on offense pled to rather than offense charged.
2. For every **non-DOC** case we looked at the case and changed it back to the offense charged, rather than the offense pled to.
3. But, for DOC's there were too many cases (445) to do this. So, if we charged a case as something else (e.g. an Assault 5) but the juvenile pled guilty to DOC, our report would show that case as a DOC, not an Assault 5.
4. There are many cases categorized as DOC that charged a higher offense.

Means = We were not able to gather the demographic, location, victim and theme information for these 445 DOC cases that might have started out charged as an Assault, Terroristic Threats or something else.

3

Now, some legal definitions



Assault in the Fourth Degree — On a Peace Officer

Whoever physically assaults a licensed **peace officer** when the officer is effecting a lawful arrest or executing any other duty imposed by law **and inflicts demonstrable bodily harm** or intentionally throws or otherwise **transfers bodily fluid or feces** at or onto the officer is guilty of Assault in the Fourth Degree.

Assault in the Fourth Degree — On School Official

Whoever assaults a person and inflicts **demonstrable bodily harm** upon that person who is a **school official engaged in the performance of the duties** of the position and person knows or reason to know the person's position and duties is guilty of Assault in the Fourth Degree.

“School official” includes teachers, school administrators, and other employees of a public or private school.

4

More legal definitions



Assault in the Fifth Degree — Intent to Cause Fear or Inflict Bodily Harm

Whoever commits an act with intent to cause fear in another of immediate bodily harm or death or intentionally inflicts or attempts to inflict bodily harm upon another is guilty of Assault in the Fifth Degree.

So, this offense includes either fear of bodily harm or actual bodily harm.

5

Yet more legal definitions



Terroristic Threat — Threat to Commit a Crime of Violence

Whoever threatens, directly or indirectly, to commit a crime of violence with intent to terrorize another ... or in reckless disregard of causing such terror, is guilty of Terroristic Threats.

Riot in the Third Degree

When three or more persons assemble and disturb the public peace by an intentional act or threat of unlawful force or violence to person or property, each participant is guilty of Riot in the Third Degree.

6



More legal definitions

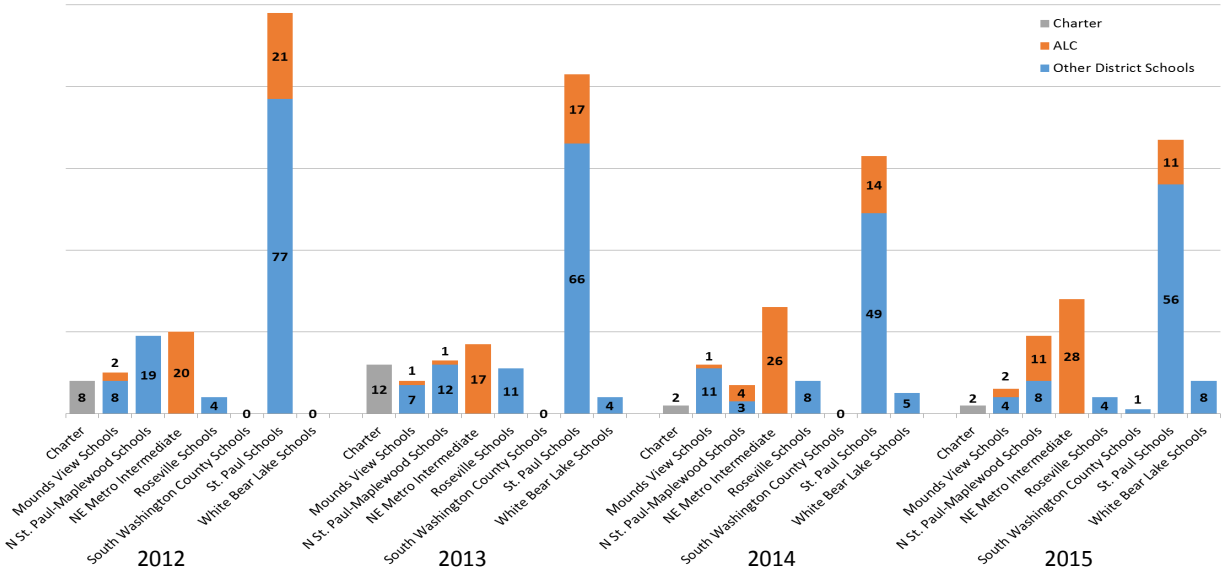
Disorderly Conduct

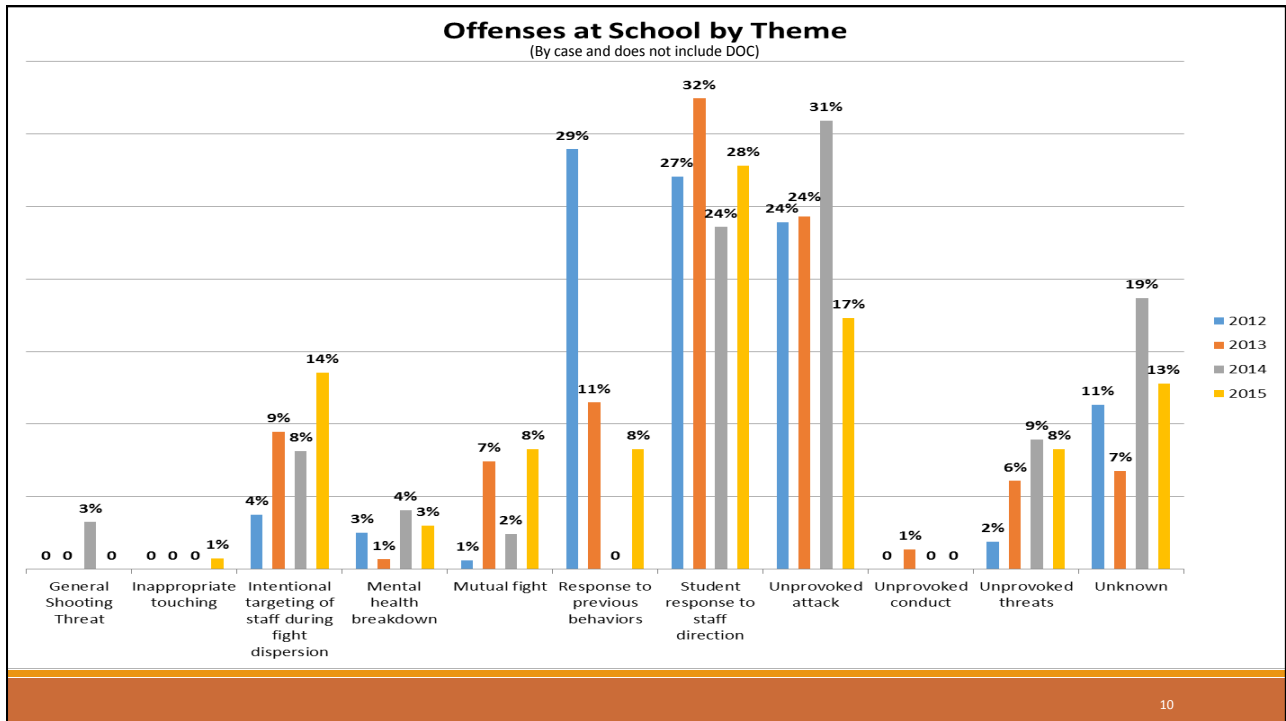
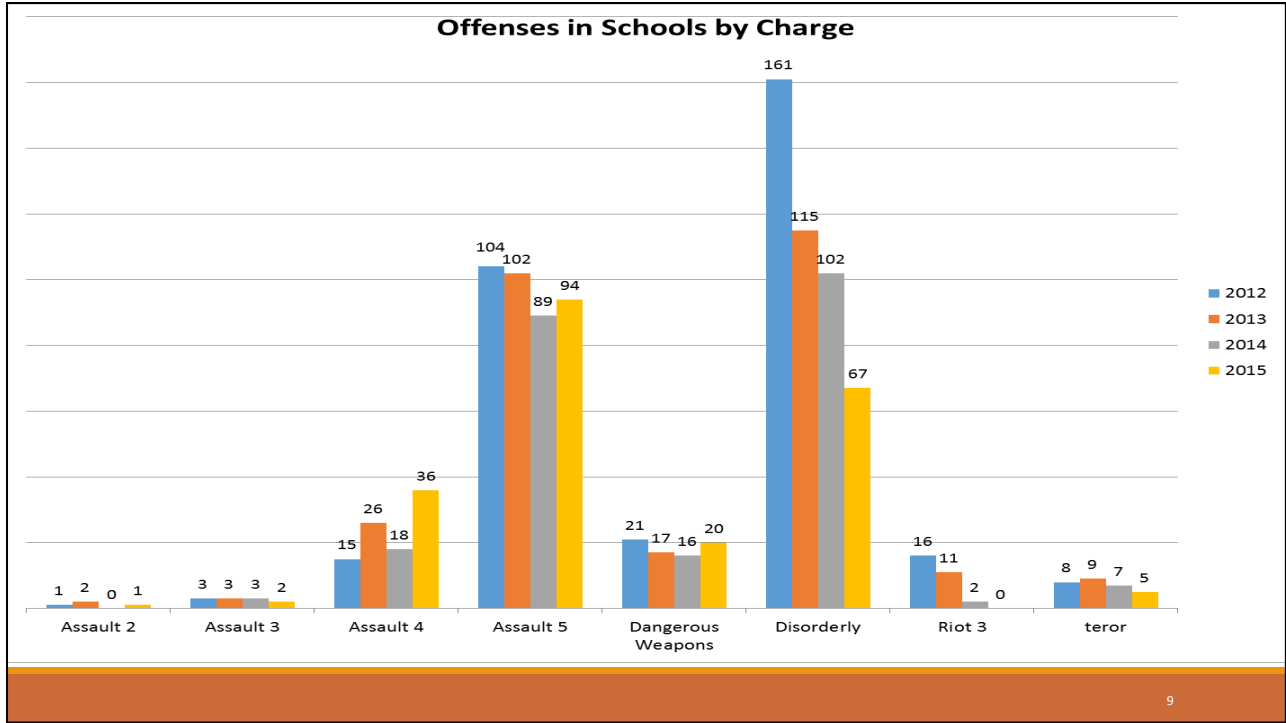
Whoever, in a public or private place, knowing, or having reasonable grounds to know that it will, or will tend to alarm, anger, or disturb others, or provoke an assault or breach of the peace:

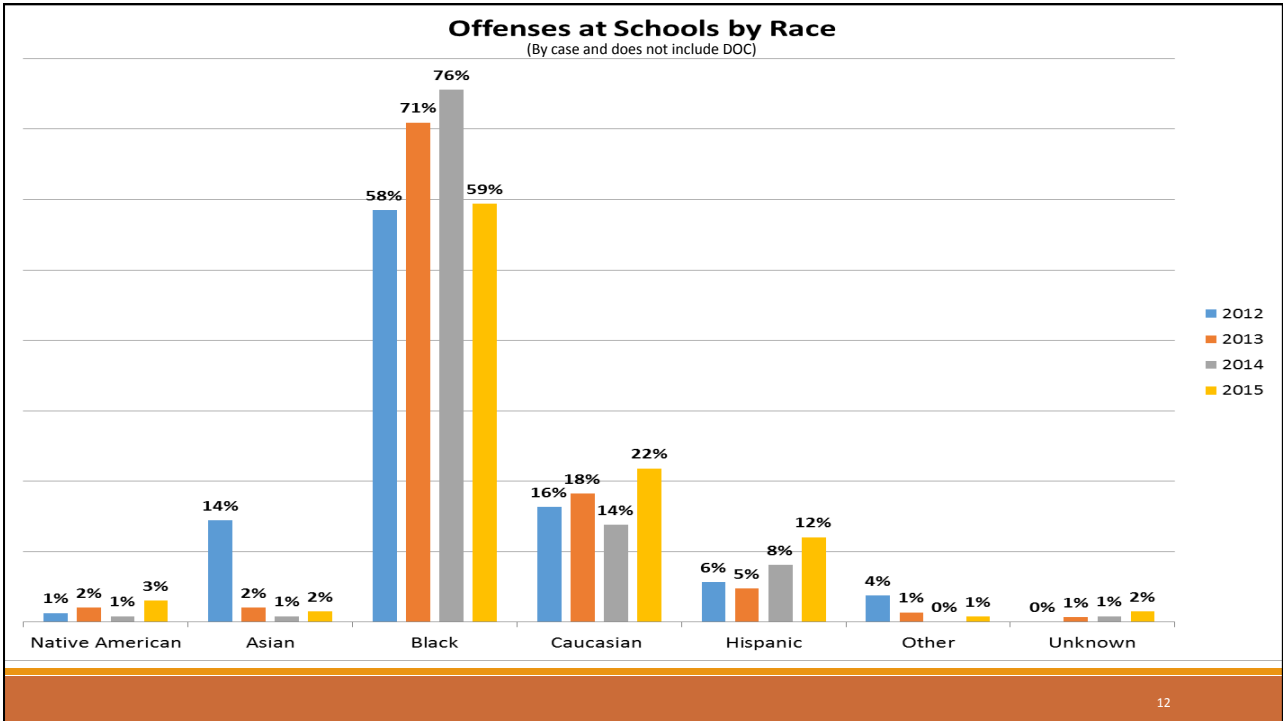
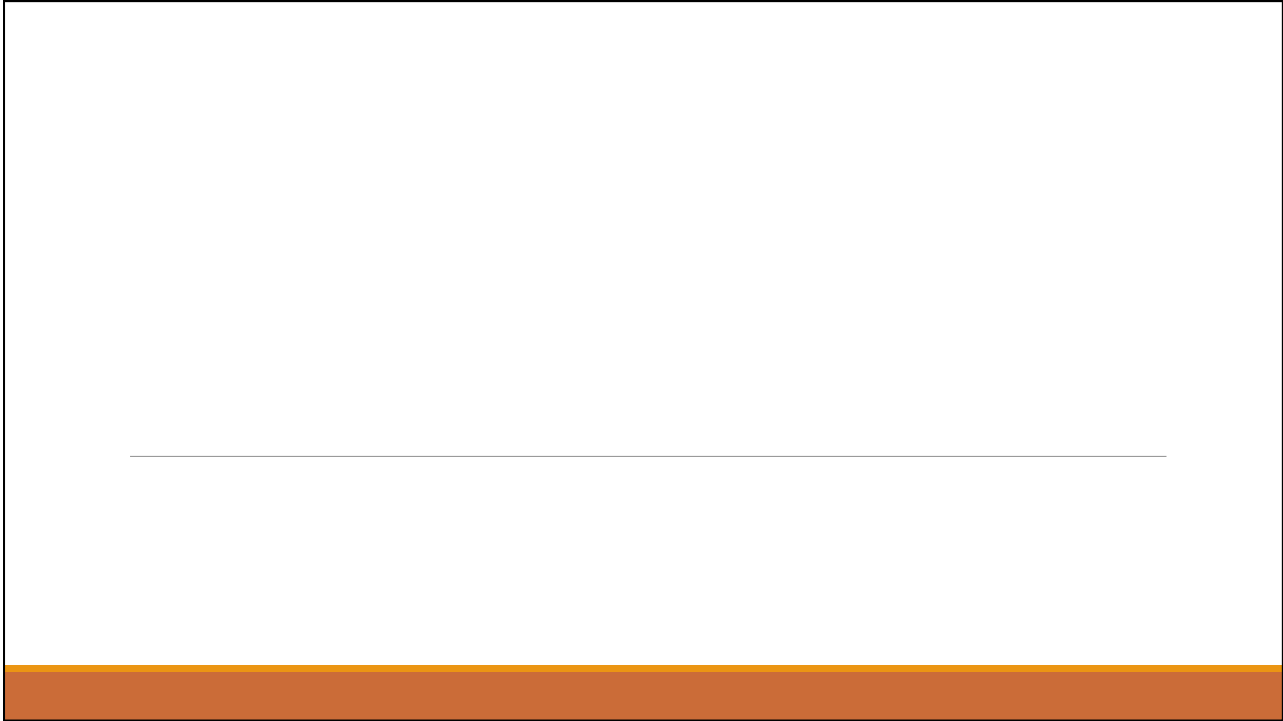
- engages in brawling or fighting,
- disturbs an assembly or meeting, not unlawful in its character,
- engages in offensive, obscene, abusive, boisterous, or noisy conduct, or in offensive, obscene, or abusive language tending reasonably to arouse alarm, anger, or resentment in others,

