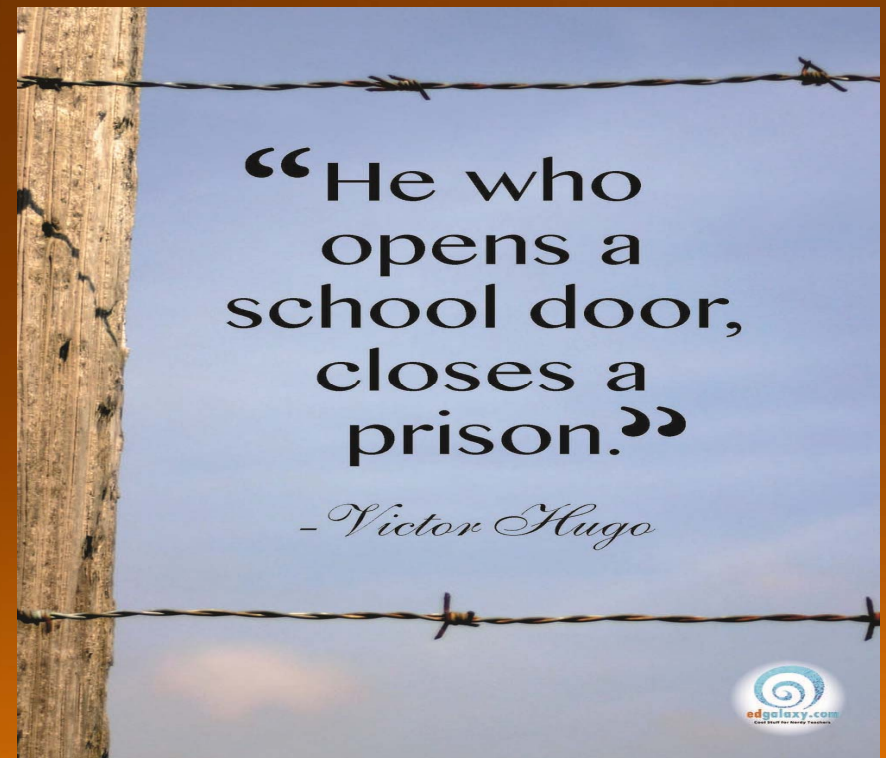


An Annie E. Casey JDAI Model to Keep
Kids in School & Out of the Courts

Presented by the Clayton County System of Care

School-Justice Technical Assistance

Defining the Pathways to Prison Dilemma



“School Discipline: *the part of education that is emotional, when calm is needed - where exasperation is common, when inspiration is necessary.”*

-Anonymous Teacher

Student Discipline is Multi-faceted

- Complexities of human behavior
- Environmental and social factors – health, family, social media, peer pressure, poverty, drugs, gangs, etc.
- Inconsistencies of discipline consequences
- Conflicting opinions about consequences – tougher or too tough
- Consequences of suspensions – instructional time lost
- Legal requirements and due process protections
- School safety considerations

WHAT IS ZERO TOLERANCE?

“A philosophy or policy that mandates the application of pre-determined consequences, most often severe and punitive in nature, that are intended to be applied regardless of the seriousness of behavior, mitigating circumstances, or situational context.”

