URBAN HIGH SCHOOL DISORDER REDUCTION PROJECT

A collaborative effort between:
• The Dayton Police Department
• Dayton Public Schools
• The Juvenile Division of the Montgomery County Prosecutor’s Office
• Montgomery County Juvenile Court

Belmont High School
Dayton, Ohio
Introduction

Dayton Police Department:
• Chief Richard S. Biehl
• Lieutenant Chris L. Williams
• Officer Merwyn W. Rodrigues

Dayton Public Schools:
• Principal David L. White

Montgomery County Juvenile Court
• Darlene Powell
Meet Chief Biehl Dayton Police

- More than 27 years experience

- Started with the Cincinnati Police Department in 1980 and was promoted through the ranks from patrol officer to Assistant Chief until 2004

- Executive Director of Cincinnati’s Community Partnering Center from 2004-2008

- He was appointed to Chief of Police for the City of Dayton in January 2008

- Introduced the Dayton Police Department to CPOP – Community Problem Oriented Policing
Where is Dayton?
City of Dayton History

- Established: April 1, 1796
- Incorporated: 1805
- Named after Jonathan Dayton
  - One of the signers the United States Constitution
City of Dayton History

• Famous for:
  – Wright Brothers
    • Flight
  – Charles Kettering
    • Inventor
  – Paul Laurence Dunbar
    • National Poet

• Institutions include:
  • National Cash Register
  • University of Dayton
  • Wright-Patterson Air Force Base
City of Dayton Demographics

- Population: 141,527
- Median Household Income: $29,730
- Median Age: 34.3 Years

![Pie chart showing population distribution: White 49.7%, Black 42.9%, Hispanic 3.0%, Multi 4.4%]
Dayton Police Department

• 347 Sworn Officers

• 3 Patrol Operation Divisions

• Patrolling 56.6 square miles

• Dayton Police received more than 139,000 Calls For Service in 2010
Three significant contributors to the loss of 95 sworn personnel since January 2008:

1. Significant budget cuts due to economic decline exacerbated by the “Great Recession”

2. Lawsuit by the Department of Justice challenging hiring practices governed by the Dayton Civil Service Commission

3. Increased retirements due to maximum (8 year) participation in the Deferred Retirement Option Plan
Problem Oriented Initiatives

- **Corner of Chaos**
  - Relocated central busing hub
  - *2010 Herman Goldstein Finalist*

- **Burkhardt**
  - Targeted the highest crime sector in the city
  - *2011 Ohio Crime Prevention Special Project Award Winner*

- **Safe Delivery**
  - Educating pizza delivery drivers on how to protect against robberies
  - *2011 Ohio Crime Prevention Special Project Award Winner*

- **Miami Valley POP Conference**
  - A collaborative effort involving numerous law enforcement agencies and citizen partners

- **Bar Safe**
  - Educating bar owners on how to reduce crime and increase management effectiveness

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Lack of personnel and increasing calls for service demanding more with less deemed the necessity for POP initiatives
Introduction

**The Problem:** Disorder in and around Belmont High School marked by disturbances, fights, a growing number of calls for service, and poor educational performance.

**Success:** Achieved by utilizing a number of strategies, including Crime Analysis and Crime Prevention Through Environmental Design (CPTED), which greatly reduced the number of crimes and calls for service while improving the overall environment for the students, neighbors and law enforcement.
Introduction

- Belmont is located at 2323 Mapleview Avenue
- Belmont Neighborhood
Introduction

- Opened in 1956
- 800 - 900 Students Annually
- 1 of 6 high schools in Dayton Public Schools (DPS) system
- On “Academic Emergency” since 2002
- Demographics:
  - Black: 44.4%
  - Hispanic: 5.6%
  - Multi: 6.6%
  - White: 43.4%
Introduction

The Urban High School Disorder Reduction Project was a combined effort between:

• Dayton Police Department
• Dayton Public Schools
• Juvenile Division of the Montgomery County Prosecutor’s Office
• Montgomery County Juvenile Court
A need to clearly define the problem
In November 2008, Lt. Williams assumed command of the 2nd District.

