

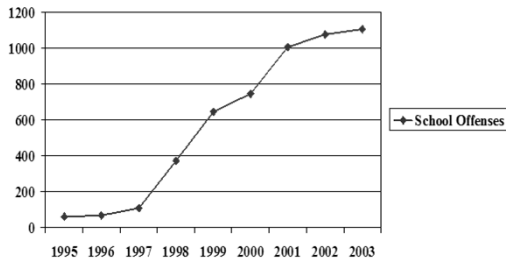
When Did Making Adults Mad Become A Crime?

Keeping Kids in School and Out of
Courts

The Problem

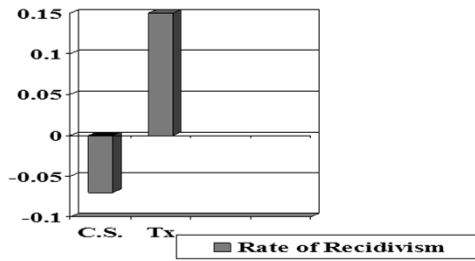
Zero Tolerance Policies: The Courts,
Schools, Police, & Kids

IMPACT OF BROAD ZERO TOLERANCE POLICIES ON SCHOOL CAMPUS



Over 2000% increase in Juvenile Arrests
on campus

Punishment vs. Treatment



ADOLESCENT BRAIN RESEARCH

- Frontal lobe of brain filters emotion into logical responses is not developed until age 25.
- Kids are neurologically wired to do stupid things!
- Kids are still under neurological construction.
- Kids are being hard-wired and need positive influences such as school.



What's Wrong with this picture?

SCHOOL CONNECTEDNESS

- School connectedness is a strong protective factor against delinquency. US Surgeon General. (2001). *Youth Violence: A Report of the Surgeon General*.
- School connectedness is linked to lower levels of substance abuse, violence, suicide attempts, pregnancy, & emotional distress. *Journal of School Health 72 (4)*.
- OSS of elementary & middle school students contributes to drop-out rates. Predictors of Suspension & Negative School Outcomes: A Longitudinal Investigation (2003)

Research shows a strong link between court referrals and dropout rates

- A student arrested in high school is twice as likely to drop out
- A student who appears in court during high school is four times as likely to drop out

Sweeten, Gary, Who Will Graduate? Disruption of High School Education by Arrest and Court Involvement. 24.4, *Justice Quarterly*, 462-480 (December 2006).

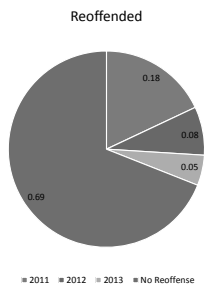
What's wrong with this picture?



Traumatized people, traumatize people!

Query: To what extent should
judges play a role in guarding
against trauma for the protection of
kids and for public safety?

Diverting Low Risk



The Solution

Annie E. Casey Juvenile Detention Alternatives
Initiative & NCJFCJ New Delinquency Guidelines
NCJFCJ School Pathways Project

THE JDAI & NCJFCJ MODEL

- Judicial Leadership
- Collaboration
- Risk Assessment Systems
- Detention Alternatives
- Data

OCGA 15-11-38: Risk Reduction Program & Early Intervention

- Court may order establishment of community based risk reduction program to utilize available community resources in the assessment & intervention;
- Any individual, public, or private entity;
- Adopt intervention actions to divert children from becoming involved in future court proceedings;
- Court may enter into agreements with stakeholders;
- Agreements may authorize the exchange of confidential information;
- Agreement may provide for the referral of at risk youth to a multiagency staffing panel to develop plan.

How Collaboration Works?

Applying a systems model to collaborative phenomena requires a shift from organization to the **problem domain**. When this shift occurs, the nature of the questions also changes. A problem domain-focused as opposed to an organization-focused analysis drives the evaluator to understanding that each stakeholder system sometimes works within a larger system with **shared boundaries**. Instead of asking how do we address disruptive students, which will lead to punitive measures given the shortfall of resources, the question becomes who else **shares our problem** and has resources to help us?—Wood & Gray, 1991

Who Convenes?