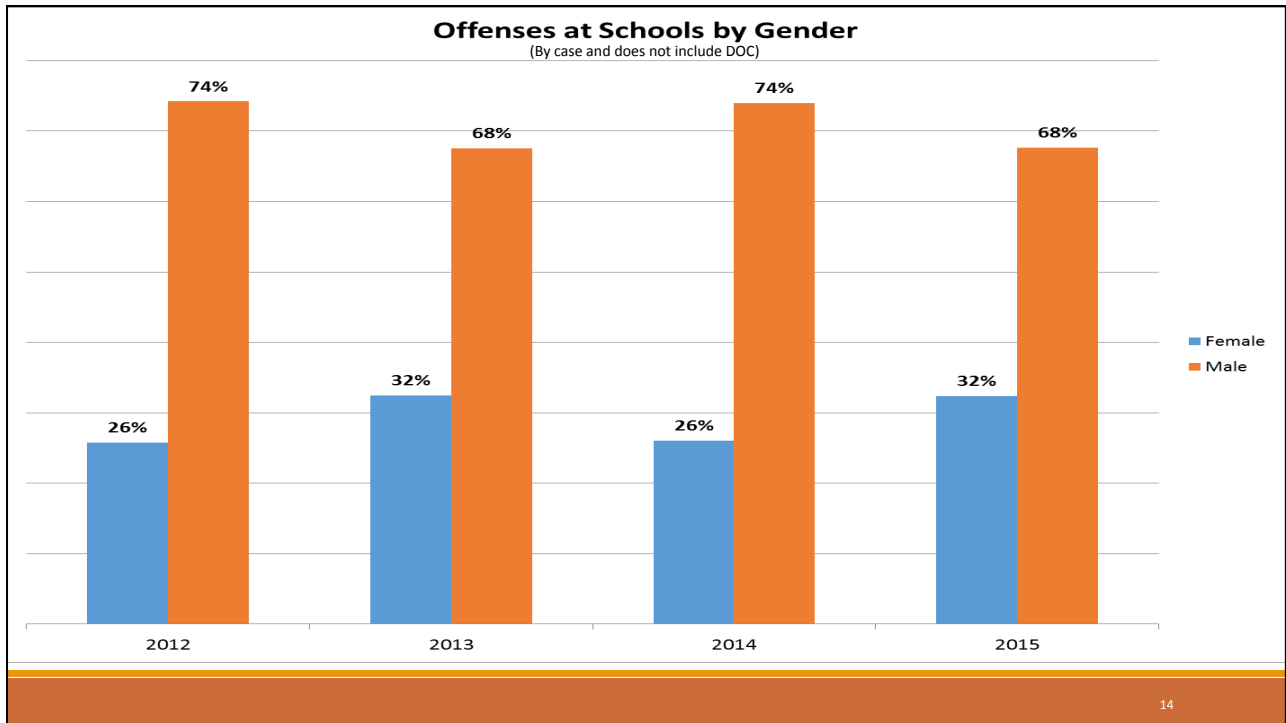
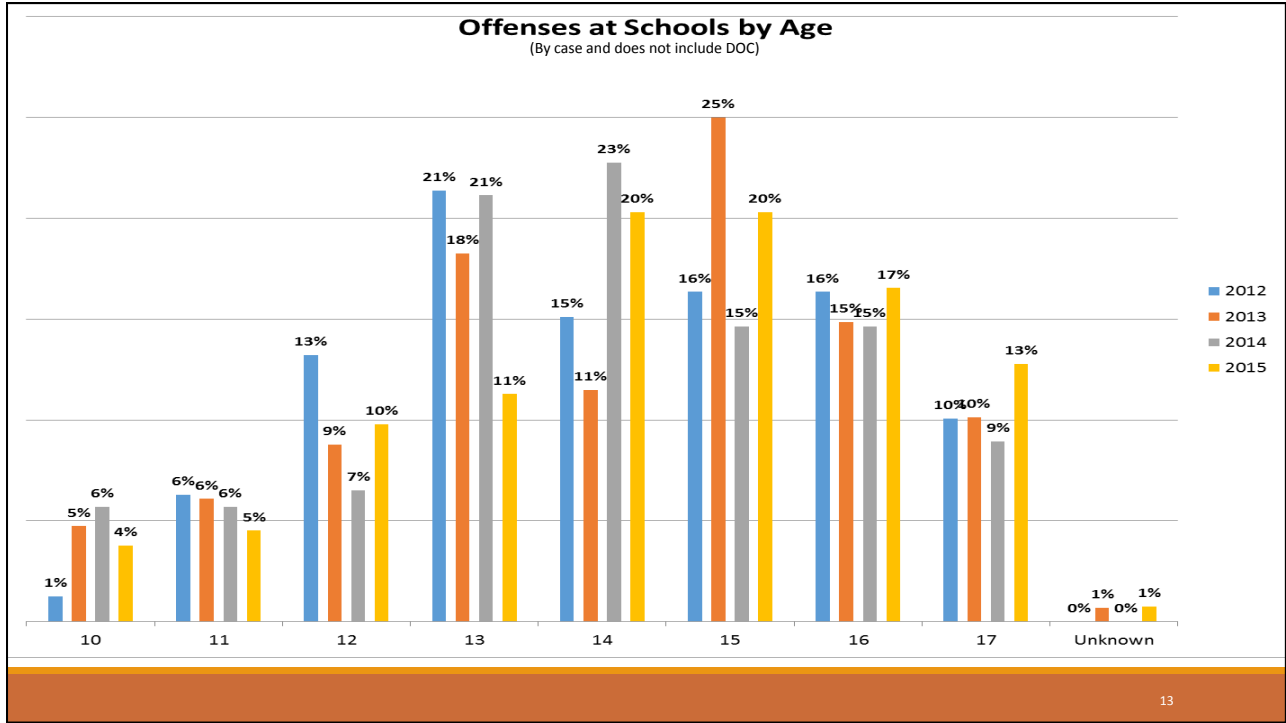
is guilty of Disorderly Conduct.

Offenses in Schools by District
(By case and does not include DOC)



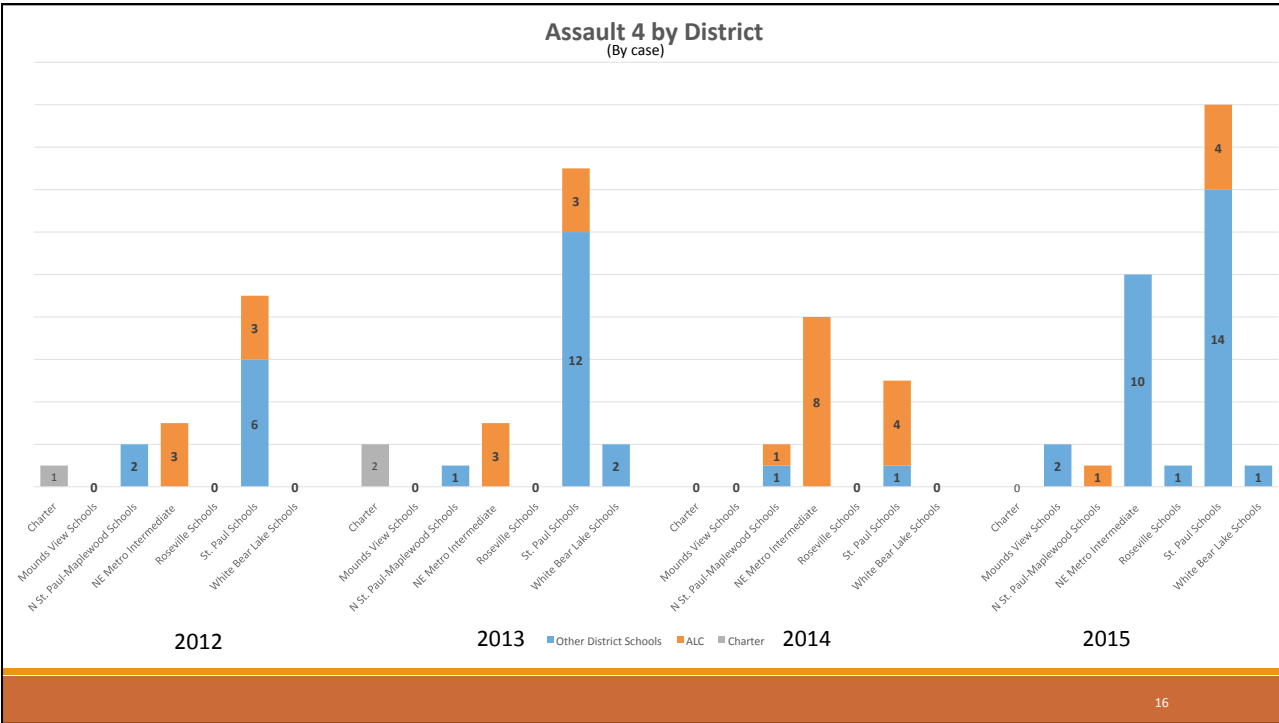


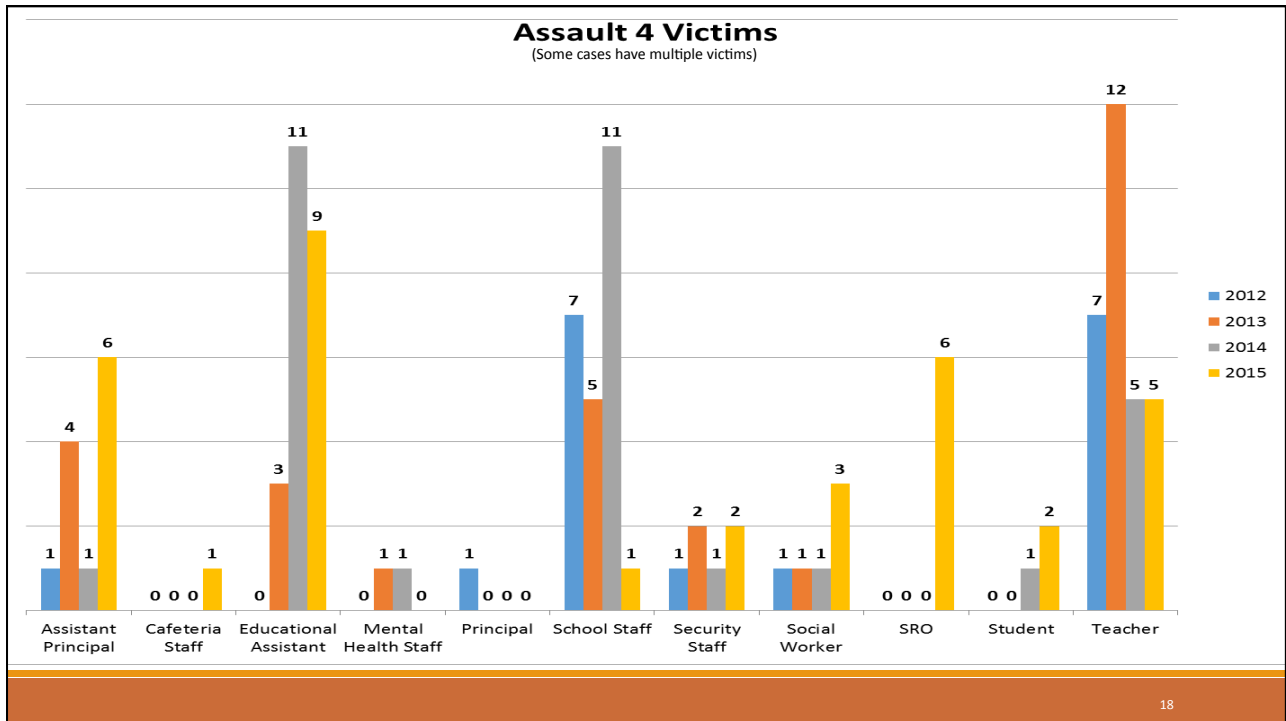
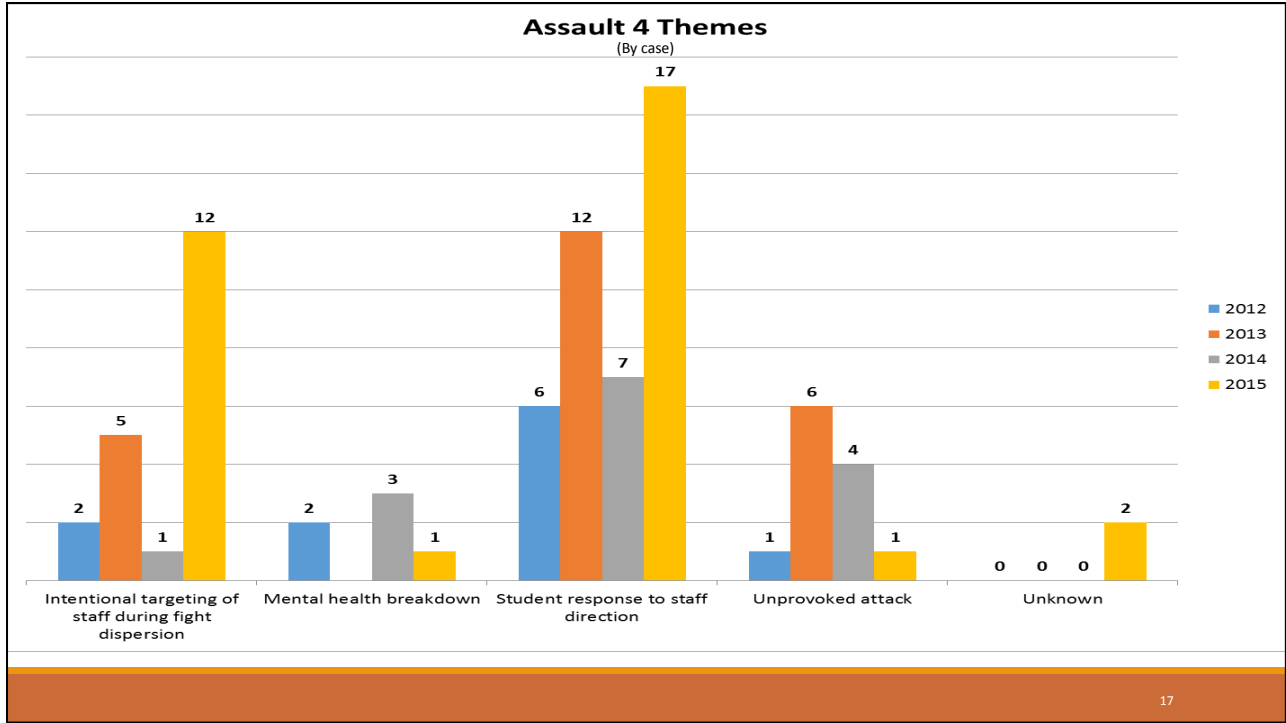


