



School Justice Partnership Toolkit: Overview

A Step-By-Step Guide to Implementing a School Justice Partnership

April 25, 2018



School Justice
Partnership
NORTH CAROLINA

Agenda

- Background
- SJP Workgroup and Toolkit Development
- Toolkit Overview



Brief Background



- NC Commission on the Administration of Law and Justice
- Issued final report March 2017
- Recommended “Raise the Age” as a top priority
- Identified SJPs as an integral component of successful RTA implementation

Juvenile Justice Reinvestment



“Raise the Age” legislation – S.L. 2017-57 § 16D.4.(aa)

Authorized the Director of the NC Administrative Office of the Courts (NCAOC) to:

- “[p]rescribe policies and procedures for chief district court judges to establish school-justice partnerships with local law enforcement agencies, local boards of education, and local school administrative units with the goal of reducing in-school arrests, out-of-school suspensions, and expulsions.”

Implementation Plan



NCAOC Policy on SJPs



- Requires chief district court judges to act as “conveners.”
- As conveners, CDCJs will gather the relevant stakeholders and chair meetings but are equal participants in the process.
- Other Key Stakeholders
 - Juvenile Justice Personnel
 - Law Enforcement Officials
 - School Administrators
 - School Administrative Units
 - Parents and Family Partners

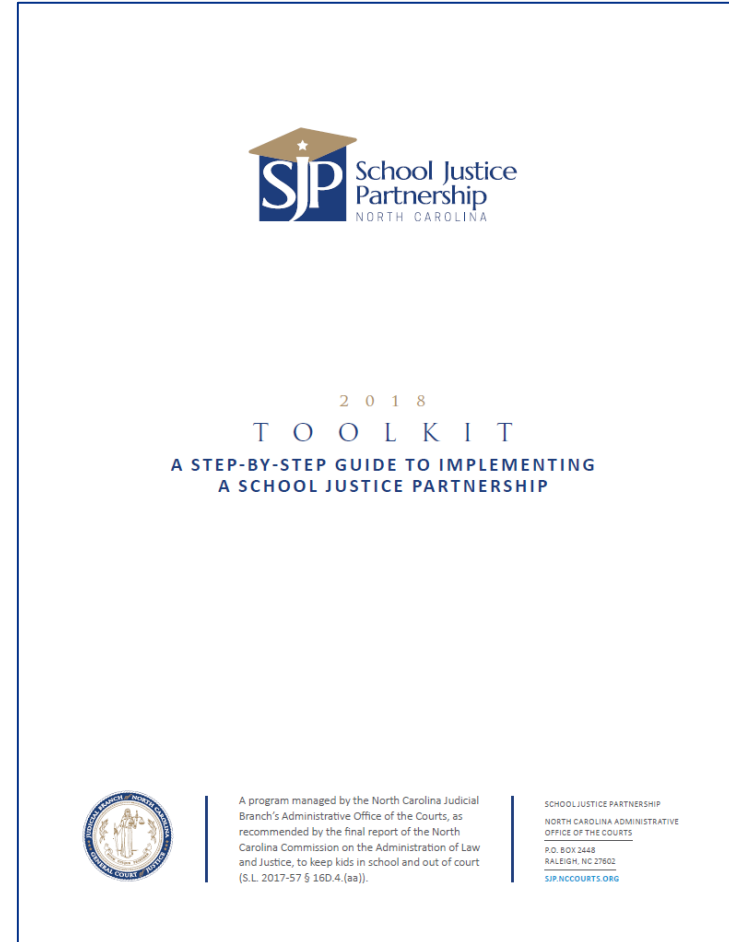
The Toolkit



2018 // TOOLKIT
A STEP-BY-STEP GUIDE TO IMPLEMENTING A SCHOOL JUSTICE PARTNERSHIP



The School Justice Partnership North Carolina (SJP) program is managed by the North Carolina Judicial Branch's Administrative Office of the Courts.
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2018
TOOLKIT
A STEP-BY-STEP GUIDE TO IMPLEMENTING
A SCHOOL JUSTICE PARTNERSHIP



A program managed by the North Carolina Judicial Branch's Administrative Office of the Courts, as recommended by the final report of the North Carolina Commission on the Administration of Law and Justice, to keep kids in school and out of court (S.L. 2017-57 § 16D.4.(a)).

