

THE SCHOOL-TO-PRISON PIPELINE: What Can We Do About It?

*Systems working together to enhance
educational opportunities for at-risk students*

Eatontown, New Jersey
October 20, 2015



Working to stop the
criminalization of
Connecticut's
children and youth.



**CONNECTICUT
JUVENILE
JUSTICE
ALLIANCE**

PRIORITIES

- Major feeders:
 - Unaddressed behavioral & mental health needs
 - School-based arrests
- Child's race or ethnicity should not negatively impact treatment
- Support and move state agency vision, strategy, policy & practice

CONTEXT: TRENDS AND ISSUES

SHRINKING *AND* EXPANDING

SHRINKING

Movement towards:

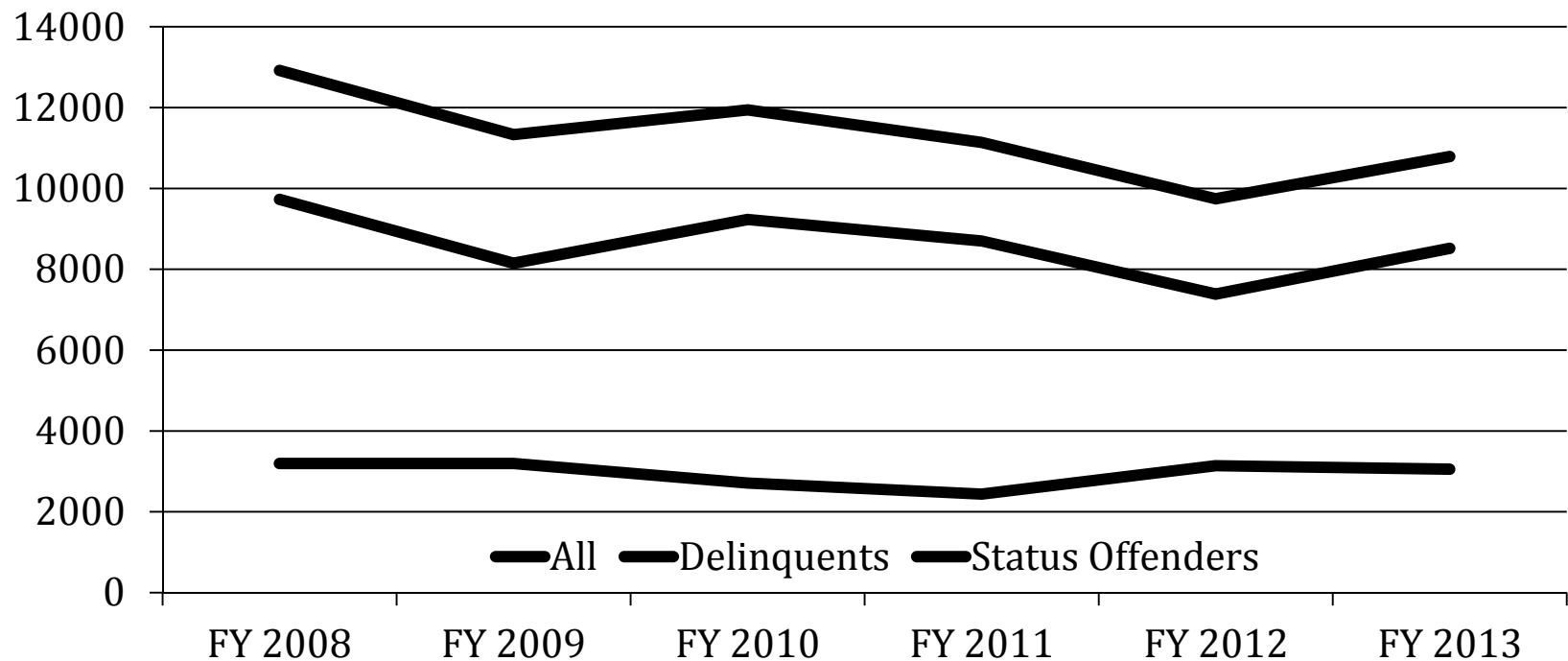
- Prevention
- Diversion
- Community- and home-based interventions
- Evidence-based practice
- Rehabilitative not correctional