Skiba et al. 2006

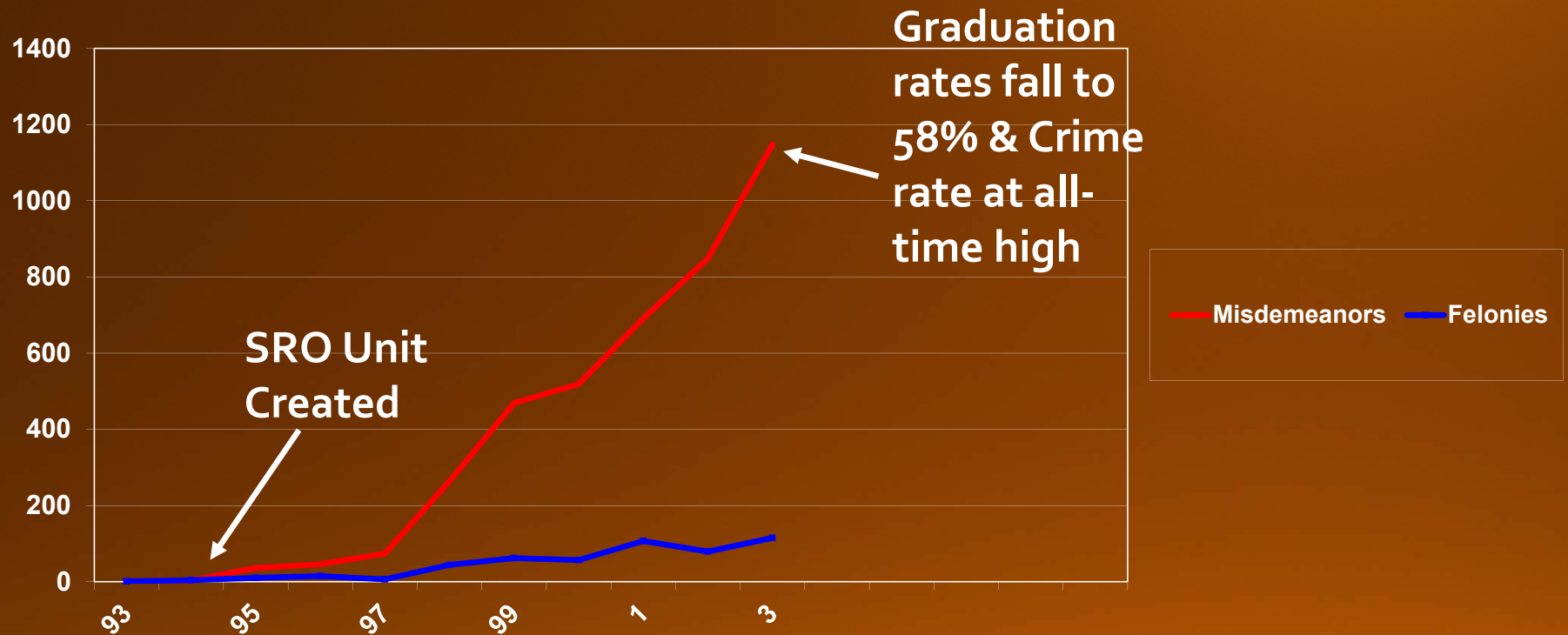
WHAT IS



A combination of policies and practices that directly or indirectly pushes students, especially those at-risk, out of school and into the streets that increases exposure to anti-social peers and other negative influencers leading to delinquency, crime, and eventually incarceration. The major contributing factors include:

- Zero Tolerance Policies
- Disciplinary Alternative Schools
- Ineffective School Policing Practices
- Poor School Climate; and/or
- Court Involvement & Detention

Referrals



THE CORRELATION BETWEEN TRADITIONAL POLICING & HARSH ZERO
TOLERANCE POLICIES
Clayton County, GA

Getting Outside the Room the Box is in
Solving the Dilemma

This represents a shift from targeted reactions to population-based prevention and intervention.