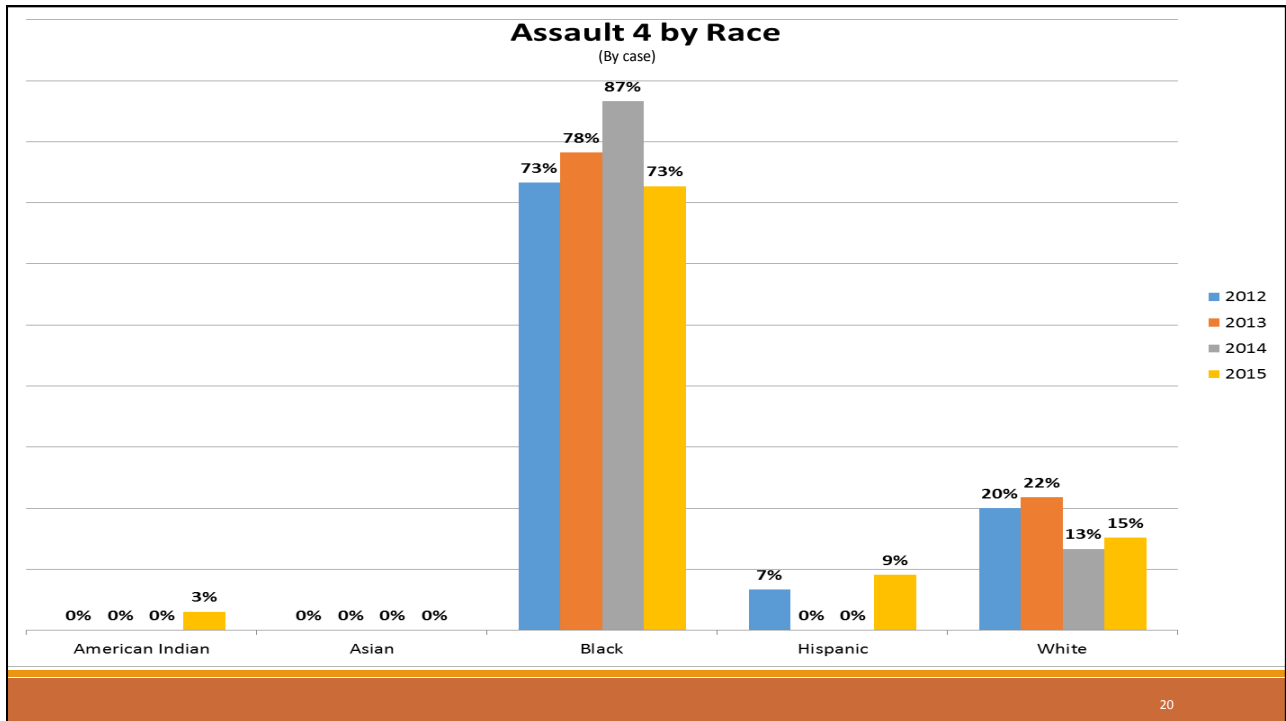
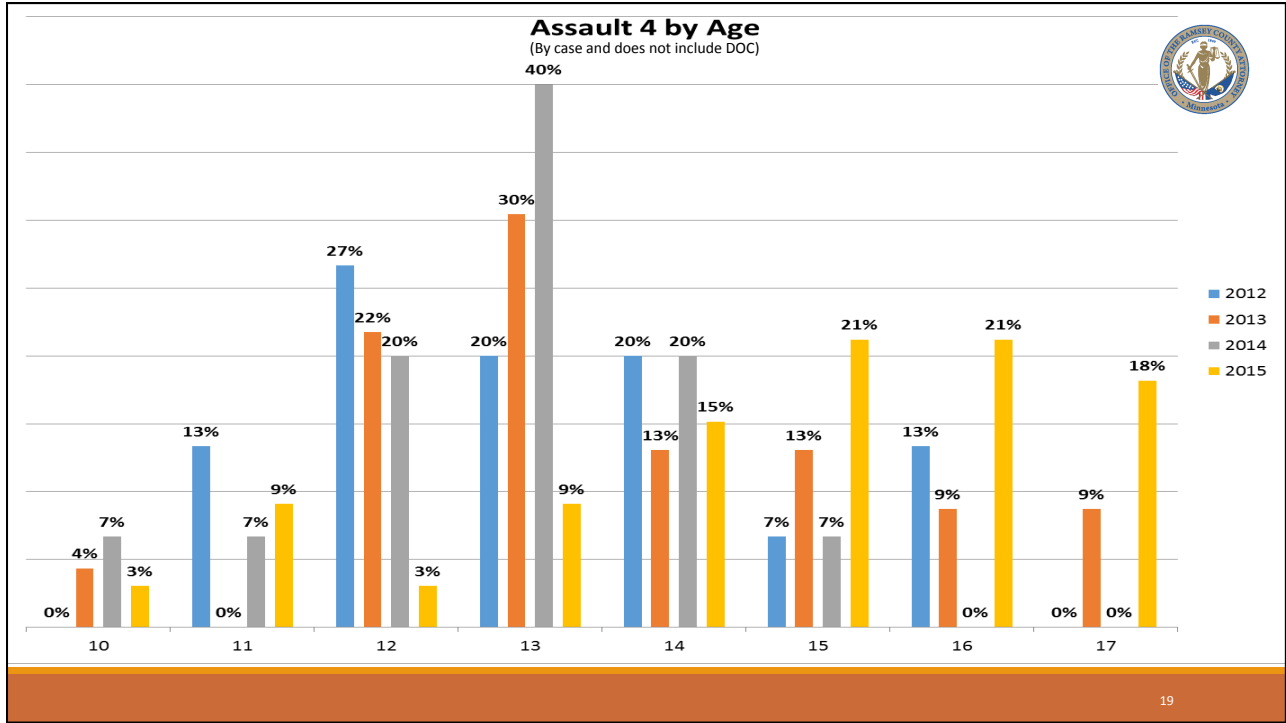


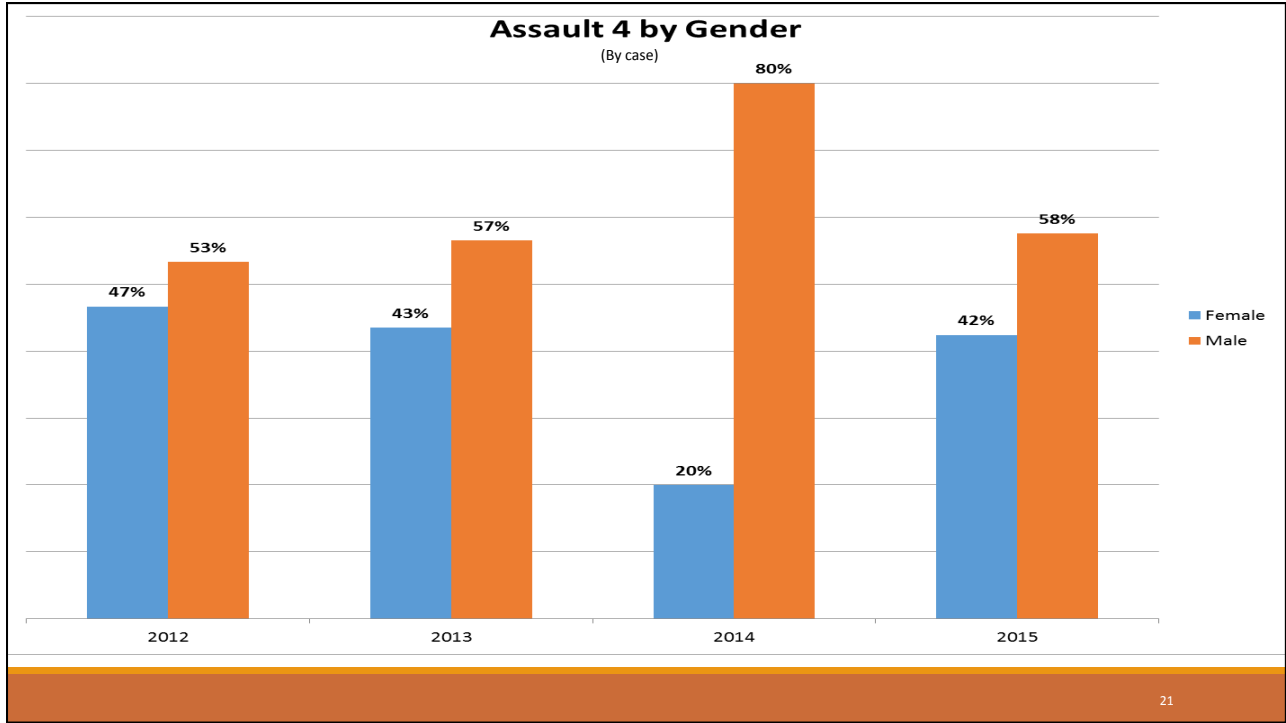
Assault 4s: Assaults on School Staff and Police

	Number of Cases	Number of Counts
2015	34	36
2014	15	18
2013	23	26
2012	15	15










QUESTIONS?



22

The Students' Voices

Minnesota Student Survey 2013 Ramsey County Summary

prepared by Stephen J. Schellenberg
for the
County Task Force on Safe Schools

The Minnesota Student Survey (MSS)

- Administered every three years
- Taken online, student responses are anonymous
- Since 2013, given in Grades 5, 8, 9, and 11
 - Earlier versions used different grades, so comparisons to prior years are not available
 - 2016 data have not yet been released

The Minnesota Student Survey (MSS)

- Questions are in the following categories:
 - Activities
 - Demographics
 - Family and relationships
 - Health and safety
 - Mental health
 - Risk factors
 - School
 - Sexual health and protective factors
 - Substance use

MSS Reports

- All data in this presentation came from the Minnesota Department of Education website
- Online reports are available at state, county and district level
 - <http://w20.education.state.mn.us/MDEAnalytics/DataTopic.jsp?TOPICID=242>
- Reports can be further disaggregated by gender, race, ethnicity (Hmong, Somali, Hispanic), free/reduced lunch, or special education status

Focus of this summary

- County-wide data, not individual districts
 - 4000 - 5000 students per grade surveyed
- Key items in the following categories:
 - Health and safety
 - Mental health
 - Risk factors
 - Sexual health and protective factors
 - Substance use

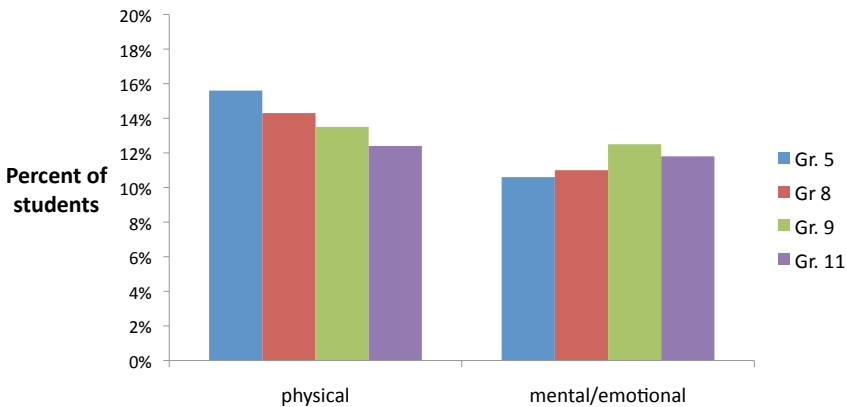
CAUTION

- All data in the Minnesota Student Survey are based on students' self-report.
- Although the responses are anonymous, they may contain inaccuracies due to student reluctance to answer honestly or due to deliberate mischief-making by some students.

Chronic Health Issues

- Q - Do you have any physical disabilities, or long-term health problems (such as asthma, cancer, diabetes, epilepsy or something else)? Long-term means lasting 6 months or more.
 - Between 12 and 16 percent of students answered “Yes”
 - The percentage declined slightly with students’ age.
- Q - Do you have any long-term mental health, behavioral or emotional problems? Long-term means lasting 6 months or more.
 - Approximately 12 percent of students at all grades answered “Yes”

Chronic Health Issues

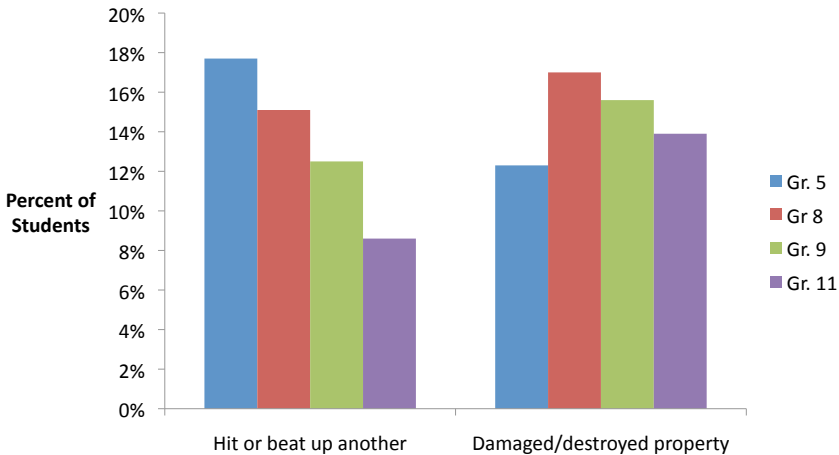


Physical health issues include asthma, diabetes, epilepsy, etc.

Problematic Behavior

- Q - During the last 12 months, how often have you hit or beat up another person?
 - Percentage answering one time or more declined from near 18 percent in Grade 5 to approximately 8 percent in Grade 11.
- Q - During the last 12 months, how often have you damaged or destroyed property?
 - Affirmative responses rose from 12 percent in Grade 5 to 17 percent in Grade 8, then declined.

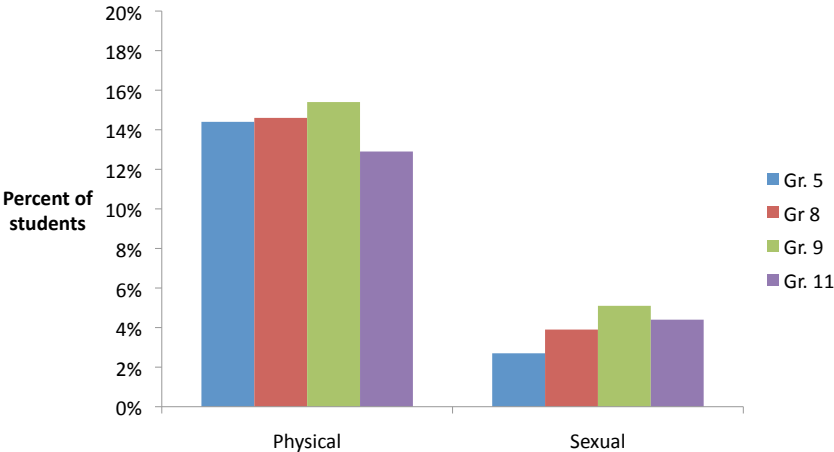
Problematic behavior



Physical and Sexual Abuse

- Q - Has a parent or other adult in your household ever hit, beat, kicked or physically hurt you in any way?
 - Between 13 and 15 percent of students in each grade responded “Yes”
- Q - Has any adult or other person outside of the family ever touched you sexually against your wishes or forced you to touch them sexually?
 - Affirmative responses increased from Grade 5 (3 percent) to Grade 9 (5 percent), then decreased slightly
 - The increase was higher for girls than boys

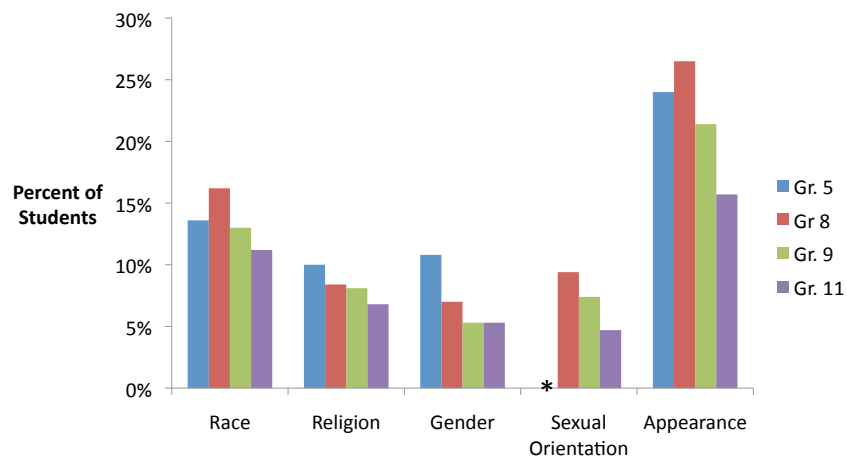
Physical and Sexual Abuse



Bullying

- A series of questions asked students about the reasons that they were bullied.
 - The largest percentage at all grades were bullied about their appearance (16 to 27 percent)
 - The second highest percentage at all grades were bullied about their race (11 to 16 percent)
 - Bullying was at its highest in Grades 5 and 8

Reasons students felt bullied

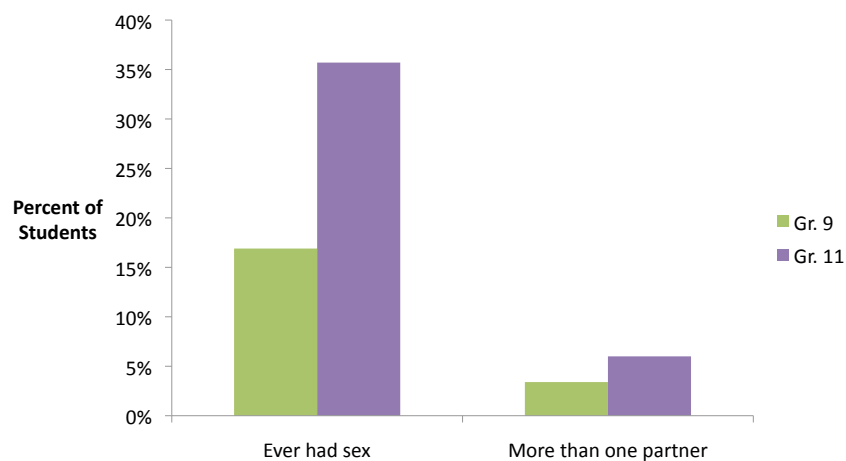


*No data reported in this category at Grade 5

Sexual Activity

- Q - Have you ever had sexual intercourse ('had sex')? **Asked at Grades 9 and 11 only.**
 - At Grade 9. 17 percent of students answered “Yes”
 - The percentage increased to 36 percent in Grade 11.
- Q - During the last 12 months, with how many different (male/female) partners have you had sexual intercourse?
 - Between 3 and 7 percent of students reported more than one partner.