- Approx. 59,000 citizens and over 46,000 calls for service

First action was identifying the problem locations.

Review of the top 10 list of repeat call locations included the usual:

- Apartment Complexes
- Crack Houses
- **Belmont High School!**
Background (continued)

• Belmont High School was actually the top call location for violent crimes in the entire city!

• Calls for service included:
  – Assaults
  – Drugs
  – Disturbances
  – Disorderly Juveniles
  – Threats

143 calls for service in the 2008-2009 school year
• Further investigation and feedback from local businesses suggested the problem was growing beyond the school grounds.

Stakeholders had to be identified in order to determine their perception of the problem.
Disorder at Belmont High School

Dayton Police

Disorder at Belmont High School

- Officers were responding multiple times every single day to the school
- The school was drawing too many police resources from the rest of the city
- The school was unresponsive
- The problem was getting worse
Stakeholders: Dayton Public Schools

- Belmont was considered a “dumping grounds” for problem students
- Budget constraints limited the ability to increase security or change environment
- Belmont High School was not a priority!
Stakeholders: Belmont Businesses

- Businesses were losing profit
- Increased crimes in local businesses area
- Assaults and other disorderly behavior was not conducive to attracting customers
- Wanted police and high school to do more
Disorder at Belmont High School

Dayton Police
Dayton Public Schools
Belmont Business Assoc.
Belmont Neighborhood

Stakeholders: Belmont Neighborhood

- Believed the students were to blame for deteriorating image
- Wanted police presence at all times
- Felt court ordered busing was to blame
• Student offenders were mostly juvenile
  – most punishments were minimal
  – releasing the students back to their parents was typical

• Parents were occasionally fined, but students would reoffend

• Mostly unaware of the problems taking place in the school and surrounding area
Stakeholders: Belmont High School

- Administration did not believe the school was the problem
- Students were not able to focus strictly on studies
- If disturbances occurred, there were minimal consequences from school or courts
- Once students were off the school grounds, it was no longer the school’s responsibility, not subject to school discipline
Stakeholders: Belmont High School

- Each stakeholder had a different perception of the problem
- No stakeholders were willing to take responsibility
- Each desired the other would solve the problem
Downward Spiral

- Failing Grades
- Media Attention
- Fights & Arrests

Disturbance Broke Out At Dayton High School

Posted: 3:56 pm EST February 12, 2009
Updated: 5:01 pm EST February 12, 2009

DAYTON, Ohio — Dayton police spent several hours Thursday afternoon at a local high school after a disturbance broke out.

School officials said there was a fight during lunch in the cafeteria at Belmont High School.

Officers said they arrested a female student.

According to police, officers stayed at the school for several hours to make sure students remained under control.

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Chair used as weapon in high school assault

By Kyle Nagel | Wednesday, March 18, 2009, 09:35 AM

DAYTON — Police responded to Belmont High School on Tuesday, March 17, after a male student hit another male student in the back with a chair.

Officers were dispatched at 11:40 a.m. after a teacher reported an assault had occurred, according to a police report. The two students began fighting about hygiene, and one said he had enough, the report said.

The upset student picked up a chair and struck the other student in the back, and the fight escalated, the report said. Two school employees struggled to separate the two, but the aggressor again picked up a desk-and-chair combination and tossed it at the injured student, although it missed him, the report said.

The two continued to fight until separated, and the chair-throwing student had a bloody nose. The other student was removed to the front office, the report said.

Comments

By belmontsucks
March 14, 2009 7:51 AM | Link to this
Belmont sucks as a school. It used to be decent, no more, I might move my kids over to Wilbur Wright again.

By J.L.
March 16, 2009 11:32 AM | Link to this
My grandson goes to Belmont, and it seems the principal and teachers CANNOT control their students. Fights are daily. What is wrong with these incompetent people?