Look at the Data from Epidemiological Basics

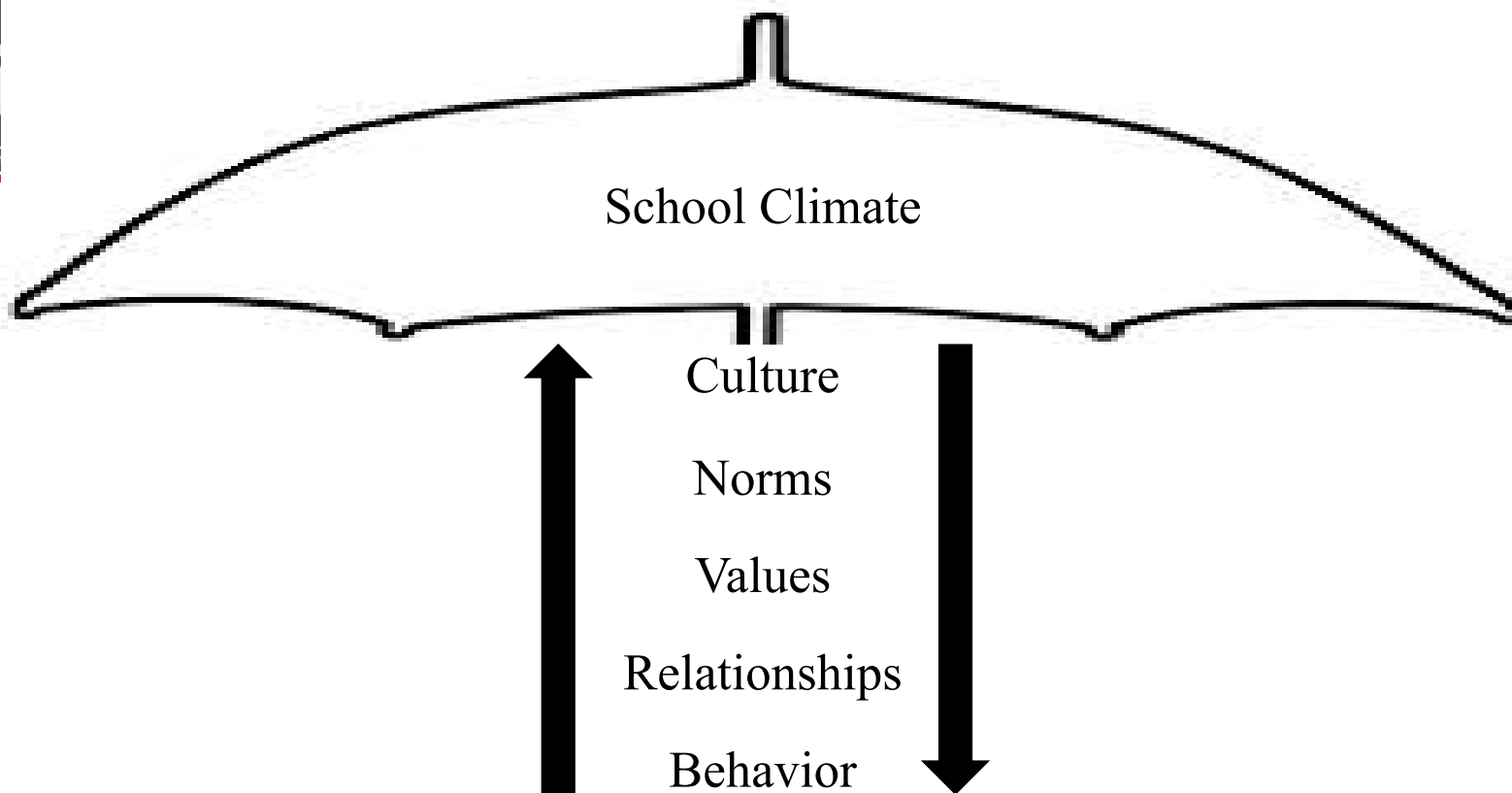
Diseases do not occur by chance: there are always determinants for the disease to occur.

Diseases are not distributed at random: distribution is related to risks factors that need to be studied for the population in order to identify solutions.

Disruptive behaviors do not occur by chance: there are always determinants for the disruptive behavior to occur.

Disruptive behaviors are not distributed at random: distribution is related to risks factors that need to be studied and for the population in order to identify solutions.

A study co-conducted by the Georgia Department of Education and the Center for School Safety, School Climate and Classroom Management at Georgia State University found that *outside factors* (i.e., location, student demographics) *did not have a more significant bearing* on the climate inside the school building than the *personal interactions of the teachers and leaders in the school* – meaning that many elements of school climate are within the control of the school, **including how and what decisions are made.**



Teaching Moment: To change behavior, relationships have to change; to change relationships, values have to change; to change values, norms have to change; to change norms, culture has to change; to change culture, school climate has to change.