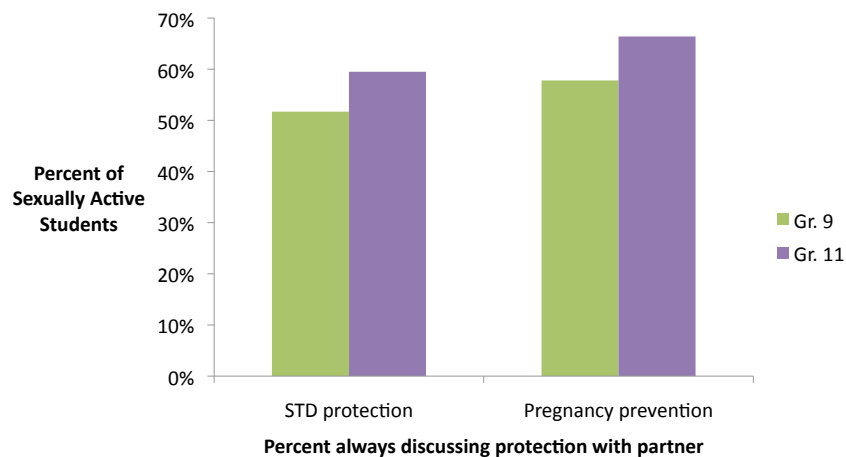
Sexual Activity



Precautions during sexual activity

- Q - Have you talked with your partner(s) about protecting yourselves from getting sexually transmitted infections/HIV/AIDS?
 - Between 52 and 60 percent of sexually active students discussed protection with every partner
- Q - Have you talked with your partner(s) about preventing pregnancy?
 - Between 58 and 67 percent of sexually active students discussed prevention with every partner

Precautions taken by sexually active students

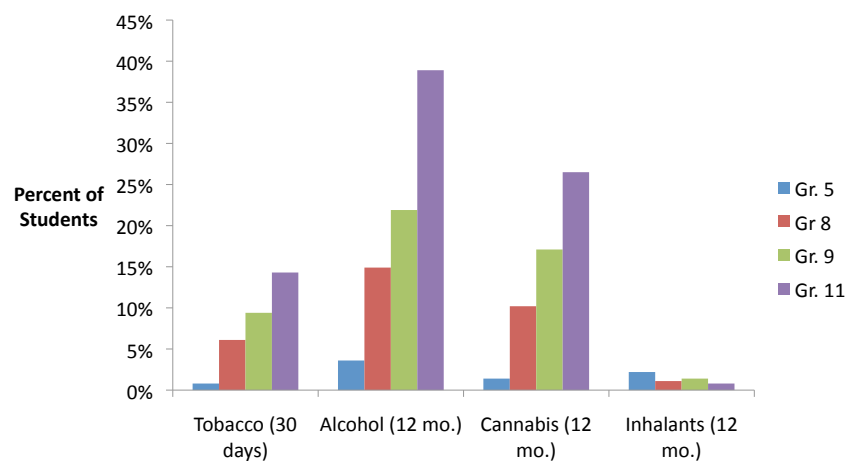


Substance Use

- A series of questions asked about attitudes toward and use of various drugs.
 - Use of all drugs except inhalants (glue, aerosols, etc.) increased steadily through the grades
 - Cannabis (marijuana, hashish) had the highest use at all grades, followed by alcohol
 - Questions regarding cocaine, heroin, etc. were included in the MSS but are not summarized here.

Note: Students were asked about use within the last year for all substances except tobacco, where the question asked about the last 30 days.

Substance Use



Student Suspensions in Ramsey County Schools – 2010-11 through 2014-15

summary prepared by
Stephen J. Schellenberg

The following analyses are
based on data reported by
districts to the Minnesota
Department of Education.

CAUTIONS

- There are several anomalies in the data.
 - MDE’s definition of a suspension varies significantly between regular education and Special Education students, inflating the suspension rates for any district with a large Special Education population.
 - MDE is in the process of changing their racial designations to include a mixed race category. As a result, between 2 and 6 percent of all suspensions are not included in these analyses.
 - Data on American Indian suspensions were suppressed in some cases due to privacy concerns. This limited the amount of detail that could be reported.

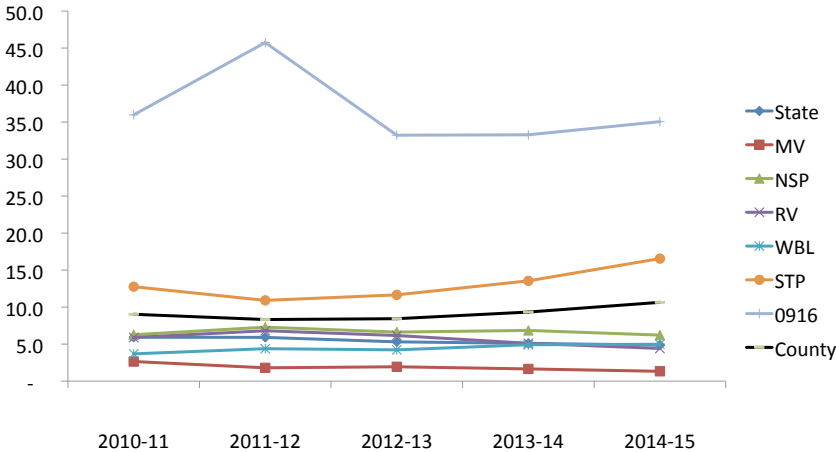
CAUTIONS (continued)

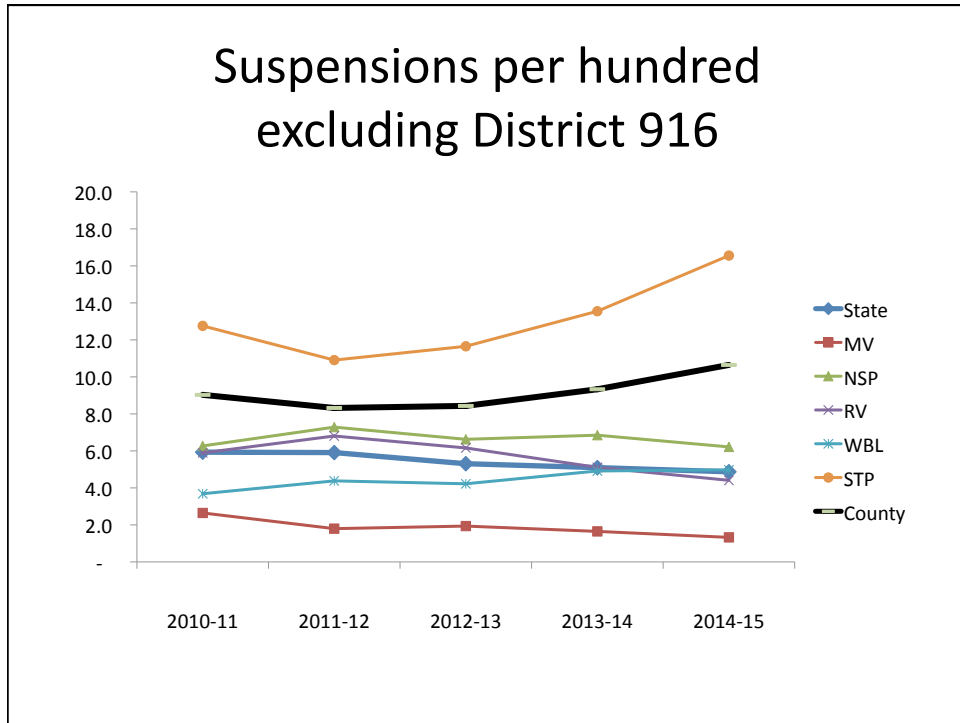
- This report is based on the number of suspensions per 100 students, not the number of students suspended.
 - As an example, if there were 20 suspensions, but 5 students were each suspended twice, two students three times and 4 students suspended once, there would only have been 11 students suspended.
 - $5 \times 2 = 10$ suspensions
 - $2 \times 3 = 6$ suspensions
 - $4 \times 1 = 4$ suspensions
- 11 students received 20 suspensions.

Overall suspension rates

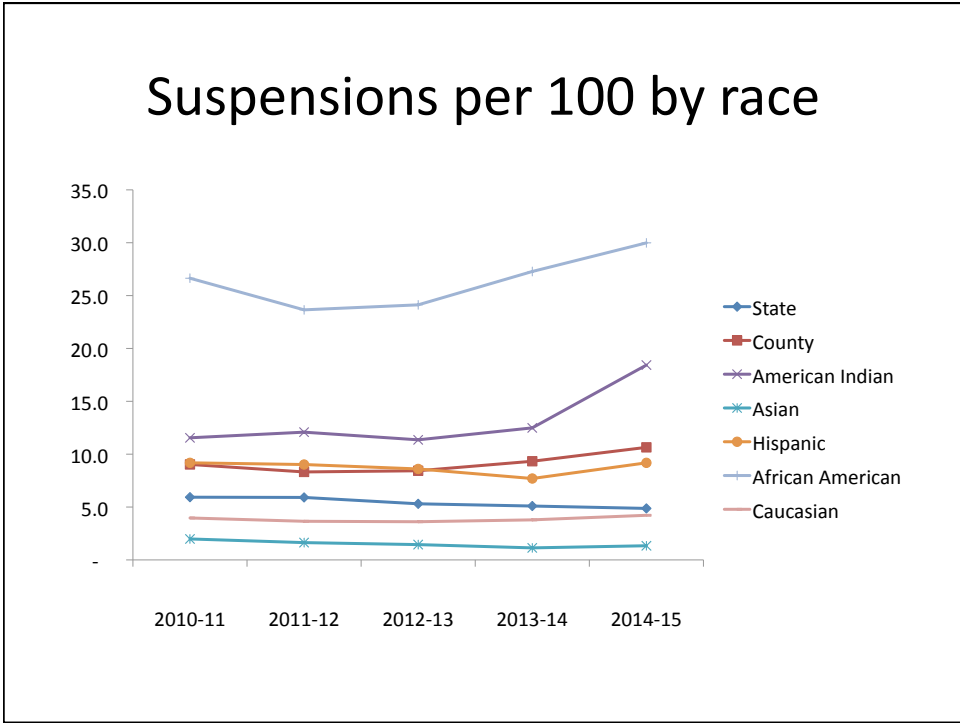
- The county-wide suspension rate was consistently higher than the statewide rate during the period analyzed. Of the six school districts -
 - District 916 had the highest rate of suspension. Due to the characteristics of its student population, District 916 will not be broken out separately in the remaining analyses.
 - St. Paul had the next highest rate.
 - All other districts were below the county average, with some below the state average.

Suspensions per hundred students





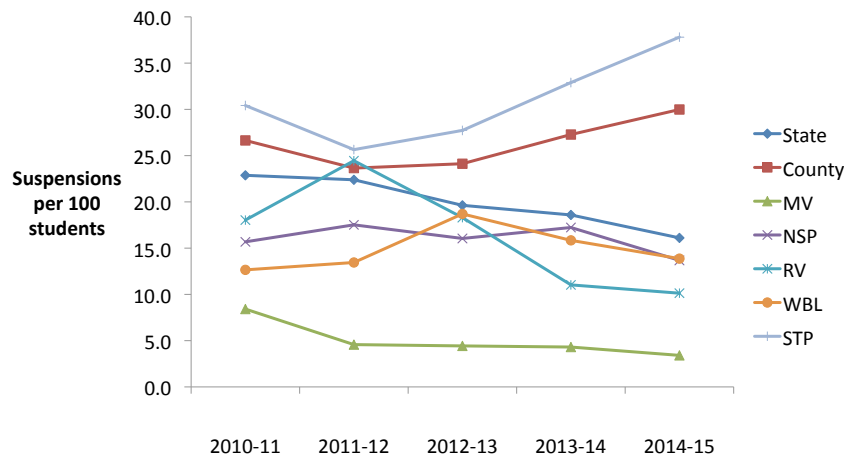
- ### Suspensions by Race
- African American students had the highest rate of suspension followed by American Indian students.
 - Hispanic students were suspended at a rate approximately equal to the county-wide average.
 - Suspensions of Caucasian (White) students were below both the county and state-wide averages.
 - Asian students were suspended the least.



Suspensions of African American Students

- County-wide, suspensions of African American students declined from 2010-11 to 2011-12 but have increased each year since.
- The only district to increase since 2011-12 was St. Paul. All other districts' suspensions of African American students have declined or remained relatively constant.

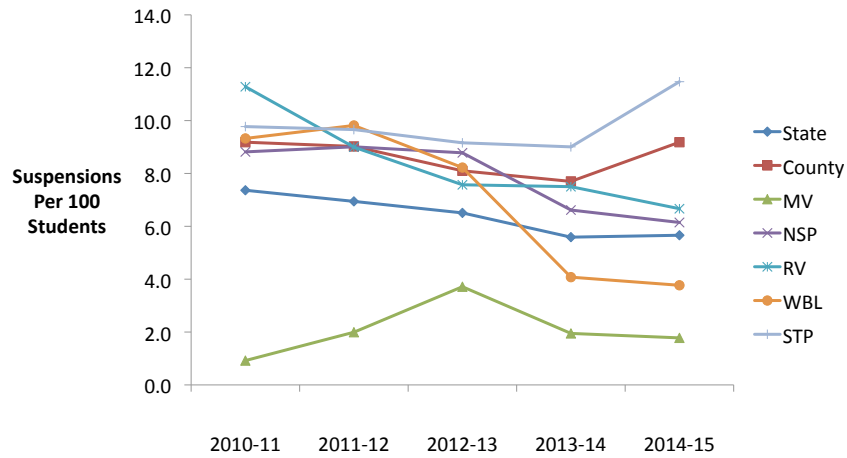
African American Suspensions by District



Suspensions of Hispanic Students

- County-wide, Hispanic students were suspended at approximately the same rate in 2014-15 as in 2010-11, after having declined modestly in between.
- Discrepancies from district to district were initially not as pronounced as for African American students, but have increased recently.

Hispanic Suspensions by District

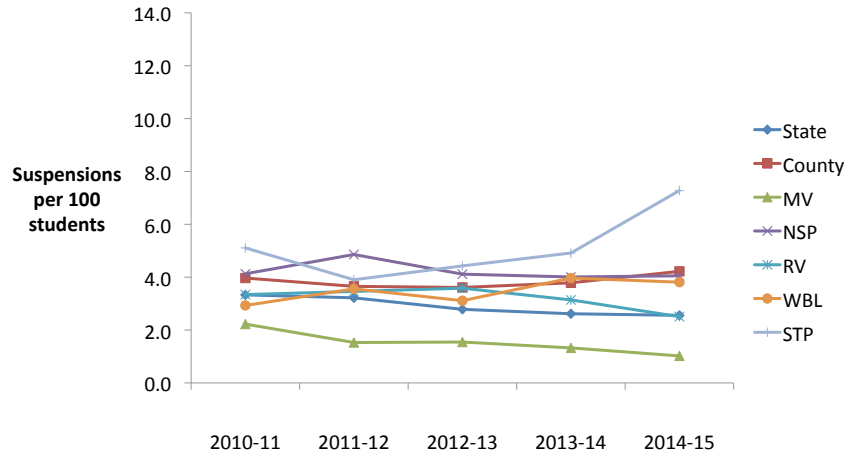


Suspensions of White Students

- The county-wide suspension rate for White students was slightly higher than the statewide rate for White students.
- Discrepancies from district to district were the least of any group analyzed.

NOTE – Due to suppression of data, district-level analyses of American Indian suspensions were not possible.

White Suspensions by District



Question to Consider

- What community-based actions could help reduce the rate of suspensions, particularly of African American, American Indian and Latino youth?