By cornie.
March 26, 2009 12:23 PM | Link to this
Report abuse
That school is unreal. My daughter goes there and every other day I pick her up the police are there. They had a dance a few weeks ago and the students who didn't attend the school caused a big fight a teacher was injured. Dayton Police had to spray pepper spray to control the crowd. I want her out of Belmont.
Major Incident

- On March 25, 2009, after regular dismissal, students left school grounds, travelled unsupervised through an alley toward this bus stop.

- While getting on the bus, a fight broke out between students.
Major Incident (continued)

- Officers on patrol witnessed the disturbance

- Students began flooding out of the bus and onto the street

- In an attempt to intervene, officers were assaulted and a Signal 99 was called
Multiple crews responded with more than 15 officers

3 Belmont students were arrested

Media publicized public outcry
WDTN’s Broadcast
Significant Issues

- Businesses demanded a resolution
- Multiple allegations of police brutality
- Continuous drain on police resources
Determining the extent of the problem
Getting Started

• Dayton Police Department began its analysis in 2008 and researched the effectiveness of traditional policing at all Dayton Public High Schools

• Defining the scope of the analysis:
  1. Analyzed the calls and crime at Belmont and compared to other Dayton Public High Schools
  2. Analyzed what and who only at Belmont
  3. Analyzed what and who in a 1,000 ft. radius around Belmont plus 3 nearby bus stops

• In July 2009 Principal White began his own internal analysis utilizing Belmont High School records
Belmont vs. Other Dayton Public High Schools

2008-2009 School Year

Calls For Service

Belmont: 98
Dunbar: 51
Thurgood Marshall: 24
Stiver: 20
Patterson: 10

Arrests

Belmont: 33
Dunbar: 12
Thurgood Marshall: 5
Stiver: 16
Patterson: 0

Belmont was disproportionate to other high schools

Date range: Sept. 8, 2008 – April 4, 2009
Analyzing Only Belmont

Belmont HS: 2323 Mapleview
Delinquent & Unruly Students

7 out of 10 Cases were Juveniles

Graph showing the number of Juvenile Cases and Referrals from 2008 to 2011:
- 2008-2009: 178 Juveniles, 262 Cases
- 2009-2010: 306 Juveniles, 262 Cases
- 2010-2011: Data not available
Location: Belmont High School, 2323 Mapleview Avenue
Hours: 0700-1700
Date: August 17 - June 6
Simple Assaults

Location: Belmont High School, 2323 Mapleview Avenue
Hours: 0700-1700
August 17 - June 6

<table>
<thead>
<tr>
<th>Year Range</th>
<th>Simple Assaults</th>
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<tbody>
<tr>
<td>2005-2006</td>
<td>18</td>
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<tr>
<td>2006-2007</td>
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<td>2007-2008</td>
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<td>2008-2009</td>
<td>38</td>
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<td>2009-2010</td>
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<tr>
<td>2010-2011</td>
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</tr>
</tbody>
</table>
Violent Crimes

Location: Belmont High School, 2323 Mapleview Avenue
Hours: 0700-1700
August 17- June 6

![Bar chart showing violent crime statistics from 2005 to 2011.](chart.png)
Analyzing Around Belmont

RTA Bus Stop:
2 Watervliet

RTA Bus Stop:
69 Watervliet

Belmont HS: 2323 Mapleview

RTA Bus Stop:
1 Nordale
Crimes At and Around

Location: Belmont HS + 1,000 foot radius around + 3 bus stops
Hours: 0700-1700
Date: August 17- June 6
From March 2009-August 2009, numerous meetings took place as separate groups. All findings were reviewed together in one meeting.