EXPANDING

- Now up to 18 years old

SHRINKING AND EXPANDING

JUVENILE COURT INTAKE FY 2008-2013



Source: Judicial Branch, Court Support Services Division

SCHOOL-TO-JUVENILE JUSTICE SYSTEM

- 1 in 5 arrests
- Most for “typical adolescent behavior”:
minor, non-violent, misdemeanor level
- Disproportionately impacts children of
color and with special needs
- Post-Newtown response was a call to
increase police presence in CT schools

SCHOOL-BASED ARRESTS STATEWIDE

	SY 11-12	SY 12- 13	SY 13- 14	SY 14- 15
	1,669	1,460	1,455	1,738*
% of total arrests	19%	14%	15%	20%
Children with 0 prior arrests	45%	47%	45%	44%

*Source: Judicial Branch, Court Support Services Division
SY: September 1 through June 23*

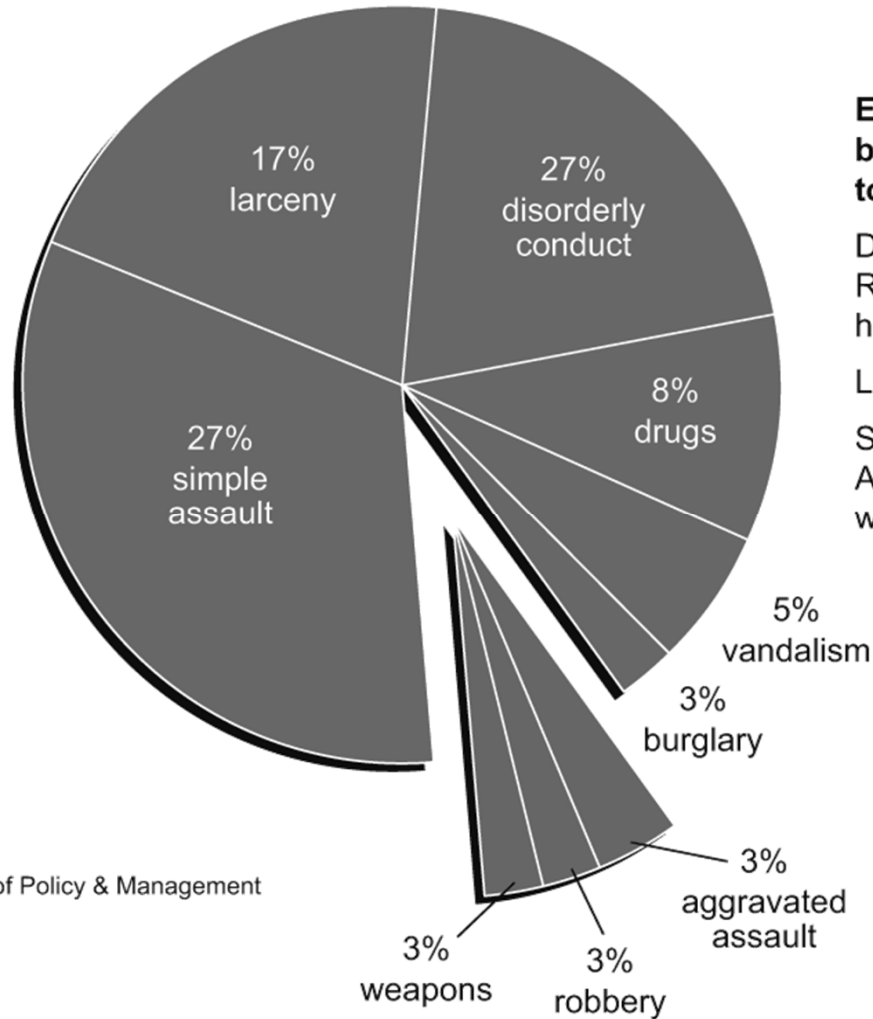
A FULLY STATEWIDE PROBLEM

	SY 11-12	SY 12- 13	SY 13- 14	SY 14- 15
	1,669	1,460	1,455	1,738*
Top 10 cities account for:	47%	47%	43%	47%
* Waterbury, CT over the four years: #107, #81, #57, #<u>218</u>				

Source: Judicial Branch, Court Support Services Division

Most kids in the juvenile justice system are NOT violent.