- Convening Power—the ability to bring stakeholders to the table;
- Legitimacy—the stakeholders perceive the convener to have authority, formal or informal, within the problem domain;
- Vision—the convener understands the problem domain and related issues to process stakeholder concerns and needs; and
- Stakeholder Knowledge—the convener can identify the stakeholders and possesses knowledge of each stakeholder role in the problem domain.—Gray, 1989

The Judicial Leadership Model

The juvenile court is the one place where all agencies serving children and youth intersect. The juvenile court is the common denominator of all child service agencies (Teske, 2011). With the juvenile court situated at the crossroads of juvenile justice, the juvenile court judge is placed in a unique role—as the traffic cop! (Teske & Huff, 2011)

Special Role of Juvenile Judge

- National Center for State Courts Rehnquist Award for Judicial Excellence in 2004 was awarded to a state juvenile court judge of Santa Clara County, California, Superior Court Judge Leonard Perry Edwards II . Judge Edwards spoke to the special role of the juvenile court judge.
- “When parenting fails, when informal community responses are inadequate, our juvenile and family courts provide the state’s official intervention in the most serious cases involving children and families. We are the legal equivalent to an emergency room in the medical profession. We intervene in crises and figure out the best response on a case-by-case, individualized basis. In addition, we have to get off the bench and work in the community. We have to ask these agencies and the community to work together to support our efforts so that the orders we make on the bench can be fulfilled. We have to be the champions of collaboration.

Convener vs. Facilitator

Some literature includes neutrality as a convener characteristic, but from our experience in the jurisdictions discussed below, neutrality is not necessary if the convener's role is limited to bringing stakeholders together. It is difficult to be unbiased if the convener is also a stakeholder, and to exclude a stakeholder from convening a collaborative may be detrimental to initiating action. We recommend that a stakeholder convener identify a neutral facilitator to engage the stakeholders during the "interactive process." — Teske et al, 2012

The Problem Informs

When Clayton County began its stakeholder meetings, it began with a single objective to reduce school arrests. After the "**interactive process**," it became evident that the problem was bigger than school arrests, which led to understanding that the solution was multi-faceted. A convener must understand that the stakeholder's self-interests and the problem domain's collective interests are not always clear and distinct (Wood & Gray, 1991). **This "interactive process" may present new questions, issues and interests that in turn may lead to identifying other stakeholders who should be at the table.** (Teske et al, 2012)

The Questions

- What are school administrators to do with disruptive students who no longer referred to the court?;
- When should police intervene in school disruption matters?;
- How do we identify the underlying problems causing the disruption?;
- What do we do to address those problems given the limited capacity and resources of the school?; and
- How do we ensure the safety of the schools?

STAKEHOLDERS

- Law Enforcement
- Schools
- Mental Health
- Social Services
- NAACP
- Parent
- Youth
- Court
- Prosecutor
- Defender

- Judicial Leadership
- Identify Stakeholders
- Develop Single Page White Paper
- Meet with Stakeholder Head
- Stakeholder Meetings
- Identify Neutral Facilitator
- Develop Meeting Guidelines (Consensus Building)
- Get it in Writing! Sustainability!