Attendees were:

- Lt. Chris Williams – 2nd District Commander
- David White - Belmont High School Principal
- Judge Nick Kuntz - Adm. Judge Juvenile Court
- Julie Bruns - Juvenile Prosecutor
- Greg Scott - Legal Director Juvenile Court
- Kurt Stanic – Interim Superintendent - DPS
- Harry Frisby - DPS Security
- Jeff Mims Jr. - School Board President
Key Findings

1. Increasing number of calls for service in and around Belmont resulting in numerous issues and affecting numerous groups
Key Findings

2. Small number of students were influencing or directly causing large number of crimes; especially assaults
Key Findings

3. Unnecessary interaction among students between classes was causing assaults and additional crimes.
Key Findings

4. Many problem students were juveniles.
Key Findings

5. Outside of class, students had insufficient supervision

- Increasing CFS
- Few Students Causing Many Problems
- Many Juveniles
- Unnecessary Interactions
- Insufficient Supervision

DISORDER
6. Problem was not isolated to just school grounds, but extending out to nearby student bus stops.
7. Vague rules allowed students to find excuses for bad behavior
Key Findings

8. Minimal enforcement of rules

- Few Students Causing Many Problems
- Increasing CFS
- Many Juveniles
- Insufficient Supervision
- Unnecessary Interactions
- Problem Extended Beyond School
- Vague Rules Allowed Excuses
- Minimal Enforcement

DISORDER
RESPONSE

Getting Belmont Back On Track
1. Increasing number of calls for service in and around Belmont resulting in numerous issues and affecting numerous groups

- Problem Extended Beyond School
- Many Juveniles
- Few Students Causing Many Problems
- Unnecessary Interactions
- Minimal Enforcement
- Vague Rules Allowed Excuses
- Insufficient Supervision

Meetings and continuous communication with all community partners
Increasing Partnerships

• Conducted meetings with:
  – Police Officers
  – Former/Present Principal
  – DPS Security
  – Neighborhood Association
  – Belmont Business Association
  – Juvenile Court/Prosecutors Office
  – DPS Board Members

Goal was to raise awareness, establish communication channels, and develop a plan to address the problem from many angles
2. Small number of students were influencing or directly causing large number of crimes; especially assaults.

Identify students for special intervention who were responsible for crime and disorder through arrest records and observation.
Problem Students

• In addition to arrest records, Principal White gained feedback from his faculty to identify more than 240 problem students

• Each received a letter before the 2009 school year stating their behavior was no longer welcome at Belmont

• If the student was not willing to change, assistance was provided to place students in a new school where their needs could be better addressed
3. Unnecessary interaction among students between classes was causing assaults and additional crimes.

Resolution Strategies to Key Findings

- Many Juveniles
- Identify Students & Create Plan
- Reassign Classrooms
- Increase Partnerships
- Problem Extended Beyond School
- Insufficient Supervision
- Minimal Enforcement
- Vague Rules Allowed Excuses

Reassign classrooms to group students by grade level as much as possible within the school building.
Reassigning Classrooms

- The goal was to reduce unnecessary interactions

Analysis of the floor plans and class schedule revealed that students from different grade levels were constantly crossing each other’s paths causing fights.
Resolution Strategies to Key Findings

4. Many problem students were juveniles

- Identify Students & Create Plan
- Reassign Classrooms
- Increase Partnerships
- Courts Adopt No Tolerance Policy
- Problem Extended Beyond School
- Insufficient Supervision
- Minimal Enforcement
- Vague Rules Allowed Excuses

Vertical prosecution/special response from Juvenile Court and Juvenile Division Prosecutors to emphasize a no tolerance policy for violations and crimes committed while making appropriate referrals and addressing individual needs.
Juvenile court agreed to hold parents, guardians, custodians and offenders responsible for the student’s:

- Attendance
- Incidents at school
- Academic performance

Adopted a “No Tolerance” policy for addressing problem students while making appropriate referrals and addressing individual students via intervention strategies.
Intervention Strategies (continued)

• Juvenile courts used 14 different intervention strategies

• The five most recognized strategies were:
  – Work Program Diversion
  – Homework/Chores Ordered
  – Restitution/Community Service
  – Probation
  – Ordered to Attend School

Parents held responsible for students actions
5. Outside of class, students had insufficient supervision.