Less than 10 percent of juvenile arrests involve the threat of serious harm to another person.



Examples of the behavior that leads to the charge

Disorderly conduct —
Refusing to remove a hat in school

Larceny — Shoplifting

Simple assault —
A shoving match in which no one is hurt

Source: Connecticut Office of Policy & Management

This matters.

Being arrested at school
doubles the risk
that a child will drop out.

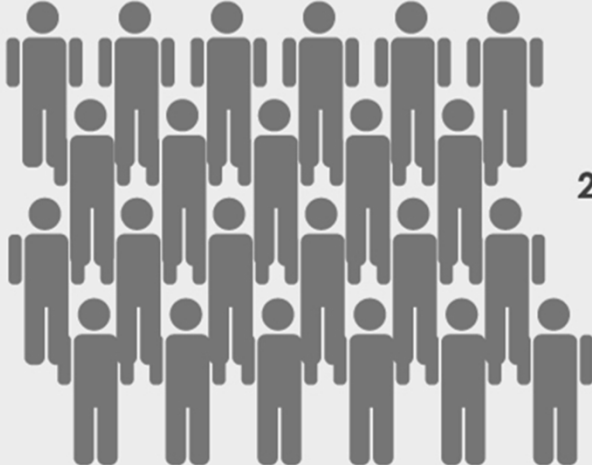
Sweeten, Gary, "Who Will Graduate? Disruption of High School Education by Arrest and Court Involvement" 24.4, Justice Quarterly, December 2006.

During the 2013 school year in Connecticut ...

Black children  were nearly **five times more likely** to be arrested in school  as white children

Hispanic children  were **three times more likely** to be arrested  as white children

Special education students  were nearly **three times more likely** to be arrested  as regular education students

And children in the state's poorest districts  were arrested **23 times more often**  than those in wealthy suburban areas