The Steps of System Change

SCHOOL OFFENSE PROTOCOL AGREEMENT

- Focused Acts: Affray, DPS, DC, Obstruction
- First Offense/Warning
- Second Offense/Referral to Workshop
- Third Offense/Complaint Filed



School Offense Agreement Signed by all Police Chiefs, School Superintendent, Juvenile Judges, DFCS Director, and other partners on July 8, 2004

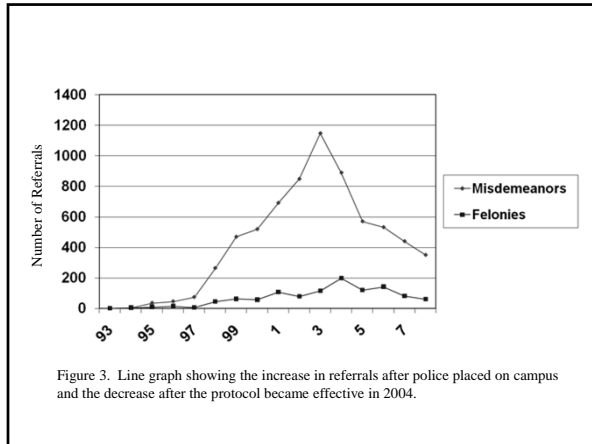


Figure 3. Line graph showing the increase in referrals after police placed on campus and the decrease after the protocol became effective in 2004.

Positive Student Engagement Model for School Policing

A different way to improve school safety, school climate, and graduation rates

COUNTY OF CLAYTON
UNIFORM NOTICE OF OFFENSE
SCHOOL RESOURCE OFFICER

Upson _____ (Day) _____ (Year) _____ at _____ (City/Town) _____ GA. a.m. p.m.

Name _____ DOB _____ Male Female

Grade _____ Location _____ School _____

Parent/Guardian _____ Address _____

Home Phone _____

Other Phone _____

Offense: In violation of Code Section _____

§ **WARNING:** You are being notified for the above-cited offense in violation of the laws of the State of Georgia and the code of conduct of the Clayton County Public School System. You are further warned that certain offenses constitute serious offenses that include fighting, disruptive conduct, obstruction of a police officer, and other offenses that violate the laws of the State of Georgia. If you are referred to a program, you must comply with the requirements of the program. Failure to comply with the requirements of the program may result in suspension from the program, and may result in a referral to the juvenile court or filing of a complaint in juvenile court if the student has already been referred to the juvenile court or filing of a complaint in juvenile court. If you are referred to a program, you must comply with the requirements of the program. Failure to comply with the requirements of the program may result in suspension from the program, and may result in a referral to the juvenile court or filing of a complaint in juvenile court. If you are referred to a program, you must comply with the requirements of the program. Failure to comply with the requirements of the program may result in suspension from the program, and may result in a referral to the juvenile court or filing of a complaint in juvenile court.

§ **REFERRAL:** You are being notified for the above-cited offense and you are a minor. If you are referred to a program, you must comply with the requirements of the program. Failure to comply with the requirements of the program may result in suspension from the program, and may result in a referral to the juvenile court or filing of a complaint in juvenile court. If you are referred to a program, you must comply with the requirements of the program. Failure to comply with the requirements of the program may result in suspension from the program, and may result in a referral to the juvenile court or filing of a complaint in juvenile court.

§ **SCHOOL USE ONLY:** Please indicate by Phone Mail In person

DATE OF NOTICE _____

STUDENT ACKNOWLEDGEMENT AND RECEIPT: The undersigned hereby acknowledges receipt of this Warning/Referral and receipt of copy of same.

SIGNATURE _____

SCHOOL OFFICER: The undersigned has just and reasonable grounds to believe, and does believe, that the student named herein has committed the offense on which this Warning/Referral is based.

SIGNATURE _____

Original SRO's yellow-school pink-student

SRO's after periodic reviews requested a "Level" box to reflect the use of their discretion to issue another warning or referral in lieu of the next step.