The Students' Voices

Minnesota Student Survey 2013 Ramsey County Summary

prepared by
Stephen J. Schellenberg

The Minnesota Student Survey (MSS)

- Administered every three years
- Online survey – completed in one class period
- Student responses are anonymous
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- Questions are in the following categories:
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 - Family and relationships*
 - Health and safety*
 - Mental health*
 - Risk factors*
 - School
 - Sexual health and protective factors
 - Substance use

* Indicates categories addressed in this summary

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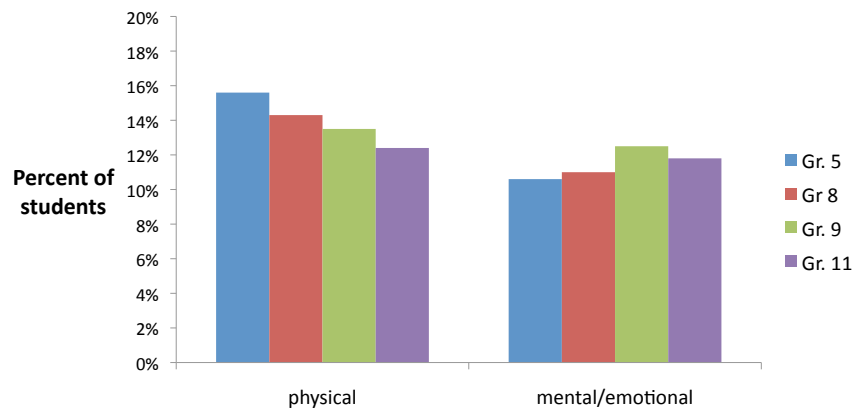
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Chronic Health Issues

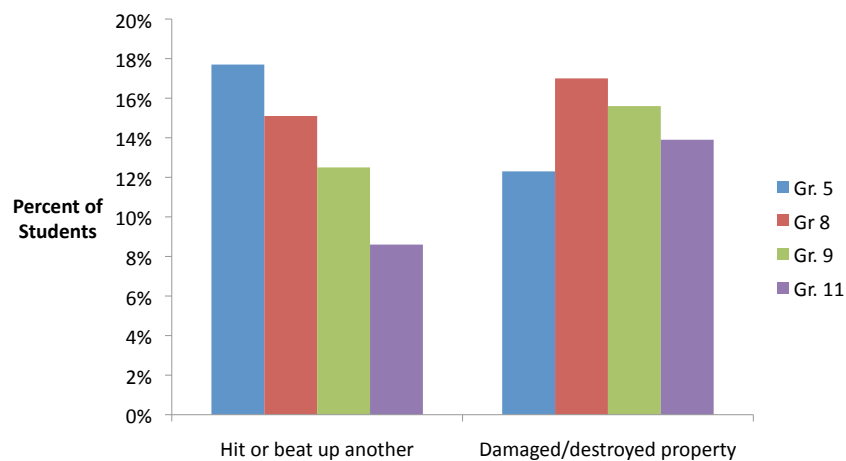


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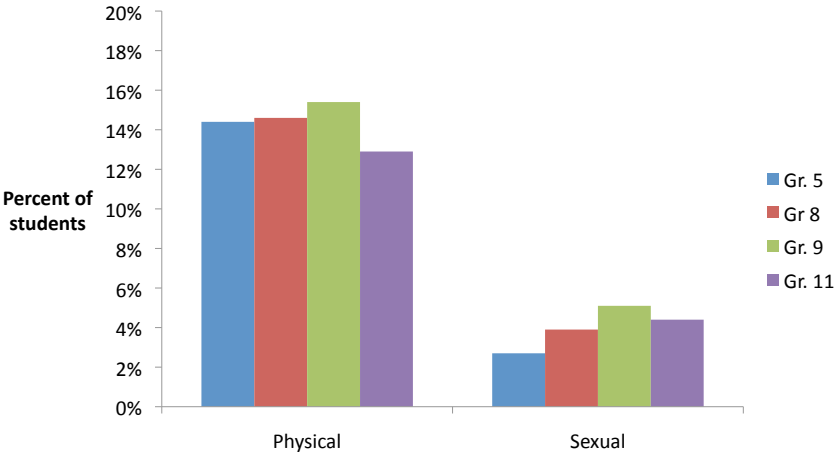
Problematic behavior



Physical and Sexual Abuse

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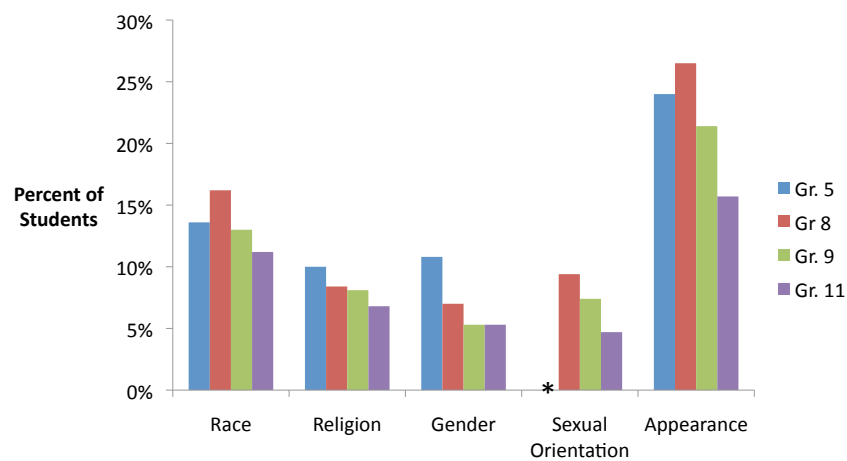
Physical and Sexual Abuse



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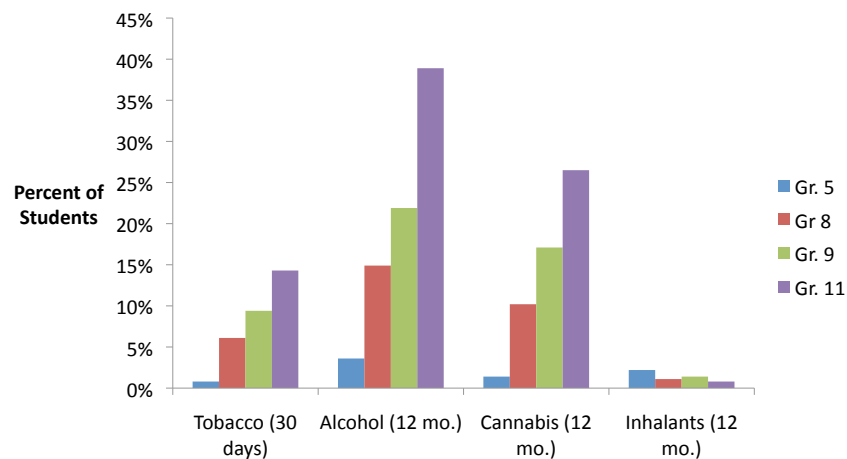
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 - Questions regarding cocaine, heroin, etc. were included in the MSS but are not summarized here.

Note: Students were asked about use within the last year for all substances except tobacco, where the question asked about the last 30 days.

Substance Use



Preliminary Observations on Data Supplied by Police Departments

Difficulties in Analyzing the Data

- Data were reported in different formats by the different police departments
 - Different codes were used for similar offenses (theft, shoplifting, shoplifter, etc.)
 - Not all reports included youths' ages
- Police jurisdictions do not correspond precisely to school districts
- Some reports included all school-based activities, others included only arrests, while still others showed all police actions involving youth in the community

General Observations

- The most commonly-reported offense was some form of theft
 - This was particularly pronounced at the malls in Roseville and Maplewood
- Drug offenses also appeared frequently, but in more dispersed locations
- Fights, disorderly conduct and trespass in retail locations also appeared frequently

Thinking about Attendance

Absenteeism as Early Warning

- Various studies of early warning systems have identified chronic absenteeism as one of the earliest signs of problems for a student.
- A rule of thumb – two days absent per month is too much
 - Over the course of K-12, that student will have missed over a year of school
 - Absenteeism is usually a symptom of some other issue, e.g. chronic health problems, family dysfunction, student mental health

Analyses of Police Data – 2010-2016

Stephen J. Schellenberg

The Data

- Police departments in Ramsey County were asked to supply data relating to youth during the previous five years.
- The data came in a variety of different formats and contained different sets of variables.
 - for example, some departments included ages of youth involved, whereas others did not.
- Due to discrepancies in the formats from the different departments, analyses of county-wide data were not feasible.

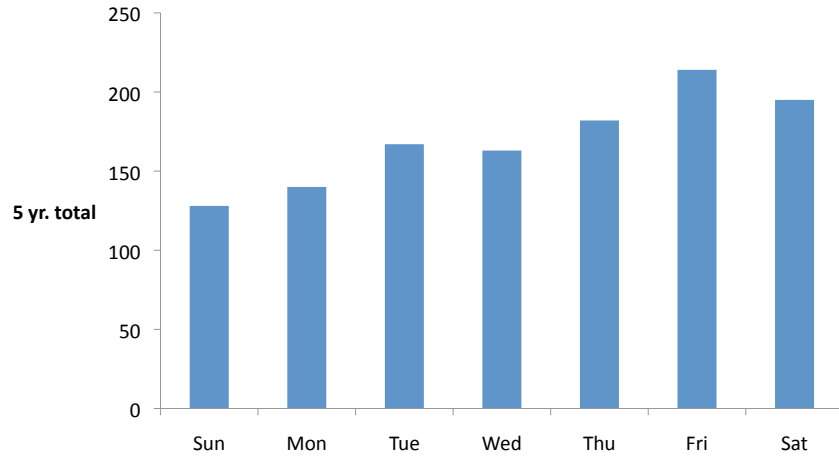
Two case studies

- Two departments provided data that enabled us to look at out-of-school issues as case studies
1. Youth theft at retail locations in a suburban area with several large retail centers.
 2. Complaints regarding youth at public facilities (parks, recreation centers, and community organizations) in the city.

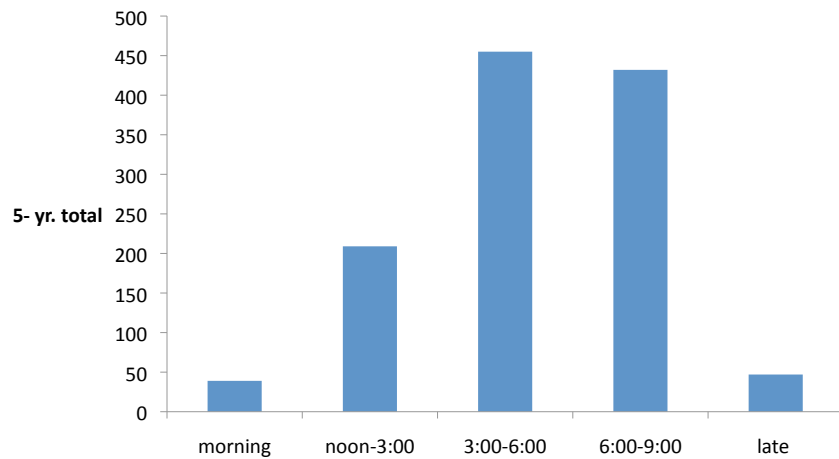
Retail Theft by Youth

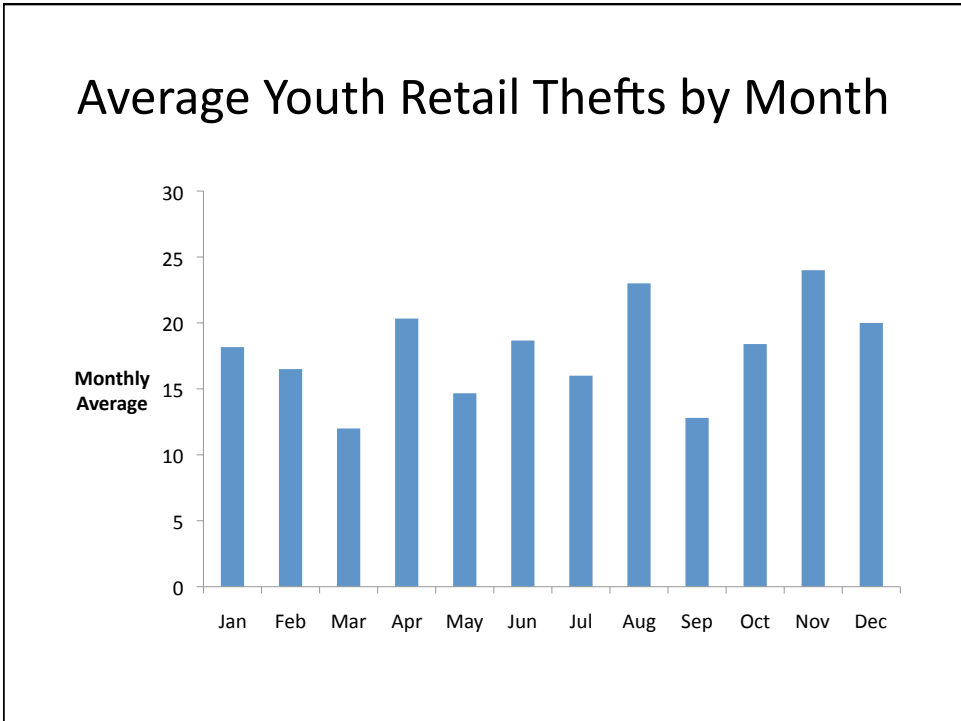
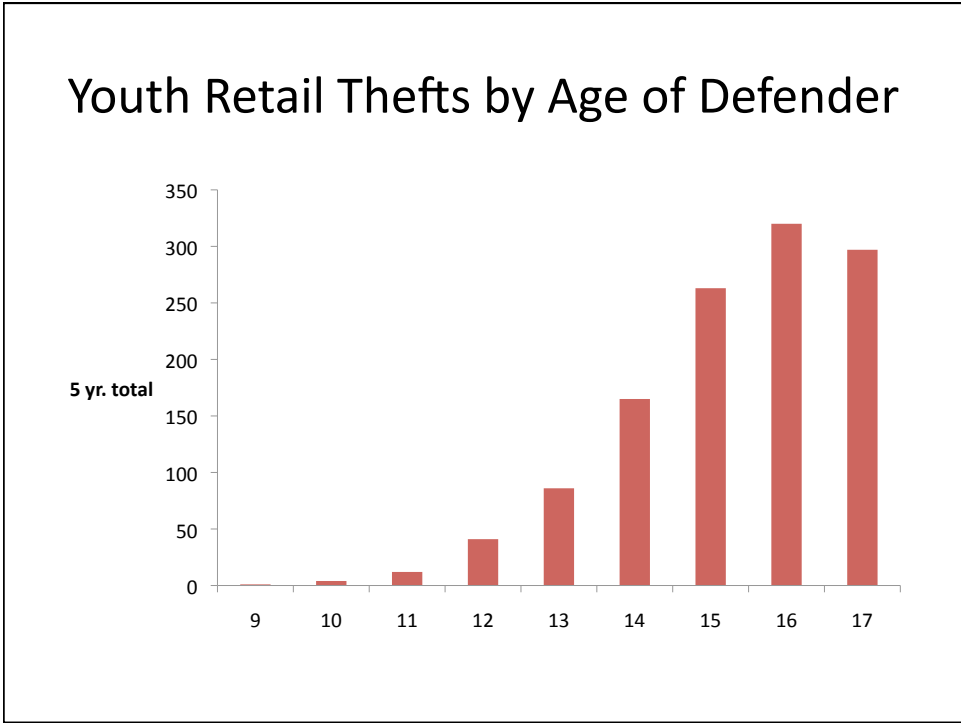
- Cases of theft increased gradually through the week, but dropped on the weekend.
- The number of offenders increased from ages 10 and 11 until age 16, then declined slightly at age 17.
- Thefts were most common in the hours between 3:00 and 9:00 p.m.
- There was not a distinct pattern when we examined thefts by month.

Youth Retail Thefts by Day of Week



Youth Retail Thefts by Time of Day



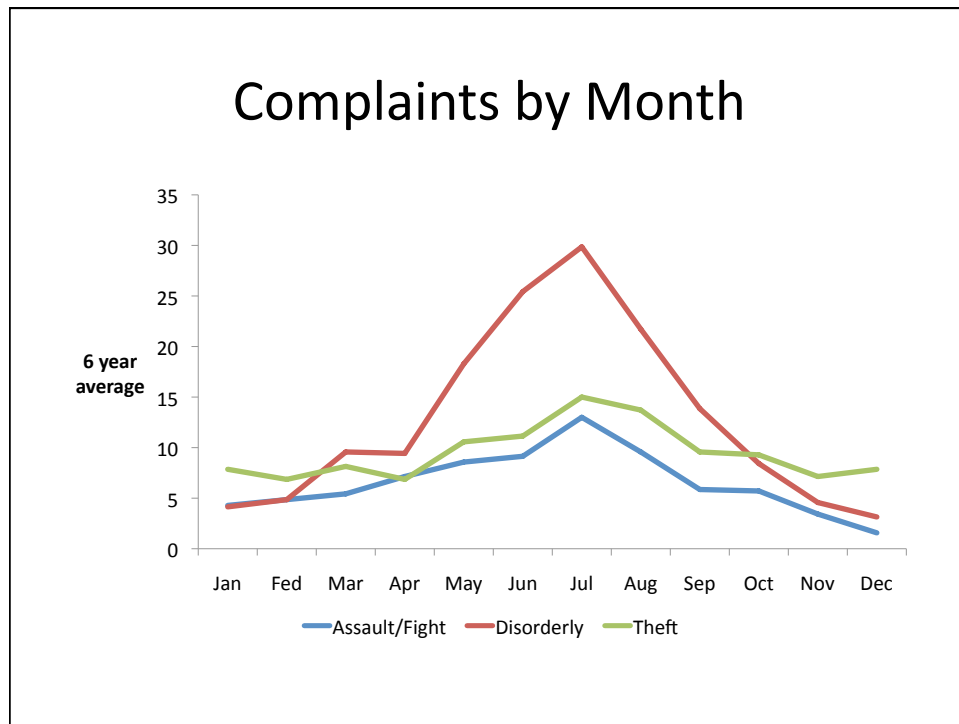


Complaints at Public Facilities

- This analysis looked at complaints of disorderly behavior, assault/fights, and claims of theft at or near public parks, recreation centers, and community organizations such as Boys and Girls Clubs or Neighborhood House.
- In this case, age of offender and day of the week were not available to us.