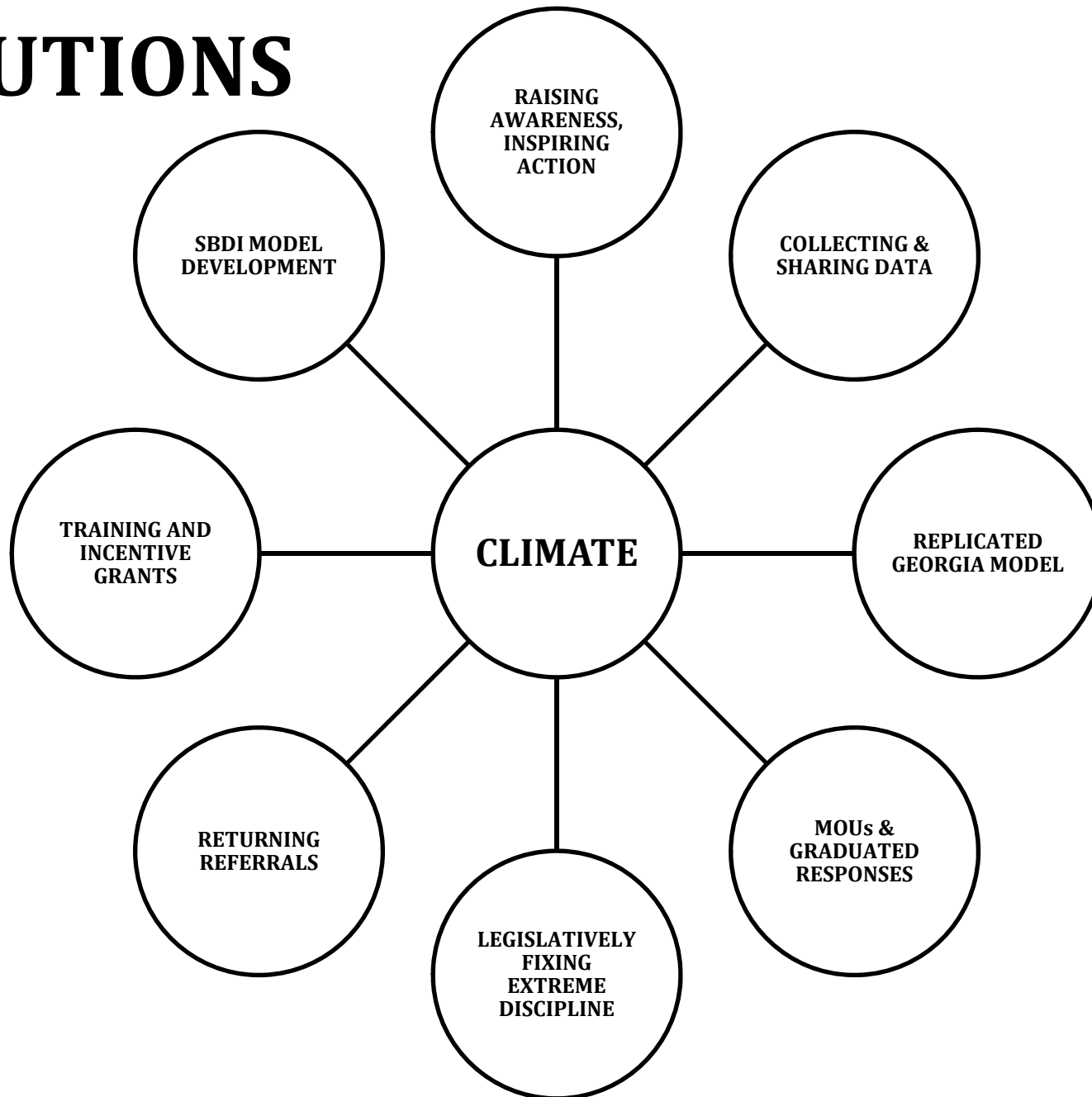
Source: Ct. Voices for Children, 2015 report

**WHAT ARE WE
DOING ABOUT IT?**

THE VISION

- Culture change
- School climate at the center
- Statewide and local
- Multiple perspectives and systems
- Engaging key leaders and diversity of partners, new and existing tables (LISTs, school-police partnerships, etc.)
- Building on national dialogue and movement

SOLUTIONS

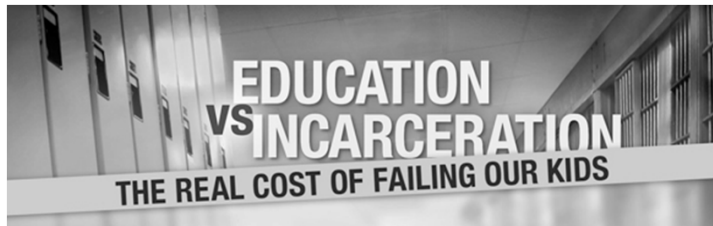


SOLUTION:

RAISING AWARENESS, INSPIRING ACTION

Educational forums:

- Moderated panels on justice-education connections
- CPBN documentaries



SOLUTION:

COLLECTING AND SHARING DATA

- Ongoing, current and trends over time
- Leadership from Judicial Branch
- Research partners (CT Voices for Children)
- Statewide – enables comparisons
- Local – keeps communities informed and part of solutions

SOLUTION: REPLICATED GEORGIA MODEL

Process:

- Forum at Capitol for school-police-court-provider-parents
- Community break-out groups
- Two cities launched new collaboratives
- Tailored MOA & graduated response model
- Ongoing meetings: review data; discuss trends, gaps, successes; add & subtract initiatives; orient and train school and police personnel