Assigned school staff members to monitor the lunch period as well as school grounds and nearby “hotspots” (routes to bus stop) after school.
Increasing Guardianship

- Extra monitoring of heavy interaction times took place:
  - On School Grounds
    - Lunch
    - Hallways
  - Off School Grounds
    - Bus Stops
    - Alleyways
  - During School Hours
  - After School Hours
6. Problem was not isolated to just school grounds, but extending out to nearby student bus stops

- Identify Students & Create Plan
- Reassign Classrooms
- Increase Partnerships
- Courts Adopt No Tolerance Policy
- Dedicate Police Resources
- Monitor Locations of Heavy Interaction
- Minimal Enforcement
- Vague Rules Allowed Excuses

Created a “Safe Routes From School” program
Increased Patrol

Without utilizing overtime, officers:

- Monitored hot spots

- Patrolled near school during and after school hours; especially while students walked to bus stops

- Assessed situation every 2 weeks
7. Vague rules allowed students to find excuses for bad behavior.

Remove excuses by establishing clear rules for student behavior in and around the school.
Setting Student Expectations

• Throughout the school, Principal White and his staff made sure students were aware of what was expected of them.

• Signage was placed on school grounds to continuously remind the students.

- Be Prepared
- Be On Time
- Be Respectful
- Be Accountable
- Be Consistent
8. Minimal enforcement of rules once violated

- Identify Students & Create Plan
- Increase Partnerships
- Reassign Classrooms
- Monitor Locations of Heavy Interaction
- Dedicate Police Resources
- Reinforce New Rules On & Off Grounds
- Establish Clear Rules

Reinforced rules by making arrests, issuing citations and subjecting students who are off school grounds to discipline
Enforcing The Rules

• All parties were ready to enforce the rules and hold the students accountable for their actions

• Occurrences taking place off school grounds could still result in expulsion or some other form of discipline from the school
ASSESSMENT

Verifying the impact of the intervention
Belmont vs. Other High Schools

2008-2009 School Year

Calls For Service

- Belmont: 51
- Dunbar: 20
- Thurgood Marshall: 10
- Stiver: 24
- Patterson: 98

Arrests

- Belmont: 33
- Dunbar: 12
- Thurgood Marshall: 5
- Stiver: 1
- Patterson: 2

Belmont’s crime and disorder was disproportionate to other Dayton Public High Schools.

Date range: Sept. 8, 2008 – April 4, 2009
2009–2010 Belmont vs. Other High Schools

Significant reductions in calls for service and arrests

<table>
<thead>
<tr>
<th>School</th>
<th>Calls For Service</th>
<th>Arrests</th>
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</thead>
<tbody>
<tr>
<td>Belmont</td>
<td>13</td>
<td>1</td>
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<tr>
<td>Dunbar</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>Thurgood Marshall</td>
<td>42</td>
<td>2</td>
</tr>
<tr>
<td>Stiver</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Patterson</td>
<td>1</td>
<td>1</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Belmont</th>
<th>Dunbar</th>
<th>Thurgood Marshall</th>
<th>Stiver</th>
<th>Patterson</th>
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<td>Drugs</td>
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<td>1</td>
<td>1</td>
<td>1</td>
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<td>RSP</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
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</tr>
</tbody>
</table>
2010 – 2011 Belmont vs. Other High Schools

Calls For Service

- Belmont: 21
- Dunbar: 9
- Thurgood Marshall: 12
- Stiver: 13
- Patterson: 12

Arrests

- Belmont: 8
- Dunbar: 2
- Thurgood Marshall: 1
- Stiver: 8
- Patterson: 4

Continued reductions in calls for service and arrests since the 2008 – 2009 school year
Delinquent & Unruly Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Juvenile</th>
<th>Cases</th>
<th>Referrals</th>
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<tr>
<td>2008-2009</td>
<td>178</td>
<td>262</td>
<td>306</td>
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<td>2009-2010</td>
<td>132</td>
<td>207</td>
<td>243</td>
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<tr>
<td>2010-2011</td>
<td>103</td>
<td>148</td>
<td>176</td>
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Location: Belmont High School, 2323 Mapleview Avenue
Hours: 0700-1700
Date: August 17 - June 6
Assault Dispatch Incidents