Complaints at Public Facilities by Month

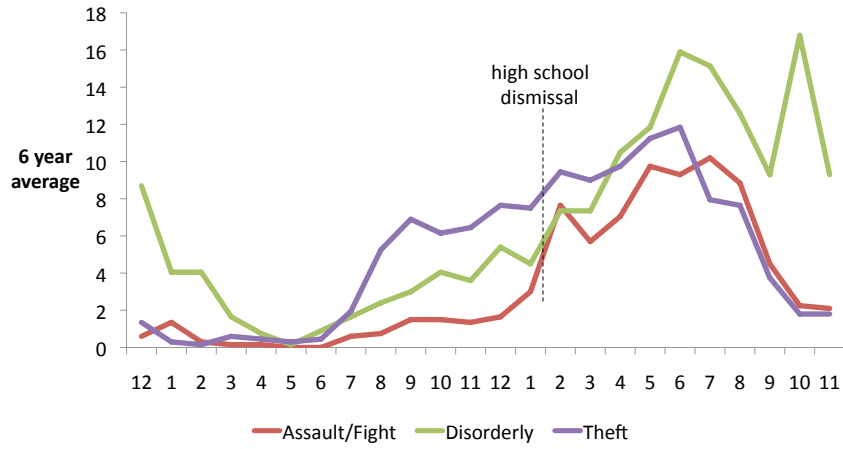
- All three types of complaints rose during the summer months, peaking in July
 - The increase and subsequent decrease was most dramatic for complaints of disorderly conduct
- Overall, complaints were at their lowest in November, December and January.



Complaints at Community Facilities by Time of Day

- Complaints of fights/assaults and thefts were at their highest between high school dismissal and approximately 8:00 p.m.
- Complaints of disorderly behavior were highest during the evening and early nighttime hours

Complaints at Community Facilities by Time of Day



Minnesota Student Survey

comparing student responses
in Ramsey County
from 2013 to 2016

prepared by
Stephen J. Schellenberg

The Minnesota Student Survey (MSS)

- Administered every three years
- Online survey – completed in one class period
- Student responses are anonymous
- Since 2013, given in Grades 5, 8, 9, and 11
- A project of the Minnesota Department of Health

We were given access to a county-wide file of individual student responses with strict protections for student privacy.

The Samples

- In both years, approximately two-thirds of eligible students participated in the survey.
- The sample appears to be roughly representative of the actual population in terms of gender and racial identity.
- In both years, Grades 8 and 11 appear to be under-represented compared to Grades 5 and 9.
- On nearly all items, some students opted not to respond.
 - Because their responses fell into patterns similar to some populations of color, those not indicating racial identity are reported as a separate category.
 - Missing responses to all other items were dropped from the analysis, so that percentages in this report are based only on valid responses.

The Samples

	2013	2016
Total	15613	15571
Male	7780	7730
Female	7833	7762
Grade 5	4232	4495
Grade 8	3490	3571
Grade 9	4192	4011
Grade 11	3699	3494

The Samples

	2013	2016
American Indian	1%	1%
Asian	21%	22%
Hispanic	11%	12%
African American	12%	14%
White	43%	41%
Pacific Islander	<1%	<1%
Multi-racial	9%	9%
No race indicated	3%	2%

Further information about students identifying as multi-racial

	2013	2016
Total number	1347	1349
<u>Number checking each race</u>		
American Indian	569	527
Asian	323	367
Pacific Islander	122	110
African American	765	790
White	1141	1128

CAUTION

- All data in the Minnesota Student Survey are based on students' self-report.
- Although the responses are anonymous, they may contain inaccuracies due to student reluctance to answer honestly or due to deliberate mischief-making by some students.

Perception of Safety

- Q – I feel safe
 - going to and from school
 - at school
 - in my neighborhood
 - at home.
- In general, 90% or more of students checked “agree” or “strongly agree”
 - Lower percentages were reported for school and neighborhood , particularly by some racial groups.

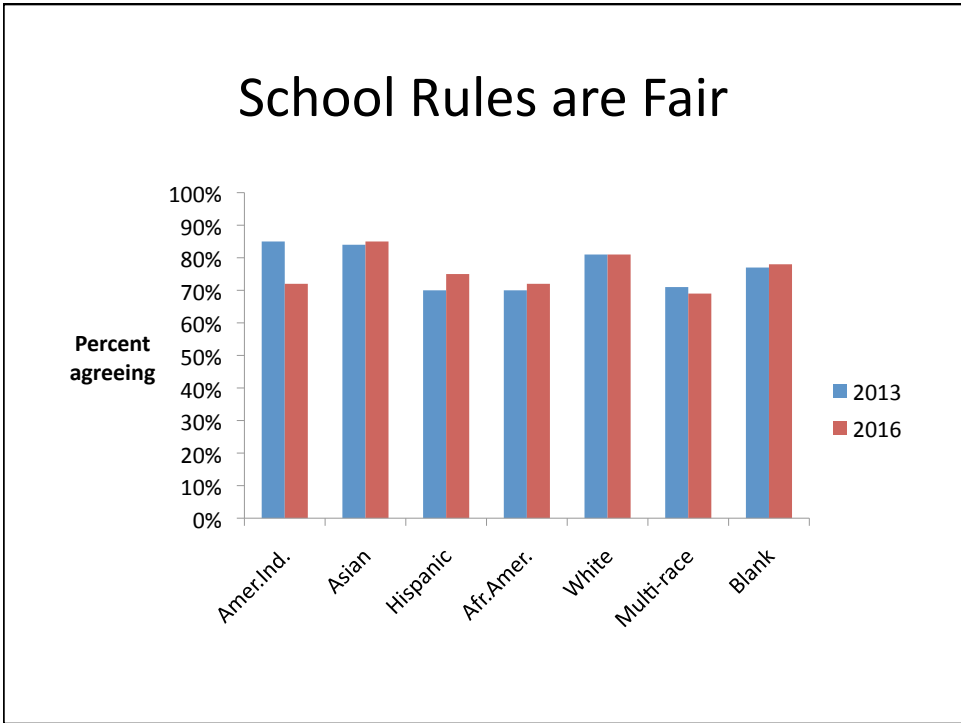
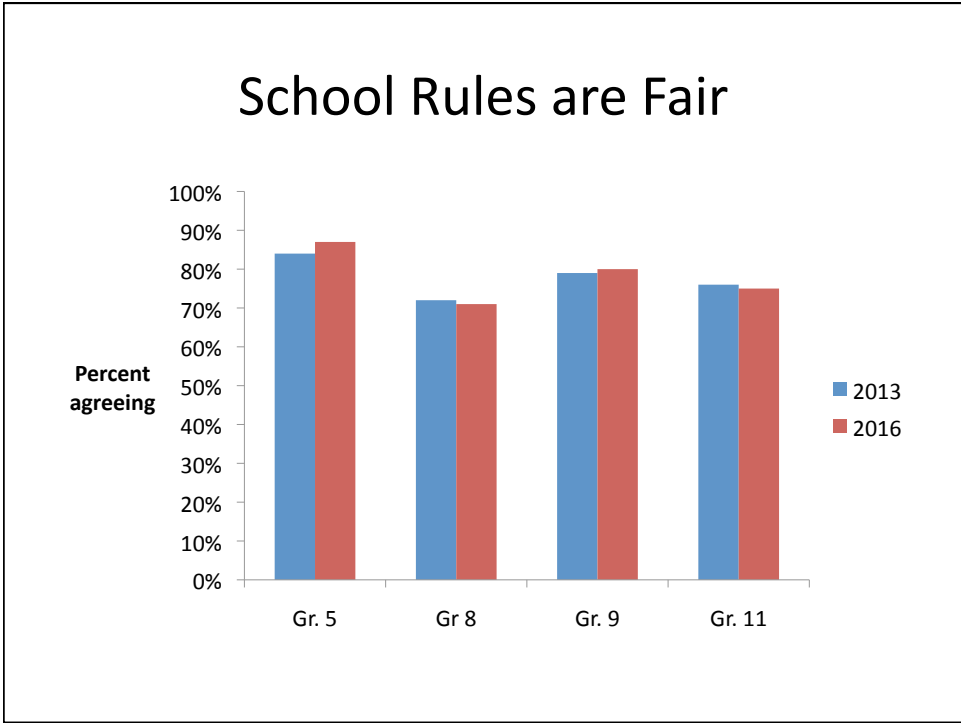
Perception of Safety percentages marking “agree” or “strongly agree”

	2013				2016			
	to/from	@sch	n’hood	home	to/from	@sch	n’hood	home
Amer. Ind.	87	87	79	96	91	88	87	92
Asian	93	91	86	97	94	94	89	98
Hispanic	91	88	85	95	93	90	89	97
Afr. Amer.	90	88	86	96	93	88	90	97
White	95	93	94	97	97	93	96	98
Multi-racial	92	87	86	95	93	88	89	95
Blank	91	87	86	95	92	89	90	97
Total	93	91	89	97	95	91	92	97

School rules

Q – The school rules are fair.

- Fewer than 80 percent of students agreed with this statement, with highest agreement at Grade 5 and lowest at Grade 8 each year.
- Hispanic, African American and multi-racial students had the lowest rates of agreement, while Asian and White students were highest, but no group had more than 85% agreement with this statement.

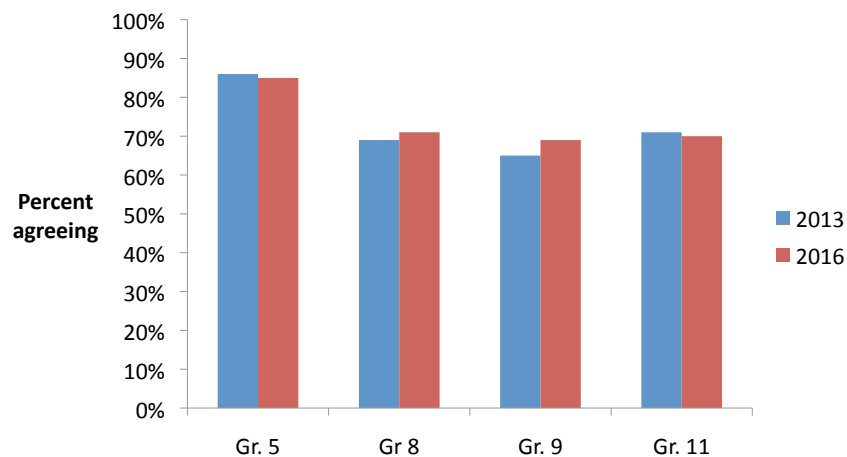


Teachers are interested in me

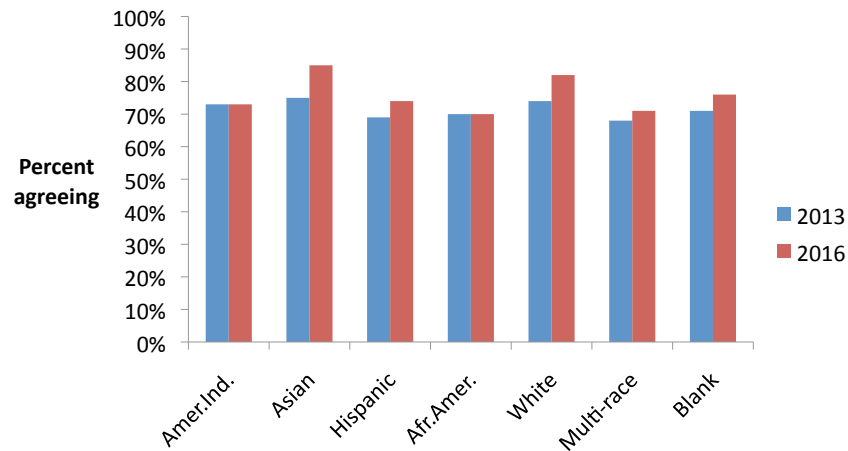
Q – Most teachers at my school are interested in me as a person.

- 75 percent of students or fewer agreed with this statement, with highest agreement at Grade 5.
- Hispanic, African American and multi-racial students had the lowest rates of agreement, while Asian and White students were highest, but no group had more than 76% agreement with this statement either year.

Teachers are Interested



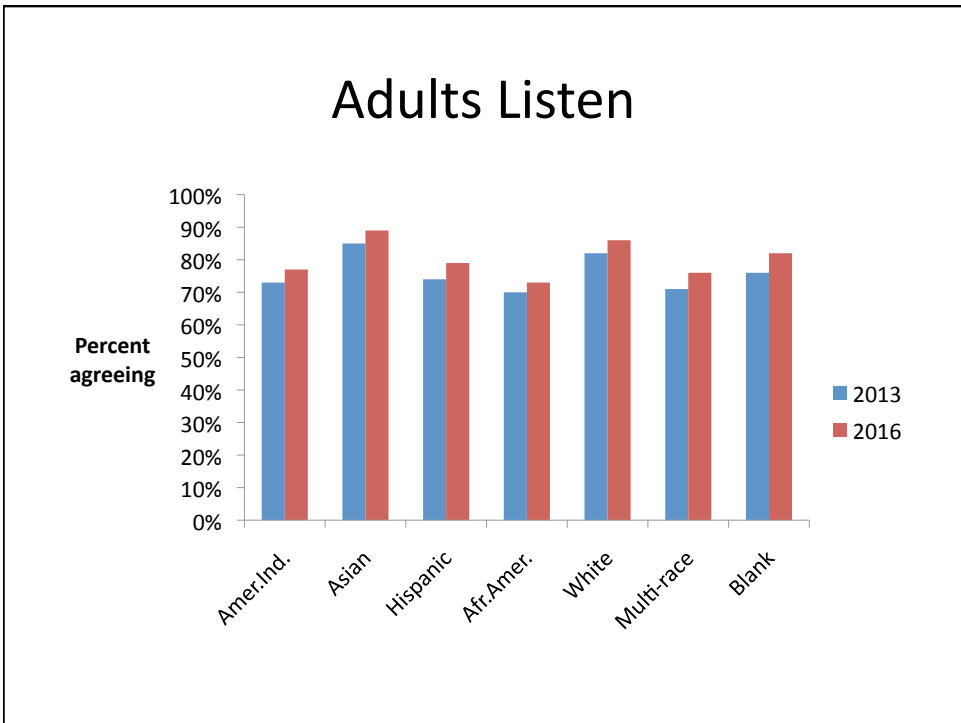
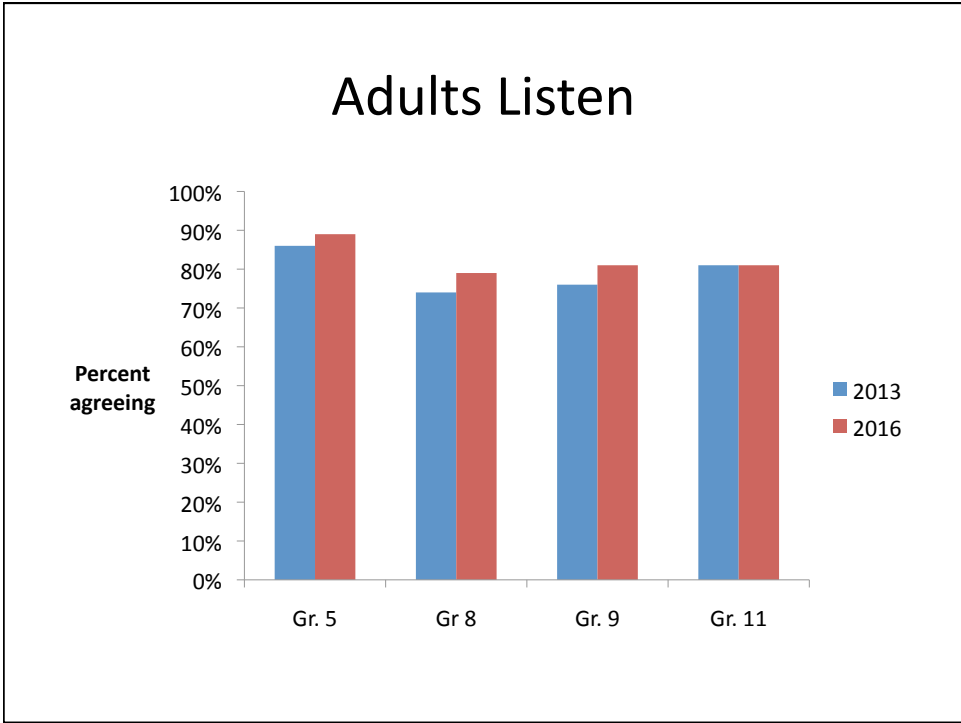
Teachers are Interested



Adults listen

Q – Adults at my school listen to the students.