SCHOOL JUSTICE PARTNERSHIP
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What's Inside?



Introduction

- Overview of SJP core principles and goals
- Data on School-Based Offenses
- Research on exclusionary discipline
- Research on effective school discipline strategies
- Tools for handling disruptive students
- Information about existing SJPs in NC
- Research on the impact of SJPs
- Contacts for technical support

Step-by-Step Guide

- Start to finish implementation guide
- Tools and Templates
 - model agreement
 - sample timelines
 - sample meeting invitation
 - sample meeting agendas
 - recommended focus acts
 - graduated response matrix
 - data collection plan
 - sample media advisory and press release

The Main Goals

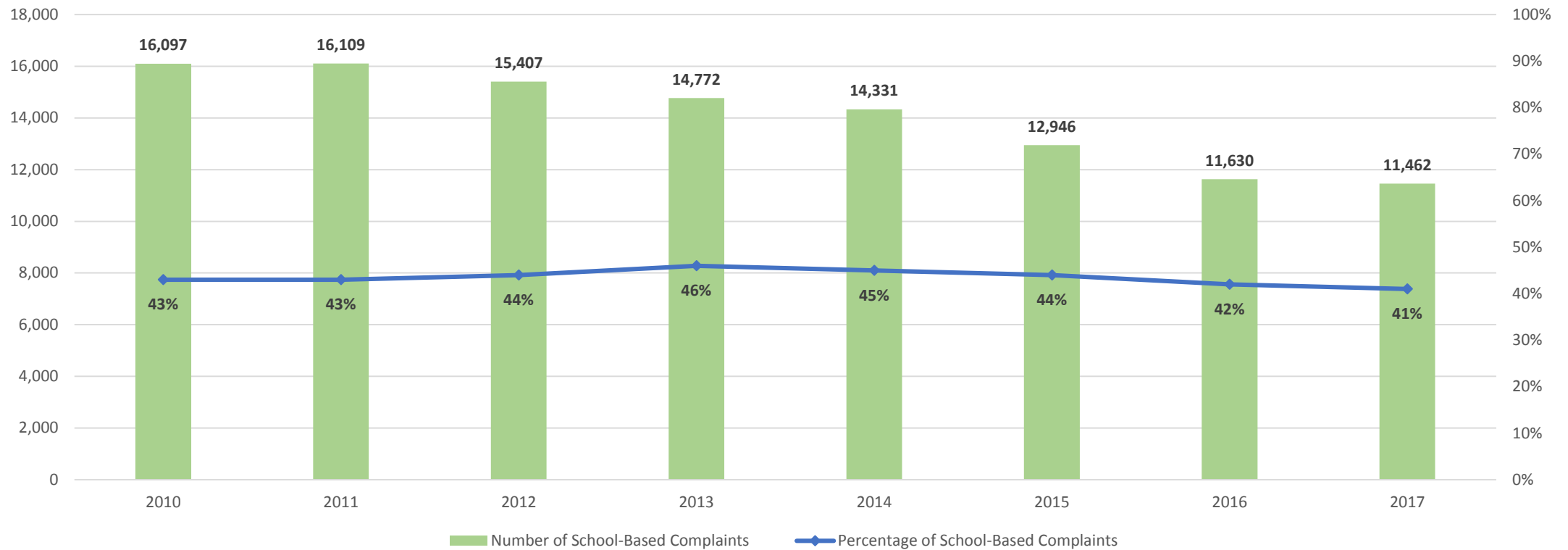


- To keep kids in school and out of court by reducing school pathways to the justice system
 - Suspension
 - Expulsion
 - School-based referrals to court
- To reduce the harmful effects of exclusionary discipline practices
 - Disparate impact
 - Lower academic achievement
 - Higher Recidivism
 - Negative economic impact
 - Permanent criminal record