SRO's also requested the discretion to make a variety of referral, or take other action

“Schools are a microcosm of the community”

Lt. Marc Richards
Supervisor, SRO Unit
Clayton County Police Department

ALLEGORY OF THE SCHOOL

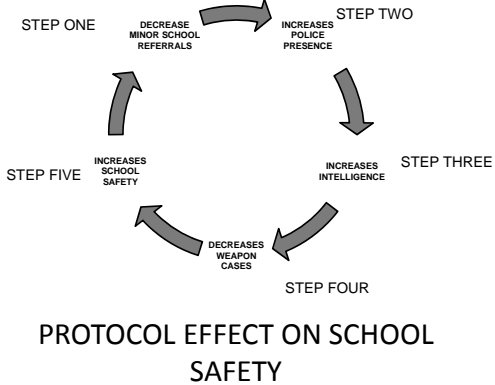
BY OFFICER ROBERT GARDNER
Clayton County Police

LAMBS

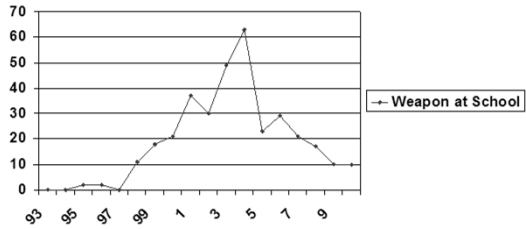
SHEEP

WOLVES

THE SCHOOL



PROTOCOL INCREASES POLICE INTELLIGENCE



EFFECTIVE USE OF PROTOCOL PROMOTES SAFETY



An Example of Positive Student Engagement in School Policing

THE STORY OF JANE

AMENDED AGREEMENT

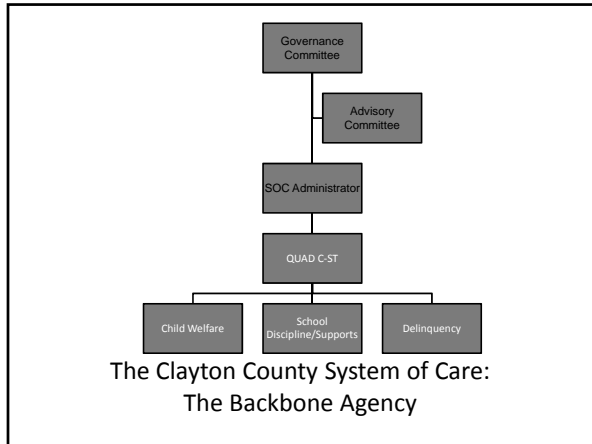
- “Focused Acts” include all misdemeanors except drugs except in cases involving underlying delinquency (i.e. gang activity);
- In cases involving IDEA, must consult with administrator, counselor, and court intake before referral is authorized;
- If student is a probationer, must consult with the probation officer for authorization

System of Care: Building a Community Care Plan

Bridging the gap between schools
and the community

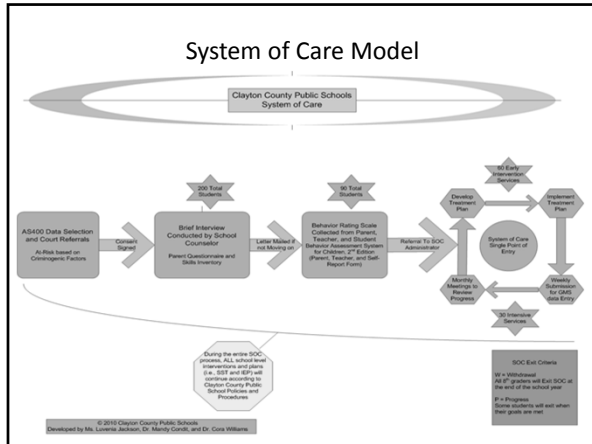
THE RESEARCH





- ### Independent & Backbone
- 2004-Judge creates Quad C-ST by community based risk reduction order (1st generation);
 - 2009-System of Care formalized with by-laws creating governance board and full-time administrator using GOCF grant;
 - 2012-RWJF grant expands services of SOC;
 - 2013-Board of Commissioners and School System enter into MOU to jointly fund the administration of the SOC;
 - 2014-SOC identified as replication model from My Brother's Keeper Initiative