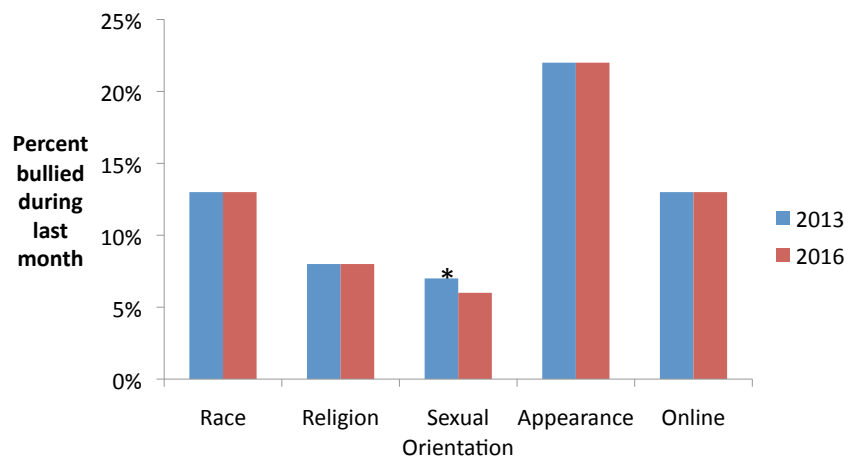
- In 2013, 79 percent of students agreed with this statement. This increased to 83 percent in 2016.
- The increase was broad-based across all grades and racial groups.



Bullying

- A series of questions asked students about the reasons that they were bullied.
 - The largest percentage at all grades were bullied about their appearance (16 to 27 percent)
 - The second highest percentage at all grades were bullied about their race (11 to 16 percent)
 - Bullying was at its highest in Grades 5 and 8
 - Somali students were bullied about their religion at a rate more than triple that of other groups.
 - In 2016, this was especially true for Somali girls (37%)

Types of bullying reported

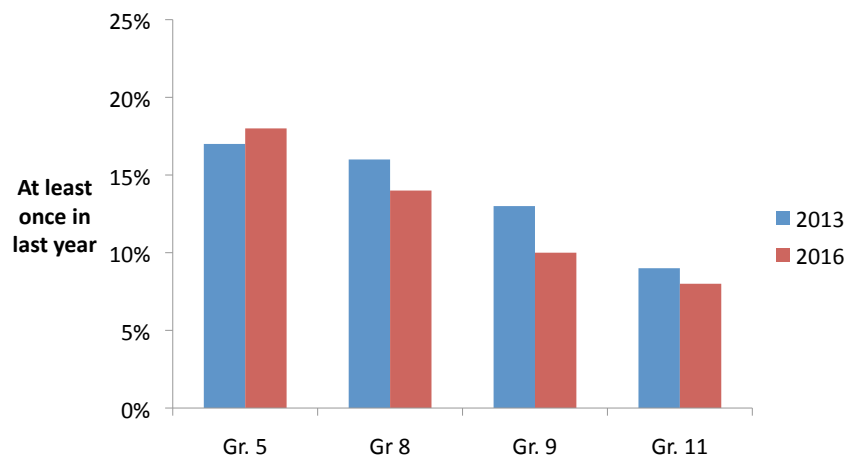


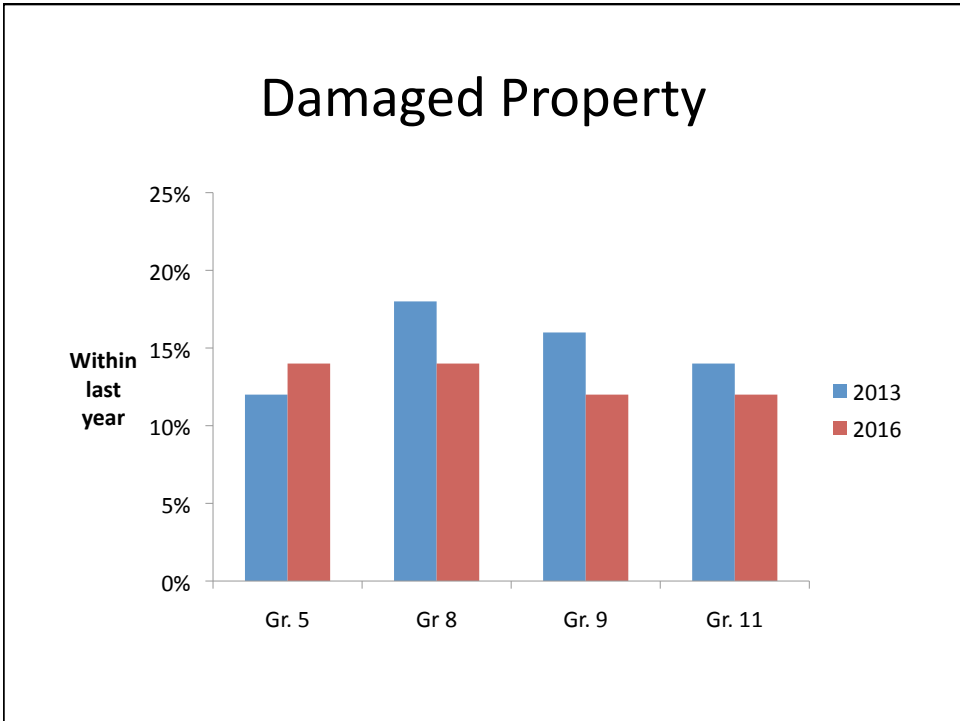
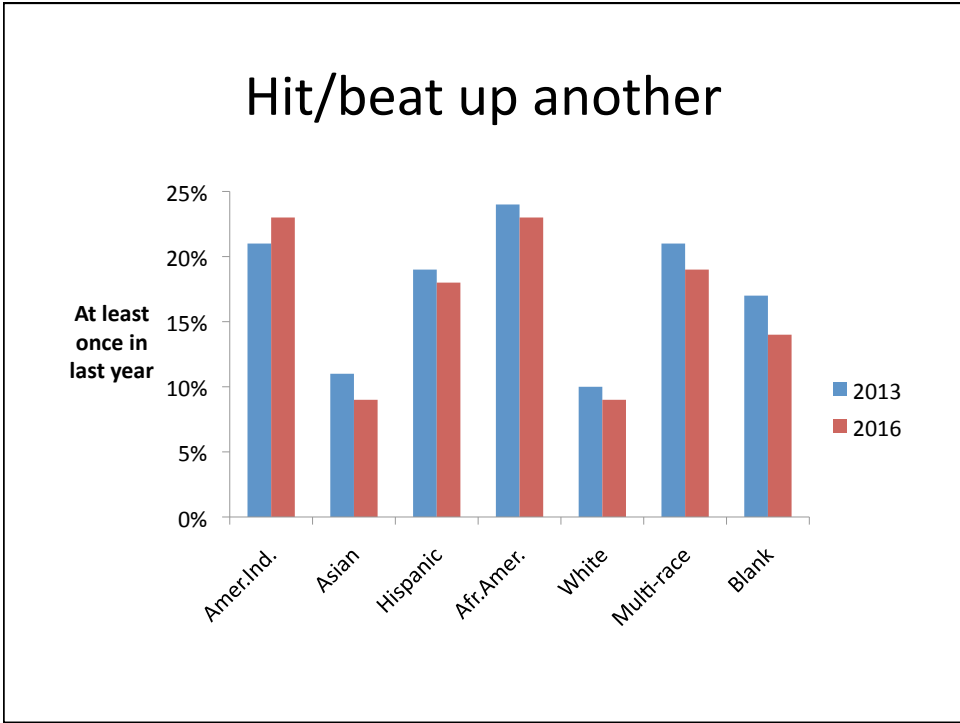
*Question not asked at Grade 5

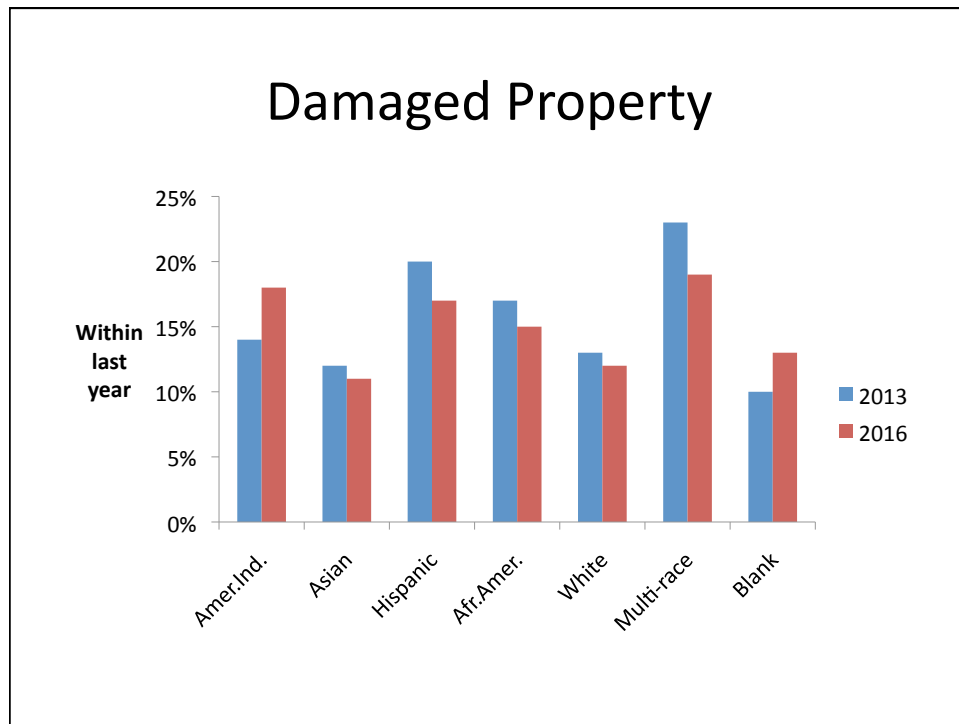
Problematic Behavior

- Q - During the last 12 months, how often have you hit or beat up another person?
 - Percentage answering one time or more declined from near 18 percent in Grade 5 to approximately 8 percent in Grade 11.
 - Percentages declined at most grades from 2013 to 2016.
- Q - During the last 12 months, how often have you damaged or destroyed property?
 - Affirmative responses declined slightly from 2013 to 2016.

Hit/beat up another



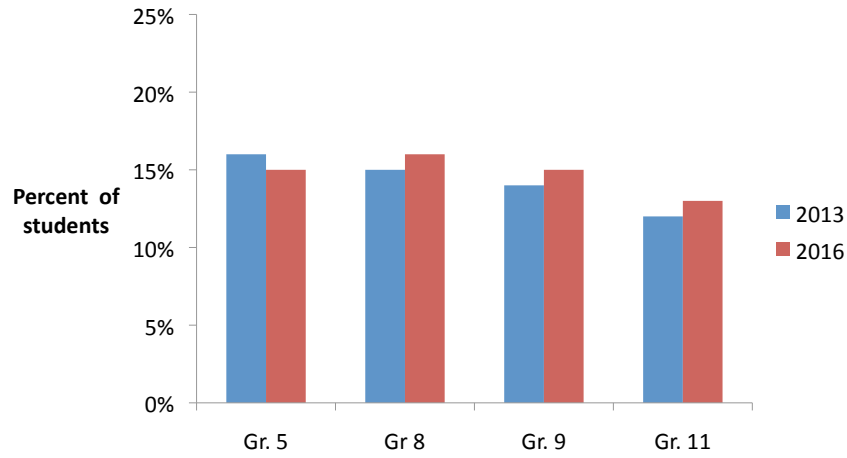




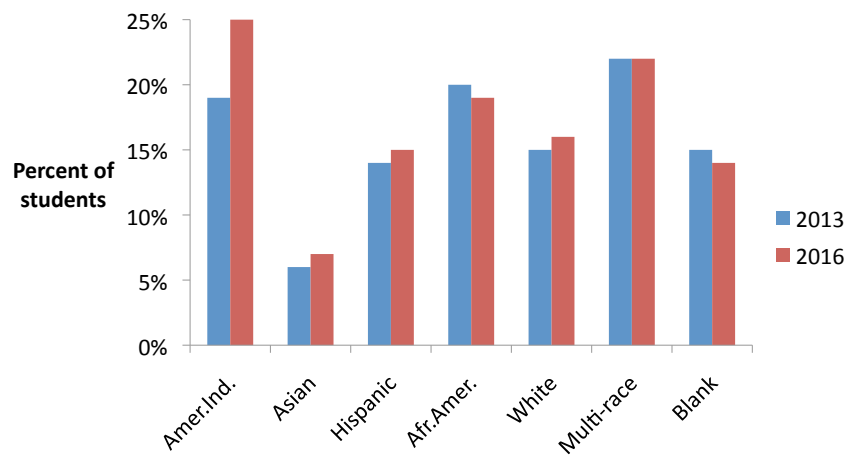
Long-term Physical Health Issues

- Q - Do you have any physical disabilities, or long-term health problems (such as asthma, cancer, diabetes, epilepsy or something else)? Long-term means lasting 6 months or more.
 - Between 12 and 16 percent of students answered “Yes”
 - The percentage declined slightly with students’ age.

Long-Term Physical Health Issues



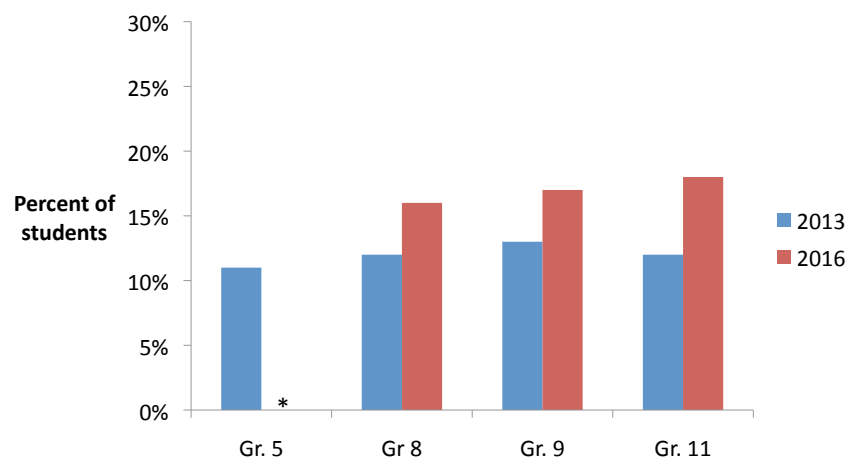
Long-Term Physical Health Issues



Long-term Mental Health Issues

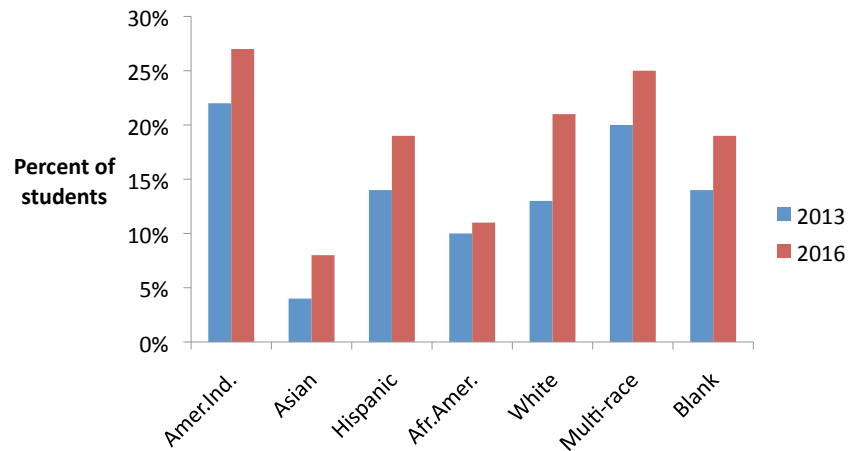
- Q - Do you have any long-term mental health, behavioral or emotional problems? Long-term means lasting 6 months or more.
 - In 2013, approximately 12 percent of students at all grades answered “Yes”
 - There was an increase to 17 percent in 2016. The increase appeared at all grades and in all groups. Reasons are unclear.