School-Based Offenses



Percentage of School-Based Complaints

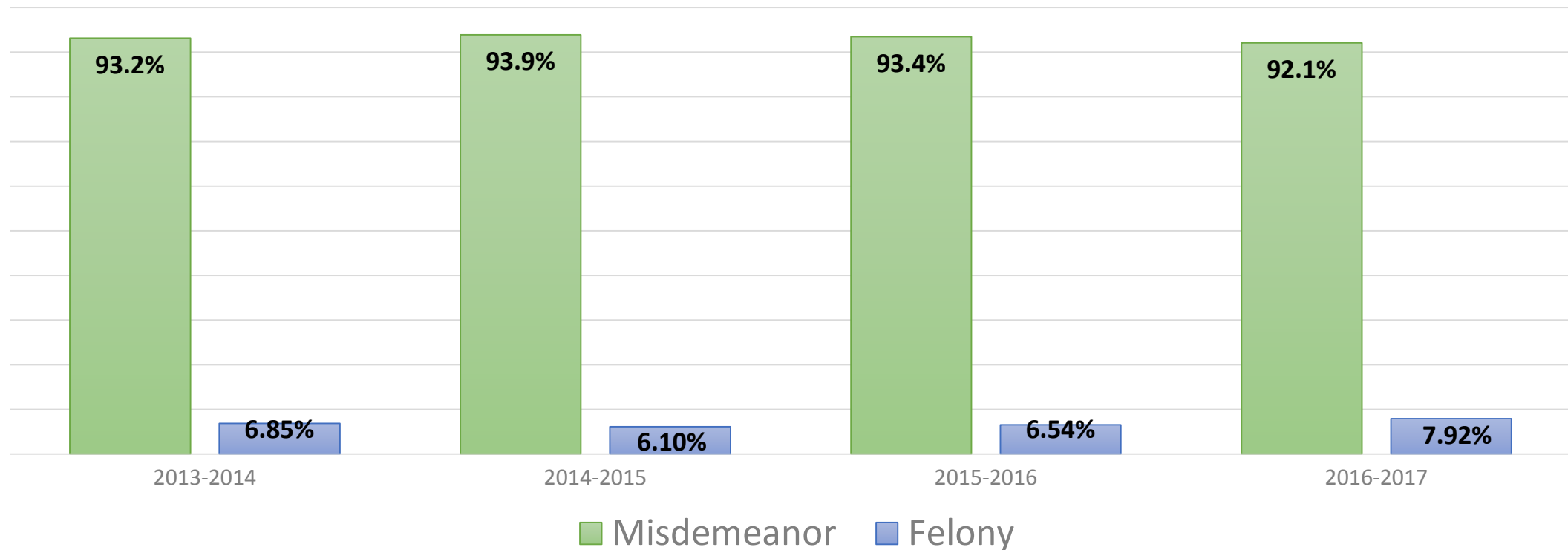


Source: North Carolina Department of Public Safety

School-Based Offenses



Percentage of School-Based Referrals by Classification of Offense



Source: North Carolina Department of Public Safety

Disparate Impact



- Exclusionary discipline practices disproportionately impact certain groups of students:
 - Youth of Color
 - Black Students
 - Students with Disabilities
 - Male Students

Racial Disparities



Youth of Color

- 2.5 times more likely to be referred to juvenile court than white youth
- 1.5 times more likely to be placed in secure confinement than white youth

Black Students

- 4 times more likely to be suspended or expelled than white students
- Receive 57% of out-of-school suspensions and 64% of expulsions while being only 26% of student population

Other Disparities



Students with Disabilities

- More than twice as likely to be suspended
- Receive 24% of STS and 22.5% of LTS while being only 13% of student population

Male Students

- Are roughly half of the student population but receive 73% of STS and 80% of LTS

There is a Better Alternative



- The Toolkit offers evidence-based strategies that keep kids in school and improve outcomes
- Successful strategies include:
 - Classroom Management Strategies
 - Positive Behavior Intervention and Supports (PBIS)
 - The School Responder Model
 - Restorative Justice
 - School-Based Diversion

“It is easier to build strong children than to repair broken men.” Frederick Douglass

A Successful Model



- New Hanover County launched its program on November 2, 2015
 - 47% decrease in referrals in first year
- Other counties have followed:
 - Brunswick County
 - Greene County (March 2018)
 - Lenoir County (March 2018)
 - Wayne County (April 2018)