- ### Governance Board
- District Attorney;
 - Chief Public Defender;
 - Chief of Police;
 - Sheriff;
 - Chair, Board of Commissioners;
 - Director of DFCS;
 - Director of Clayton Center for Behavioral Health Services;
 - Director of Board of Health;
 - Faith Based representative;
 - Legislator;
 - President, Clayton State University
 - School Superintendent;
 - Presiding Judge, Juvenile Court;
 - Parent of former Court Involved Youth; and
 - Former Court Involved Youth;



- ### System of Care Outcomes: Positive Student Engagement Model
- Truancy petitions practically non-existent;
 - Increase in dependency petitions for educational neglect as trade-off to diverting truant cases to SOC;
 - 83% decline in school arrests;
 - Police employ positive student engagement techniques to foster communication leading to increase in police intelligence;
 - Chronically disruptive students referred to SOC are assessed and treated according to needs;
 - SOC students experience an 83% improvement in classroom behavior and 23% increase in math and reading scores;
 - Overall graduation rates have increased 24%

Increase Graduation Rates

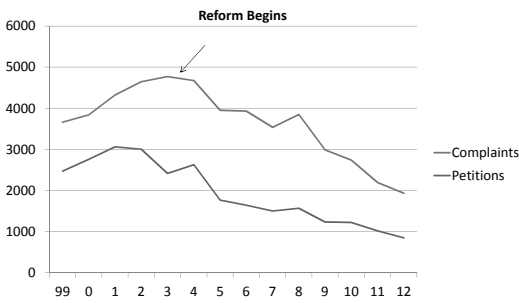
Who would ever think that keeping kids in school will increase graduation rates?

- 70% decrease in average daily detention population (ADP)
- 64% reduction in ADP of minority youth
- 43% reduction in average length of stay
- Felony re-arrest (prior to adjudication) of less than 1%
- 43% fewer commitments to state custody
- 40% fewer commitments of minority youth, BUT a
- 73% reduction in formal petitions
- 59.45% reduction in complaints

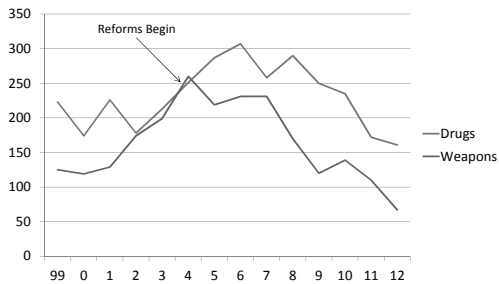
Don't Let Appearances Fool You!

2012 data as compared to the same measures in 2002

Best Practices Improves Safety



Crimes Involving Drugs & Weapons



Clayton: Crimes Against Persons & Property





BROWARD COUNTY FL, December 2013
 Representatives from the Broward County-Fort Lauderdale NAACP, Juvenile Judicial Circuit, Public Defender's office and County Sheriff's office

DENVER



Replicated Sites

- Los Angeles CA
- Houston TX
- Wichita KS
- Kenton County KY
- Birmingham AL
- San Francisco
- Ft. Lauderdale FL
- Gainesville FL
- Columbus OH
- Sioux City IA
- Middlesex County MA
- Manchester CT
- Hartford CT
- And several more

Future Sites: School Pathways Project

- Wilmington NC (Clayton County TA Team)
- Charlotte NC
- Memphis TN
- Red Bluff CA
- Hoopa Valley Tribal Court, CA
- Fayette County, KY
- Campbell County KY
- El Paso TX
- Sacramento CA
- Delaware
- Las Cruces NM
- Upper Marlboro MD
- Muskegon MI
- Lafayette IN

How Collaboration Changes Community Culture

- Detention Review Team (FAST Panel)
- Clayton County Collaborative Child Study Team (Quad C-ST)
- Commitment Screening Committee
- School Based Probation
- Positive Behavioral Intervention Support
- Modified School Code of Conduct
- GAL representation in IEP and Tribunal proceedings

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