- ✓ A **1 percent improvement in school climate** was found to increase student average attendance by **1.6 percent** (e.g. improve school climate by **10% = 16%** increase in student attendance)

attendance
MATTERS

Georgia 9th Grade Student Absences and Graduation Rate (within four years)



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Days Absent	Graduation Rate
0 Days	
1 to 5 Days	
6 to 10 Days	
11 to 14 Days	
15 or More Days	

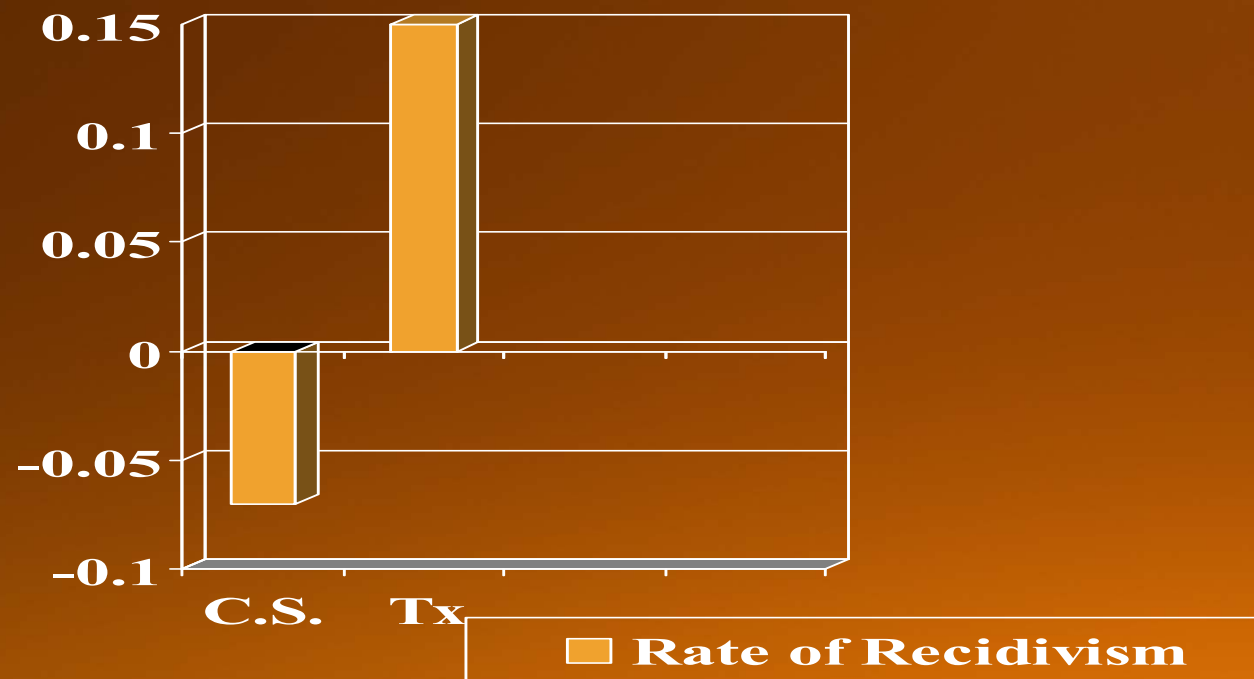
19%

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.

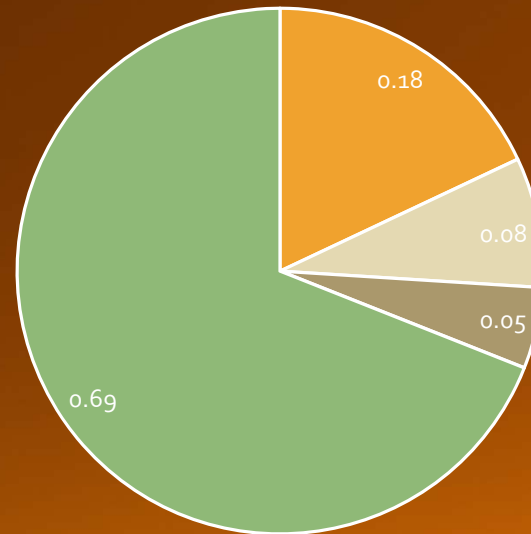


Punishment vs. Treatment



Diverting Low Risk

Reoffended



2011 2012 2013 No Reoffense

Why Diversion is Not Good Enough

- 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).