PILOT GA REPLICATION RESULTS

% change 2011-2013*				
	In-School Suspension	Out of School Suspension	Expulsion	Arrest
Manchester	+88%	-64%	-77%	-59%
Windham	-42%	+113%	+125%	-87%

**2011-2013 was the duration of the supported pilot program; the work continues locally*

Source: Judicial Branch, Court Support Services Division

SY: September 1 through June 23

DETAILS ON GA REPLICATION

Adult Decisions

Connecticut rethinks student arrests

A publication of the Connecticut Juvenile Justice Alliance
January 2013



SOLUTION: USING MOUs & GRADUATED RESPONSES

Model MOU built by JJAC:

- Most misconduct best addressed in classroom & school
- Reasonable, consistent, fair responses
- Graduated response with continuum of services
- Re-direction and support from in-school and community resources *prior* to exclusion/arrest
- Clarify responsibilities of school and police



MODEL MOU: GRADUATED RESPONSE FORMAT

	Types of Behavior	Intervention Options
Classroom Interventions		
School Administration Interventions		
Assessment and Service Provision		
Law Enforcement Interventions		

Tailored Locally: GRADUATED RESPONSE FORMAT: MANCHESTER

Manchester Graduated Response Model

Graduated Response Model Chart

	<u>Level 1</u> Rules Violations/Disruptive & Offensive Behaviors	<u>Level 2</u> Chronic Disruptive & Serious Behaviors	<u>Level 3</u> Safety Concerns	<u>Level 4</u> Mandatory Referral to School Resource Officer
Types of Behaviors	<ul style="list-style-type: none"> -Disruptive Behavior -Insubordination/Defiance -Inappropriate Attire -Inappropriate Language -Physical contact/ Horseplay -Electronics Violation -Tardiness -Cutting Teacher Detention -Forgery/Lying -Leaving classroom without permission -Pass violation -Inappropriate displays of affection -Other 	<ul style="list-style-type: none"> -Chronic Level 1 Offences (documented) -Chronic Disruptive Behavior (documented) -Gross Insubordination -Abusive Language directed at Staff -Chronic Tardiness -Cutting Office Detention -Cutting class -Leaving School Grounds -Harassment -*Truancy -Other 	<ul style="list-style-type: none"> -Chronic Level 2 Offences -Bullying - Serious fighting/assault -Smoking -Theft -Threats/Intimidation -Vandalism -Other 	<ul style="list-style-type: none"> -Alcohol/Drugs -Weapon Possession - Assault Resulting in Injury -Action Resulting in Lockdown or Evacuation of Classroom or Building -Inciting a Riot -Multiple Level 3 Offenses -Other
Persons Involved in Intervention	<ul style="list-style-type: none"> -Teacher -Parent(s)/Guardian(s) -Team leader 	<u>All Previous Persons Involved plus:</u> <ul style="list-style-type: none"> -Guidance Counselor -School Social Worker -Administrator -Community Agencies 	<u>All Previous Persons Involved plus:</u> <ul style="list-style-type: none"> -School Resource Officer -Student Assistant Team 	<u>ALL</u>
Progressive Intervention Options and Discipline Actions	<ul style="list-style-type: none"> -Verbal warning -Redirection -**Parent contact -**Student/Teacher conference -**Parent/Teacher conference and other parties (guidance counselor, school social worker, etc) as deemed necessary -Consult team members and/or support staff -**Use of the Pre-Referral Intervention Manual for possible interventions -**Alternate setting -**File review -Mediation -**Behavioral contracts -**Behavioral Intervention plans/FBA -**Data collection on interventions and their effectiveness -**Loss of classroom privileges/Restricted activity -**Lunch detention -**Teacher detention 	<u>All Previous Level Interventions/Discipline plus:</u> <ul style="list-style-type: none"> -Written Warning- letter sent home -Referrals to student support personnel - 1 to 1 counseling -Parent/Team conference and other parties (guidance counselor, school social worker, etc) as deemed necessary -Mentoring program -School/Community Service *Referral to School Attendance Review Board -Office Detention -Saturday Detention -Play by the Rules Referral -Loss of School Privileges/Restricted activities -Behavior Intervention or Reflection Room -Designated "Time Out" area -In School Suspension 	<u>All Previous Level Interventions/Discipline plus:</u> <ul style="list-style-type: none"> -Parent/Administration conference and other parties (guidance counselor, school social worker, etc) as deemed necessary. -Referral to SAT -Referral to Substance Intervention Program -Referral to School Safety Review Board -Referral to Restitution/Community Service Program -Law Enforcement Referral to Diversionary Program -Law Enforcement Mentoring -Law Enforcement ticket/fine -Outside School Suspension -Possible referral for consideration of expulsion -Possible Arrest 	<u>All Previous Level Interventions/Discipline plus:</u> <ul style="list-style-type: none"> -Arrest -Referral for consideration for expulsion