Location: Belmont High School, 2323 Mapleview Avenue
Hours: 0700-1700
August 17 - June 6

<table>
<thead>
<tr>
<th>Year Range</th>
<th>Incidents</th>
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<td>2009-2010</td>
<td>2</td>
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<tr>
<td>2010-2011</td>
<td>8</td>
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</tbody>
</table>
Violent Crimes

Location: Belmont High School, 2323 Mapleview Avenue
Hours: 0700-1700
August 17 - June 6
All Crimes At and Around

Location: Belmont HS + 1,000 foot radius around + 3 bus stops
Hours: 0700-1700
Date: August 17- June 6
Success Stories

1. The Belmont neighborhood and businesses noticed significant reductions in crime and disorder
Business owner who was previously scared for her customers safety.
Success Stories

1. Belmont neighborhood and businesses noticed significant reductions in crime and disorder

2. Problem student flourishes after being reassessed
Brittany Howard:

Reassessed after problems at Belmont High School.

- Class Valedictorian
  - Graduated Cum-Laude
Success Stories

1. Belmont neighborhood and businesses noticed significant reductions in crime and disorder

2. Problem student flourishes after being reassessed

3. Academic performance improvements
Promotion Rates

<table>
<thead>
<tr>
<th>Grade</th>
<th>2008-2009</th>
<th>2009-2010</th>
<th>2010-2011</th>
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<td>9th Grade</td>
<td>30%</td>
<td>63%</td>
<td>84%</td>
</tr>
<tr>
<td>10th Grade</td>
<td>42%</td>
<td>78%</td>
<td>80%</td>
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<tr>
<td>11th Grade</td>
<td>74%</td>
<td>91%</td>
<td>86%</td>
</tr>
<tr>
<td>12th Grade</td>
<td>82%</td>
<td>86%</td>
<td>97%</td>
</tr>
</tbody>
</table>
Success Stories

1. Belmont neighborhood and businesses noticed significant reductions in crime and disorder

2. Problem student flourishes after being reassessed

3. Academic performance improvements

4. National Education Association (NEA) seeks to replicate Belmont success
Thank You

Recognition for our efforts:

2011 Ohio Crime Prevention Association: Special Projects Award

2011 International Association of Chiefs of Police: Community Policing Award
Thank you

• We would like to give our special thank you to our Partners and everyone involved in making Belmont a success.

• Dayton Police Department: Lt Williams, Lt Stivers, Officer Rich Taylor, Officer Zimmerman, Officer Wolpert, Officer Beavers, Officer Pence, Officer Howard, Officer Hardín, Officer Rodrigues and D2 Officers...


• Juvenile Division of the Montgomery County Prosecutor’s Office: Montgomery County Juvenile Court, Judge Nick Kuntz - Adm. Judge Juvenile Court, Julie Bruns - Juvenile Prosecutor, Greg Scott - Legal Director Juvenile Court.

• The Students of Belmont High School.
Contact Information

- Chief Richard Biehl
  - (937) 333-1087; Richard.Biehl@daytonohio.gov

- Major Robert Chabali
  - (937) 333-7440; Robert.Chabali@daytonohio.gov

- Lieutenant Christopher Williams
  - (937) 333-7440; Christopher.Williams@daytonohio.gov

- Principal David White
  - (937) 542-6461; Dwhite@dps.k12.oh.us

- Officer Merwyn Rodrigues
  - (937) 333-7340; Merwyn.Rodrigues@daytonohio.gov
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