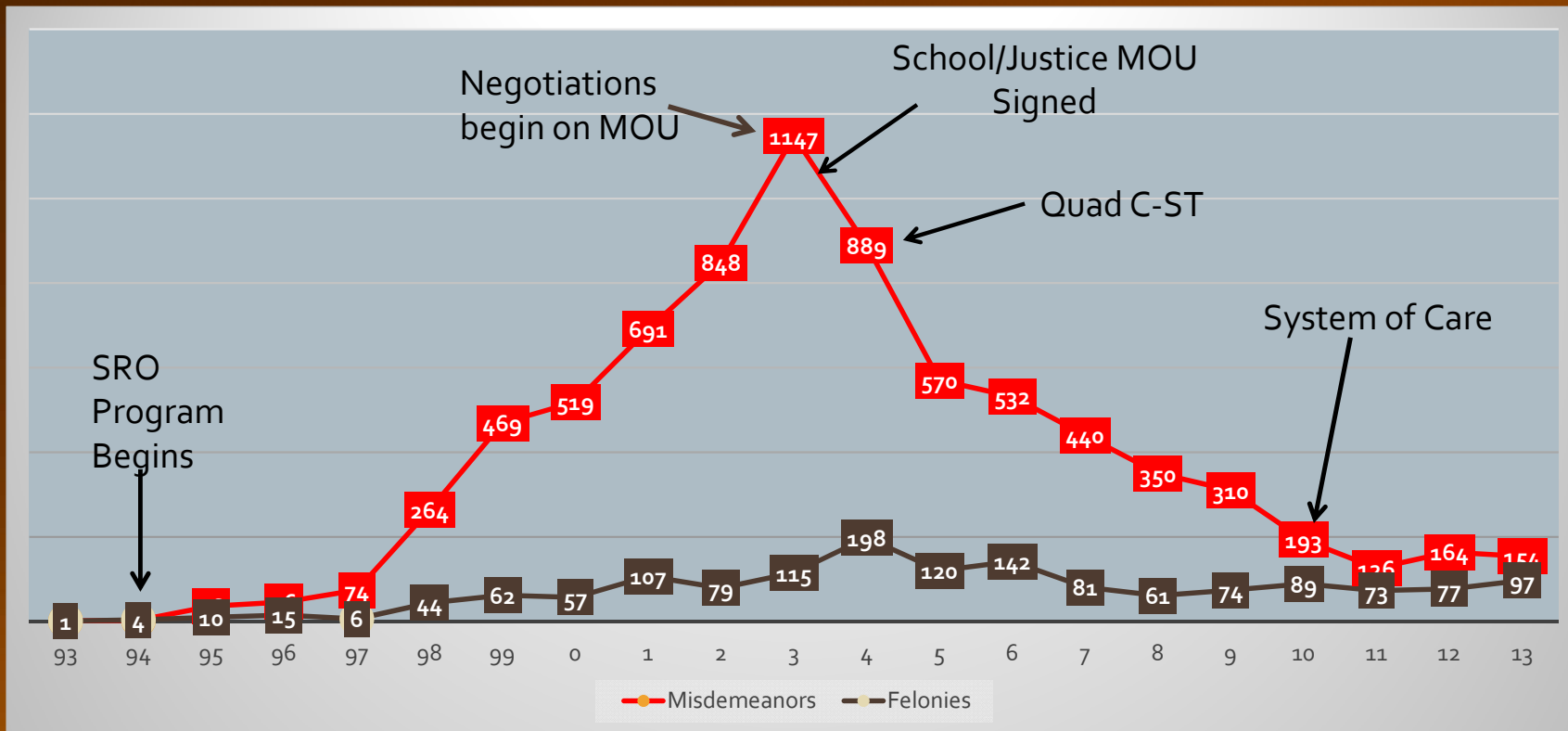
SUSTAINABILITY: GET IT IN WRITING!