**Non-certified staff (see protocol and guidelines not all interventions are appropriate and must get prior administrative instruction)

Traditional Discipline Interventions

- Detention
- In-school suspension
- Out-of-school suspension
- Arrest
- Expulsion

Expanded, Graduated Discipline Interventions (School & Community)

- Redirection
- Mediation
- BARJ, community circle
- **Detention**
- 1-to-1 counseling, mental health treatment
- Mentoring program
- Character Building Program (e.g., “Play By the Rules”)
- Behavior Intervention or Reflection Room
- **In-school suspension**
- Substance Intervention Program
- Juvenile Review Board
- Parent/Admin. conference and other parties (guidance, social work, etc.)
- Restitution/Community Service Program
- **Out-of-school suspension**
- **Arrest**
- **Expulsion**

Public Act 15-168: An Act Concerning Collaboration Between Boards Of Education And School Resource Officers And The Collection And Reporting Of Data On School-based Arrests

- For districts with SROs
- Limits role of officers in day-to-day school discipline
- Defines “school-based arrest”
- Requires graduated response model
- Requires data / reporting
- Ensures data will be available to public via SDE's public school information system

SOLUTION:

PROHIBITING EXTREME DISCIPLINE

Public Act 15-96: no out-of-school suspension nor expulsion for preschool & K-2 (some exceptions for children who act in a violent or sexual way that endangers others; bring a gun to school; sell drugs)

Public Act 15-141: no student restraint or seclusion unless there is an immediate threat of harm to the student or others. Establishes training and reporting guidelines for teachers, paraprofessionals, and administrators

SOLUTION:

RETURNING REFERRALS TO COURT

C.G.S. §46b-128: “Summons Requiring No Further Action”
Child is 8 years old or less and/or summons is for;

- “Offense” = normal adolescent behavior
- Skateboarding, bicycle, loitering, simple trespass
- Possession of tobacco over 15 years old
- Siblings fighting at home (no weapons or injuries)
- School fight (similar age, no injury, both arrested)
- Other school incidents: wearing hat, running in halls, swearing, talking back, disruptive but no violence / property destruction / injury

RETURNED REFERRALS TO COURT

CY 2011 (Sep 1)	CY 2012	CY 2013	CY 2014	CY 2015 (Jan - Sep)	TOTAL TO DATE
40	420	391	723	498	2,072

Source: Judicial Branch, Court Support Services Division

RETURNED REFERRALS TO COURT

General trend:

52% - normal adolescent behavior

20% - fighting at school

15% - disruption/hat wearing/swearing in school

8% - sibling fighting (no weapons or injuries)

2% - skating, biking, loitering on school grounds

2% - tobacco possession over 15 years old

1% - under 8 years old

SOLUTION: TRAINING AND INCENTIVE GRANTS

- Effective Police Interactions With Youth
- Schools & Police Working Together
- Right Response Network
- Police and Youth Grants



Right Response CT
Schools & Police Working Together



JUST. *START*

A FAIR AND EQUAL JUVENILE JUSTICE SYSTEM FOR ALL CONNECTICUT'S CHILDREN

SOLUTION:

SCHOOL-BASED DIVERSION INITIATIVE

Reduce number of discretionary arrests in school;
reduce expulsions and out-of school suspensions

Build knowledge and skills among teachers, school staff, and school resource officers to recognize and manage behavioral health crises in the school, and access needed community resources

Link youth who are at-risk of arrest to appropriate school and community-based services and supports

SBDI CORE COMPONENTS

Governor's Second Chance Society Initiative

Coordinated by Child Health and Development Institute

Jointly funded and overseen by CSSD, DCF, SDE, DMHAS

Professional Development

- Training and Workgroups

Community Coalition Building

- Emergency Mobile Crisis Services
- Systems of Care, LISTs

Discipline Policy Consultation

- Graduated Response Model
- Restorative Practices



Connecticut School-Based Diversion Initiative

Referrals to
**Behavioral
Health
Service**

**UP
94%**

Among the 18 schools that have participated in SBDI since 2010, those schools on average have reduced court referrals by 45% in their first year of participation, and have increased EMPS referrals by 94%.

School-Based
Court
Referrals

**DOWN
45%**

The Connecticut School-Based Diversion Initiative is helping transform school discipline and improve student outcomes. Instead of arresting and suspending children with behavior problems, SBDI schools are connecting them to community-based behavioral health services.



Learn more at:
www.chdi.org/sbdi
and www.ctsbdi.org

Connecticut School-Based
Diversion Initiative

SBDI TOOLKIT

Designed for schools to self-implement some of the core principles and activities

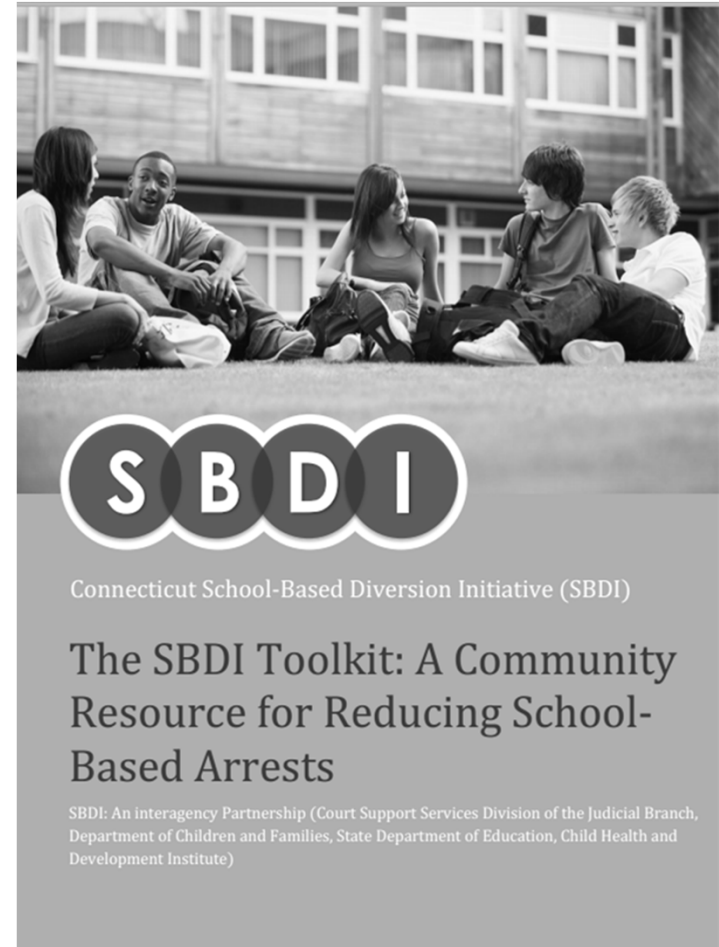
- Self-assessment guide
- Best practice information
- Support for data informed decision-making

Free download

www.chdi.org/SchoolToolkit

Additional resources

<http://www.ctsbdi.org>



SOLUTIONS