Step-By-Step Guide



- Step 1: Convener Recruits Team Leader
- Step 2: Convener and Team Leader Get Educated and Gather Data
- Step 3: Convener and Team Leader Develop a Draft Action Timeline
- Step 4: Convener and Team Leader Identify SJP Team Members
- Step 5: Convener and Team Leader Hold SJP Kickoff Meeting
- Step 6: Hold SJP Team Work Meetings
- Step 7: Draft and Finalize the Interagency Agreement and Hold Signing Ceremony
- Step 8: Train for Success
- Step 9: Monitor Progress
- Step 10: Continue to Grow and Adapt

Step 1:



Convener Recruits a Team Leader

- Role of the Team Leader
 - Keep the conversation going outside of meetings
 - Keep people excited and engaged
 - Actively work with stakeholders to develop consensus solutions
- Potential Team Leaders
 - Juvenile court judge
 - Youth advocate
 - JCPC member

Step 2:



Convener and Team Leader Get Educated and Gather Data

- Get educated about SJPs
 - *Read the Toolkit!*
 - Review resources from the National Council of Juvenile & Family Court Judges
- Gather local school-related data
 - Recent data on school-based offenses is provided in the Toolkit
 - Other sources include NCDPI and the Juvenile Justice Section at NCDPS
- Gather information about existing programs for youth in your community

Step 3:



Convener and Team Leader Develop a Draft Action Plan / Timeline

- A sample implementation timeline is provided in the Toolkit
- For each month, the timeline specifies:
 - Planning tips
 - Goals

Step 4:

Convener and Team Leader Identify SJP Team Members



Essential Team Members

- Chair, Board of Education
- Superintendent of Schools
- School Administrators and Support Services
- Chief District Court Judge
- District Attorney
- Law Enforcement (Sheriff, SRO Supervisor, etc.)
- Chief Court Counselor
- Department of Social Services
- Mental Health Professionals
- Parents or Family Partners

Recommended Team Members

- City or County Officials
- Deputy Superintendent of Schools
- School Safety Lead
- Probation Officer
- Public Defender
- Member of the Clergy
- Professor of Education

Step 5:



Convener and Team Leader Hold SJP Kickoff Meeting

- Identify a “neutral” facilitator
- Prepare an agenda
 - Toolkit includes sample agendas
- Secure speakers
 - For example, Judge Corpening or other judges who have convened SJP teams
- Prepare a meeting invitation
 - Toolkit includes sample invitation

Step 6:



Hold SJP Team Work Meetings

- Identify “Focus Acts”
 - Minor misconduct that will not immediately be referred to court
 - Determined by local SJP teams
- Develop clear guidelines defining the role of law enforcement in schools
- Identify responses to student misconduct
- Develop Graduated Responses (sample included)
- Develop Quality Control Measures (data collection plan included)

Recommended Focus Acts



Criminal Offenses that will not trigger filing of juvenile or criminal charge

Simple Assault	Injury to Personal Property	Resisting, Delaying, or Obstructing an Officer
Communicating Threats	Misdemeanor Damaging a Non-Government Computer	Possession of Weapons Other Than Firearms and Explosives on School Grounds
Misdemeanor Larceny	Misdemeanor Littering	Misdemeanor Possession of a Controlled Substance
First-degree trespass	Disorderly Conduct	Misdemeanor Possession of Drug Paraphernalia
Second-degree trespass	Disorderly Conduct in a Public Building	Possession of Marijuana Paraphernalia
Injury to Real Property	Throwing Objects at Sporting Events	Purchase, Possession or Consumption of Alcohol by a Minor
Defacing a Public Building, Statute, or Monument	Simple Affray	Purchase or Receipt of Cigarettes or Tobacco Products by a Minor

Law Enforcement Roles



- School Resource Officer (SRO)
 - Improve school safety and educational climate at the school
 - Stay on campus
 - Charge less
 - Support positive response to discipline
- Non-SRO
 - Coordinate with School Administrators
 - Determine necessity of action
 - Follow custody protocols

Graduated Response Model



- **GOAL**

- Ensure all appropriate school and community based interventions have been pursued before involving law enforcement.