- 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

IMPACT OF SRO WITH & WITHOUT MOU



The process of enabling the participation of students to improve school safety and climate using positive behavioral techniques, practices, and interventions that yields a willingness, capacity, and opportunity to safely participate in the prevention and solving of discipline and safety concerns



THE POSITIVE STUDENT ENGAGEMENT MODEL FOR SCHOOL POLICING

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

COUNTY OF CLAYTON UNIFORM NOTICE OF OFFENSE SCHOOL RESOURCE OFFICER			
Upon Month _____	(Day) _____	(Year) _____	at _____ <input type="checkbox"/> a.m. <input type="checkbox"/> p.m.
Name _____	DOB _____	<input type="checkbox"/> Male <input type="checkbox"/> Female	
Grade _____	Location _____	School _____	
Parent/Guardian _____		Address _____	
Home Phone _____		_____	
Other Phone _____		_____	
Offense _____			
In violation of Code Section _____			
Remarks _____			
<input type="checkbox"/> WARNING:		LEVEL <input type="checkbox"/>	
You are hereby warned 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 conduct involving certain focused acts that include fighting, disorderly conduct, obstruction of a police officer (failure to obey the lawful commands of a police officer), and disrupting the school may result in other action that may include attendance by the student and parent in a school conflict education class, mediation, or other program (failure to attend will result in the filing of delinquent charges against the student in the juvenile court) or filing of a complaint in juvenile court if the student has already attended such a program or if the conduct involves a felony or a non-focused misdemeanor act. A copy of this Warning will be sent to your parent, guardian or custodian and kept on file in the school office. You must conduct yourself in a manner required by the code of conduct provided to you and your parent, guardian or custodian and by the laws of the State of Georgia or you will be subject to further action.			
<input type="checkbox"/> REFERRAL:		LEVEL <input type="checkbox"/>	
You have been cited for the above offense and you and a parent, guardian or custodian will be referred to a program indicated below and sponsored by the Juvenile Court of Clayton County. You are being referred because you have previously been cited for a similar delinquent act and warned or the officer considers your conduct after investigation to constitute an act of "bullying" and immediate action to address your conduct is required. This referral will be sent to your parent, guardian or custodian, the Juvenile Court of Clayton County, and kept on file in the school office. This referral does not constitute a formal complaint to the juvenile court, but will be used by the court to arrange for your attendance at the program as indicated below. Failure to respond to the court or attend the program as instructed will result in formal action brought against the student by the filing of the above-cited offense in the juvenile court.			
You and your parent, guardian or custodian are referred to :		SCHOOL USE ONLY Parent notified by: <input type="checkbox"/> Phone <input type="checkbox"/> In person <input type="checkbox"/> Mail Date of Notice _____	
<input type="checkbox"/> School Conflict Education Workshop			
<input type="checkbox"/> Mediation			
Other _____			
STUDENT ACKNOWLEDGEMENT AND RECEIPT: The undersigned hereby acknowledges service of this Warning/Referral and receipt of copy of same.			
SIGNATURE _____			
SRO CERTIFICATION: The undersigned has just and reasonable grounds to believe, and does believe, that the student named herein has committed the offense set forth			
SIGNATURE _____ Badge # _____			
Original-SRO	yellow-school	pink-student	Juvenile Court Fax-770-472-8192

“Schools are a microcosm
of the community”

Lt. Marc Richards

Former Supervisor, SRO Unit

Clayton County Police Department

AMENDED AGREEMENT

- “Focused Acts” include all misdemeanors except exigent circumstances (Conduct associated with underlying delinquency in the community 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;
- Law enforcement, schools, and court intake talk cases through and work together



Traumatized people, traumatize people!