Long-term Mental Health Issues



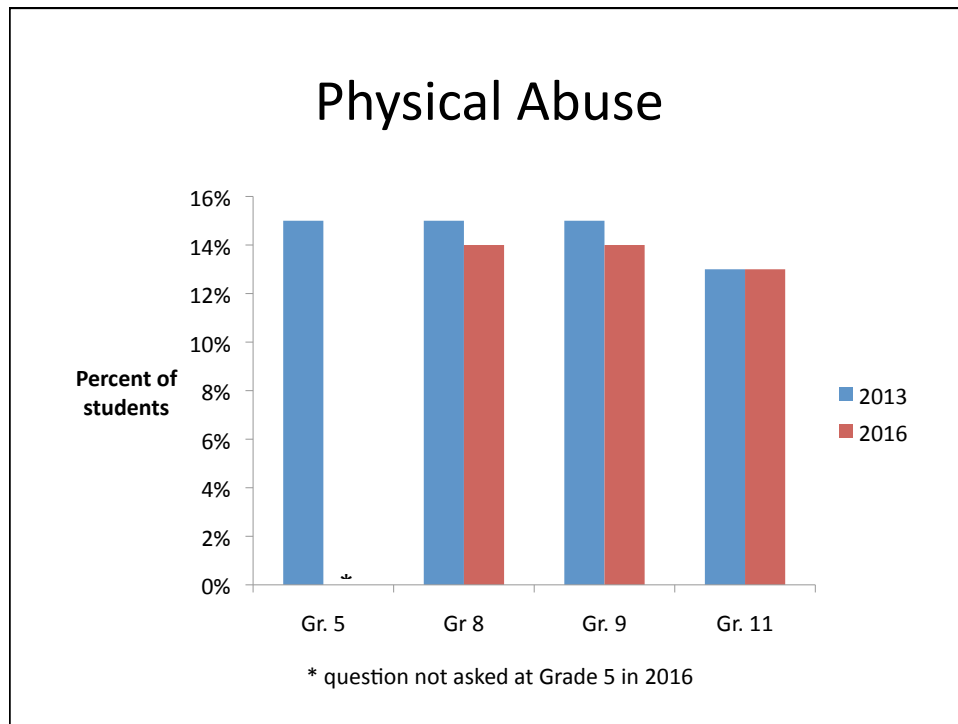
* question not asked at Grade 5 in 2016

Long-term Mental Health Issues



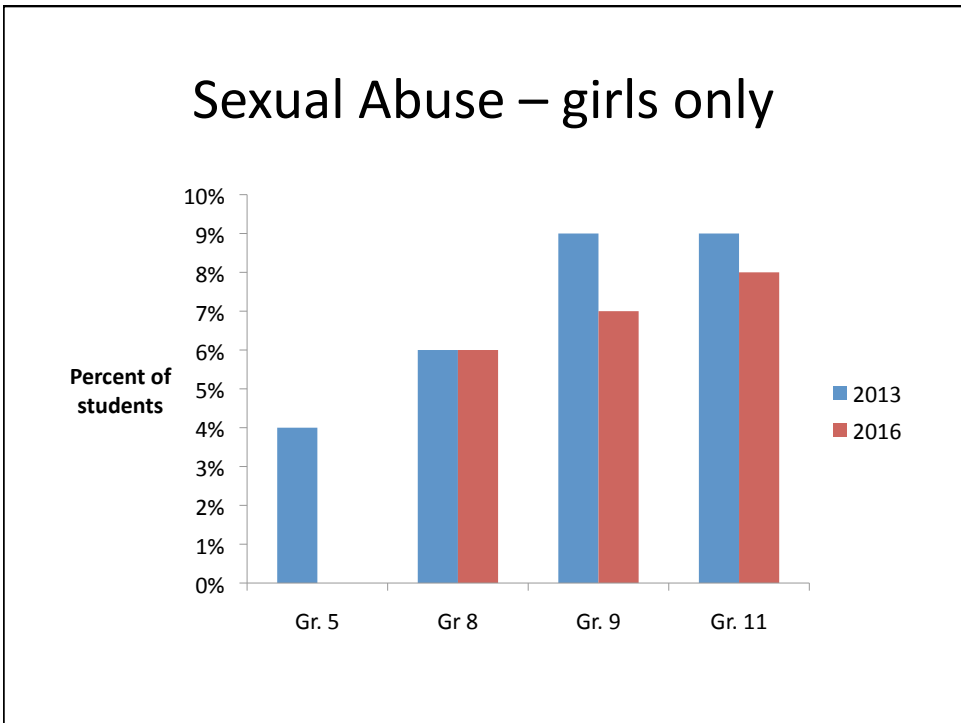
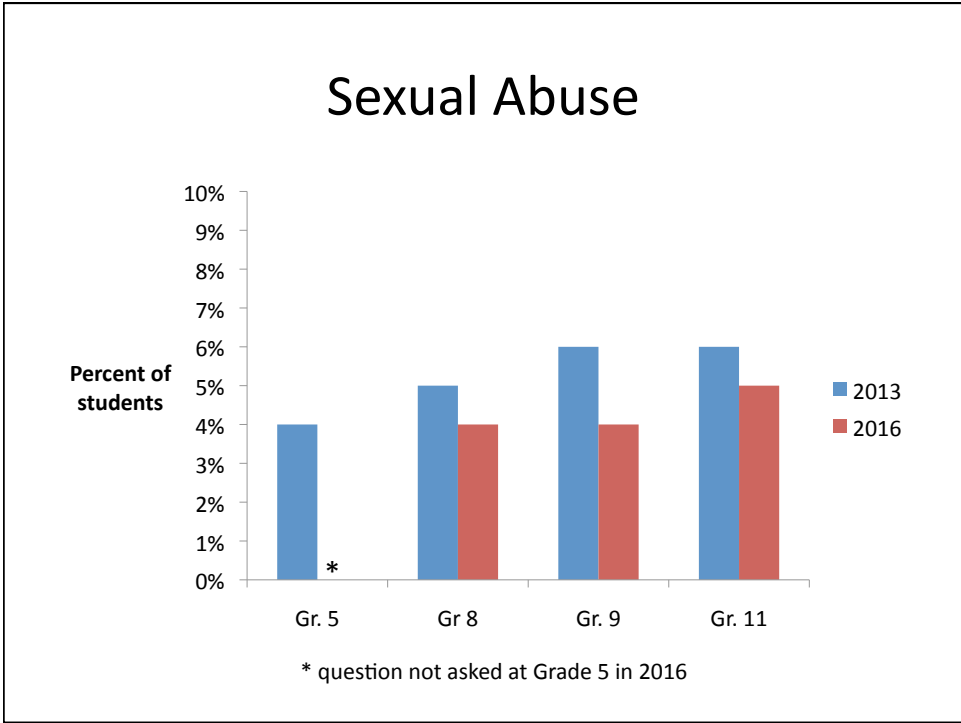
Physical Abuse

- Q - Has a parent or other adult in your household ever hit, beat, kicked or physically hurt you in any way?
 - Between 13 and 15 percent of students in each grade responded “Yes”
 - Percentages were virtually unchanged between 2013 and 2016
 - This question was not asked at Grade 5 in 2016



Sexual Abuse

- Combination of two questions, one dealing with unwanted sexual contact within the household and the other outside the home.
 - In 2013, affirmative responses increased from Grade 5 (4 percent) to Grades 9 and 11(6 percent)
 - Overall rates were similar in 2016
 - In both years, the increase was higher for girls than boys
 - This question was not asked in Grade 5 in 2016.

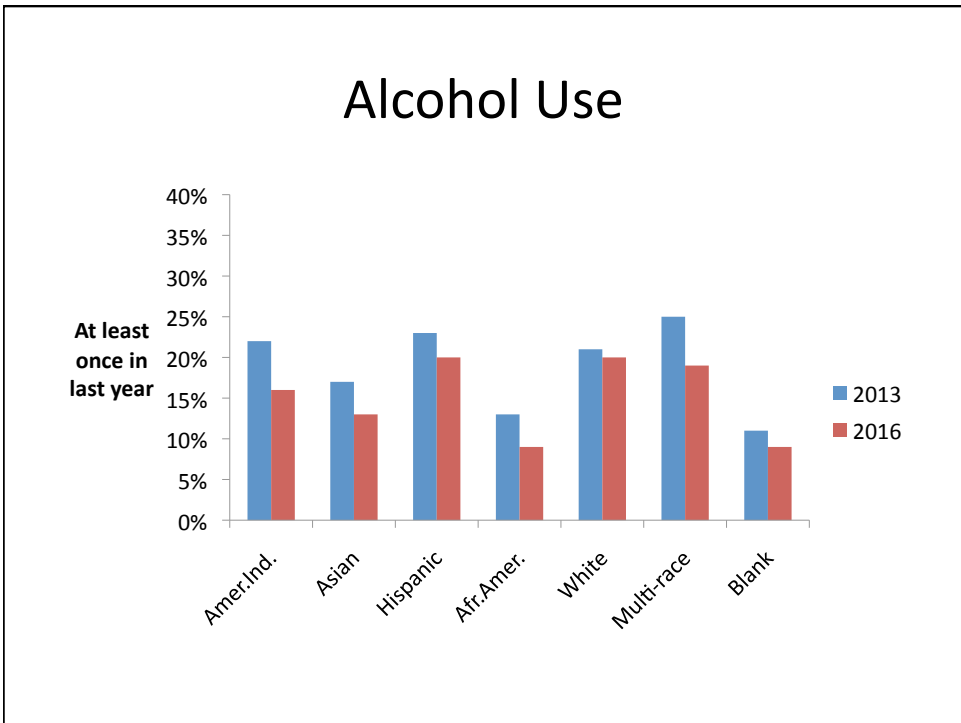
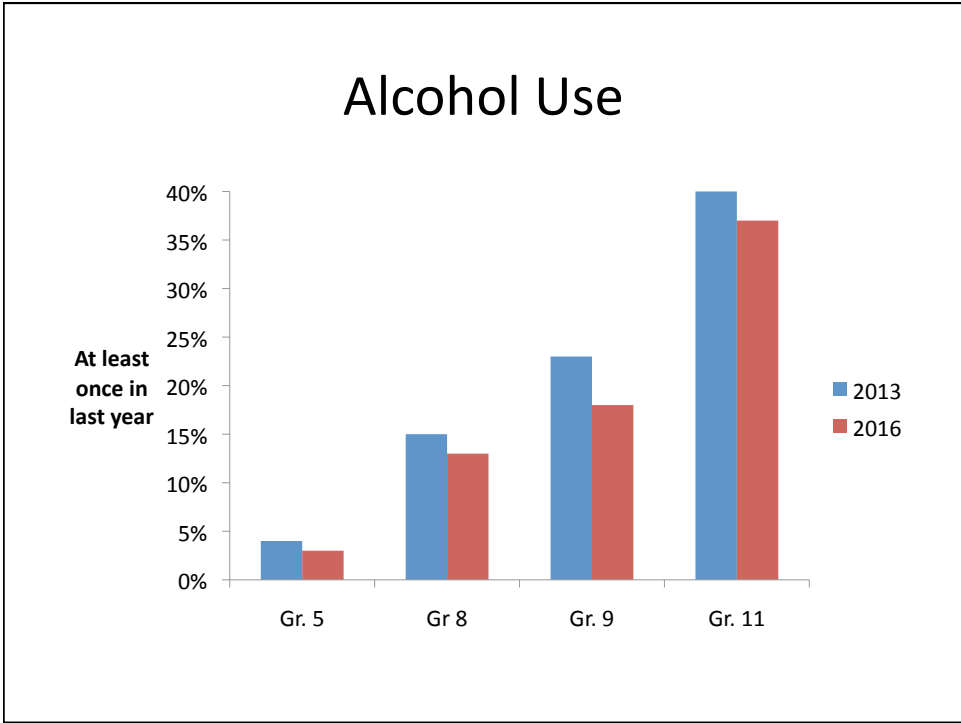


Substance Use

- A series of questions asked about attitudes toward and use of various drugs.
- This analysis will focus on the three substances that are used most frequently – alcohol, cannabis and tobacco
- Students were also asked about use of inhalants (glue, aerosols, etc.), cocaine, heroin and hallucinogens such as LSD

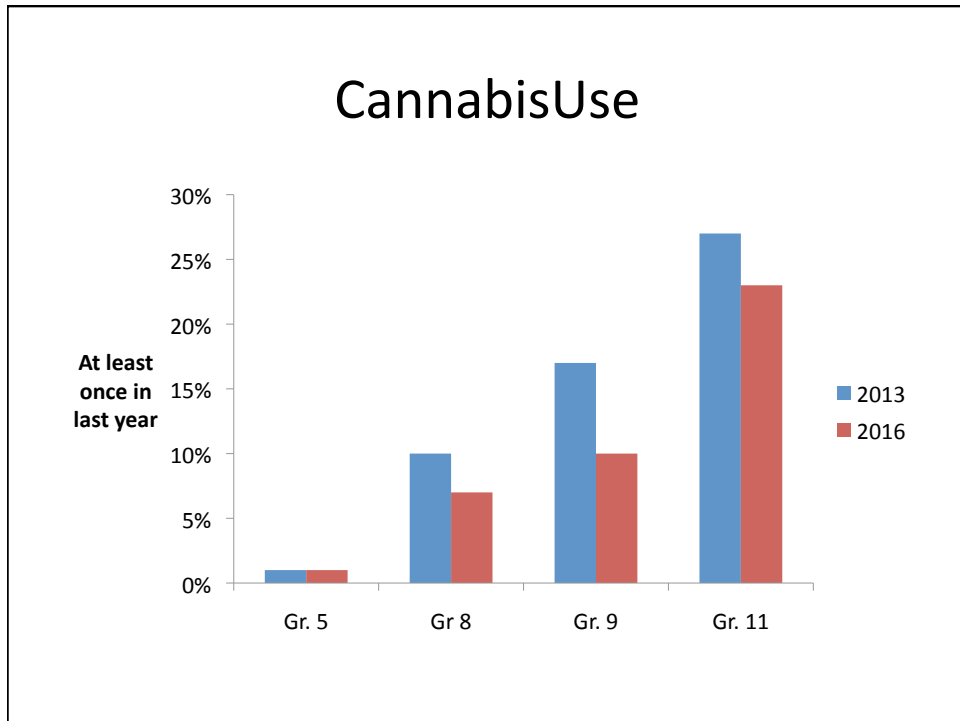
Alcohol Use

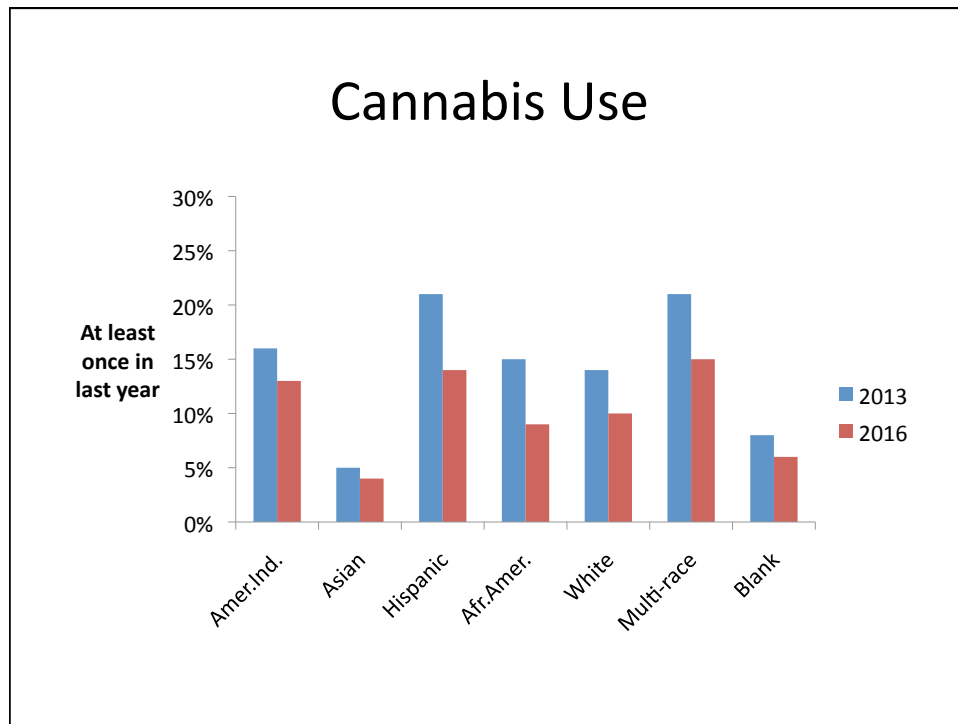
- Q – During the last 12 months, on how many occasions (if any) have you had alcoholic beverages to drink?
 - Alcohol was the most commonly used drug at all ages and in all racial groups
 - Rates of use increased rapidly through the grades
 - Rates of use declined by an average of 3 percent in all groups from 2013 to 2016



Cannabis Use

- Q – During the last 12 months, on how many occasions (if any) have you used marijuana or hashish?
 - Cannabis was the second most commonly used drug at all ages and in all racial groups
 - Rates of use increased through the grades
 - Rates of use declined by an average of 4 percent in all groups from 2013 to 2016





Tobacco Use

- A series of questions asked about use of different forms of tobacco in the last 30 days. This analysis merged them into a single variable
 - Slightly different questions were asked at Grade 5 compared to other grades.
 - In 2016, a question was added regarding vaping.
- Tobacco was the only substance that saw an increase in rates of use between 2013 and 2016. The increase was particularly evident at Grade 11.