- **GOAL**

- What is underlying cause of behavior?
- Academic, mental health, social?
- What if we fail to notice?

Graduated Response Model



Determine Level of Intervention

Level	Violation
School Administrator	<ul style="list-style-type: none">• Noncriminal violation of student Code of Conduct• Criminal Offense (Non-Focus Act)
School Principal	<ul style="list-style-type: none">• Criminal Offense (Focus Act)
School Resource Officer (SRO)	<ul style="list-style-type: none">• Criminal Offense (Focus Act)• May issue 2 Warning Notices prior to filing charges• May decide exceptional circumstances require filing charges

Graduated Response Model



Levels of Intervention		
Level	Types of Behavior	Intervention Options
Classroom (Teacher or School)	<ul style="list-style-type: none"> • In classroom, passive and non-threatening • Dress code violations • Minor acts of disobeying classroom expectations • Not meeting academic expectations • Late to class • Refusing to do work 	<ul style="list-style-type: none"> • Redirection • Journaling/Reflection • Re-teaching, tutoring, differentiation • Modifying seating arrangements • Contacting parents • School climate initiatives • Referral to appropriate support personnel
School Administration (School or District)	<ul style="list-style-type: none"> • Outside of classroom • Repeated behavior violations • Truancy • Late to school • Fighting • Sexting/social media (other than communicating threats) 	<ul style="list-style-type: none"> • Time in office • suspension • Redirection • Detention • Loss of privileges • Reparations • Parental conferences • Referral to appropriate support personnel

Graduated Response Model



Levels of Intervention		
Level	Type of Behavior	Intervention Options
School-Based Team (District or Community)	<ul style="list-style-type: none"> • Repeated school rule violations • Failure in classes • Difficulty with behavior in multiple school settings • Excessive absenteeism 	<ul style="list-style-type: none"> • Use the problem solving method (PSM) • Functional Behavioral Assessment (FBA) • Family Involvement Team and plan (FIT) • Response to Instruction (RTI) referral • Personal Education Plans (PEP) • McKinney–Vento considerations (homelessness) • In-school suspension • Out of school suspension should be avoided when possible • Expulsion
Law Enforcement	<ul style="list-style-type: none"> • Most serious • Violations of law • Emergency situation 	<ul style="list-style-type: none"> • Verbal warning • Written warning • Student conference • Teen court • Community services • Criminal or juvenile charges

Step 7:



Draft and Finalize the Interagency Agreement and Hold Signing Ceremony

- Identify a team member to draft the Agreement
- Set a timeline for completion of draft and review by SJP team
- Schedule public signing ceremony
 - Toolkit contains draft media advisory and press release
 - Contact NCAOC for assistance notifying media

The Interagency Agreement



- Formalizes the agreement of the parties regarding responses to Focus Acts
- Clarifies the role of law enforcement in schools
- Implements graduated responses to minor misconduct
- Many agreements prohibit referral to court for Focus Acts, unless a student has:
 - committed 3 or more Focus Acts in same school year; AND
 - received a “Warning Notice” and graduated response

Step 8:



Train for Success

- Develop a training plan for all key stakeholders that includes:
 - Overview of SJPs
 - Specific content of the Interagency Agreement
 - Roles and responsibilities of each party
 - Policy and procedure for responding to school-based misconduct
 - Equity training and education (to reduce disparate impact)
 - Data collection and information sharing

Step 9:



Monitor Progress

- Assign a Progress Monitoring Team to:
 - Provide regular oversight, data collection, and analysis
 - Prepare annual report of activities and make recommendations for improvements
- Entire SJP team should meet annually to review data, analysis, and recommendations of Progress Monitoring Team

Step 10:



Continue to Grow and Adapt

- Education, Training, and Evaluation is an ongoing process
- Grow and adapt based on best practices, evolving trends, and lessons learned from other jurisdictions

Technical Assistance



- The NCAOC is committed to successful statewide implementation of SJPs.
- Local SJP teams may contact the NCAOC at SJP@NCCOURTS.ORG or visit SJP.NCCOURTS.ORG for additional resources and support.



Thank You

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