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

The Story of Jane

An Example of
Positive Student
Engagement in School
Policing



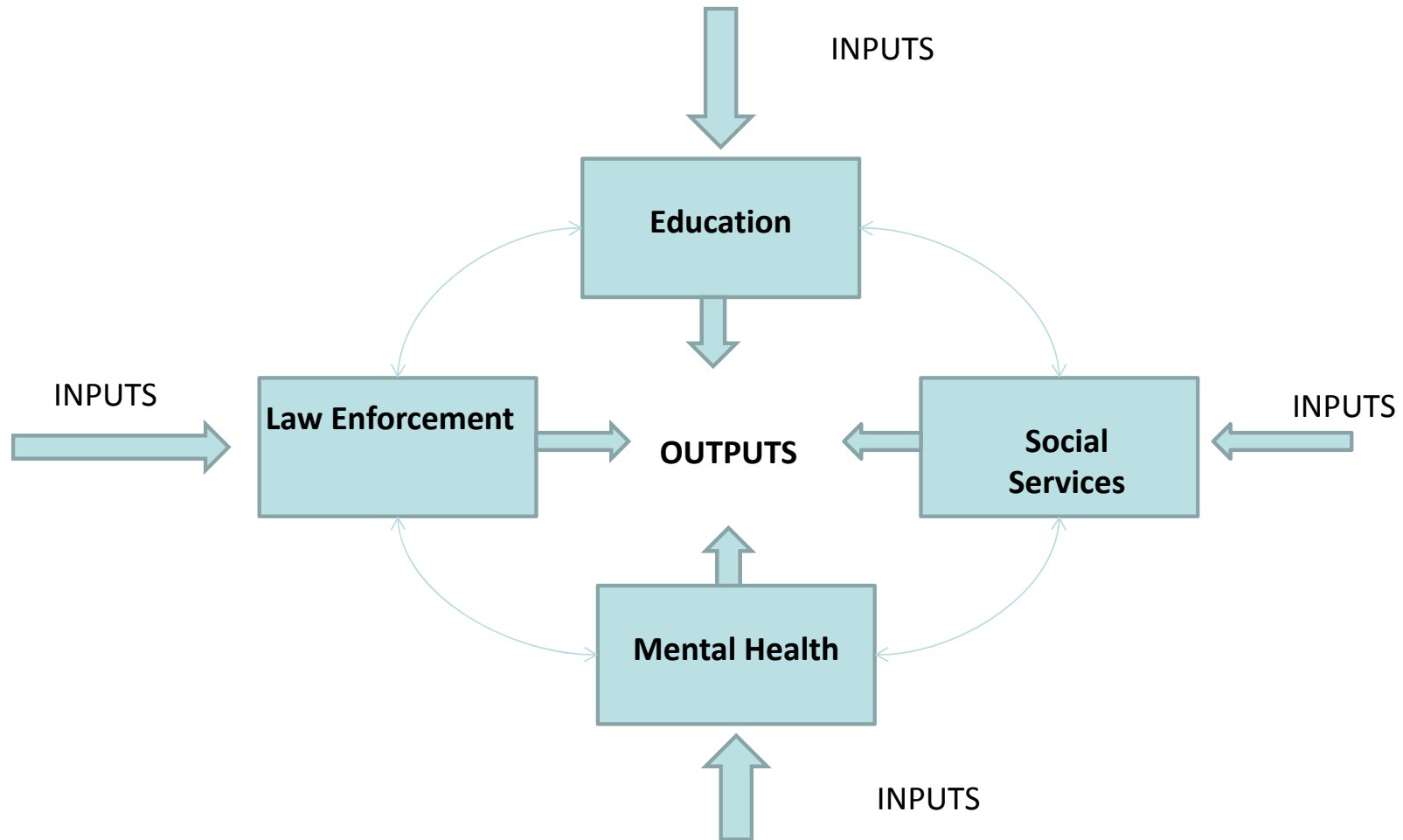
"WHEN CHILDREN DON'T HAVE
LANGUAGE THEIR BEHAVIOR
BECOMES THEIR LANGUAGE."

JUDGE PEGGY H. WALKER
DOUGLAS COUNTY JUVENILE COURT

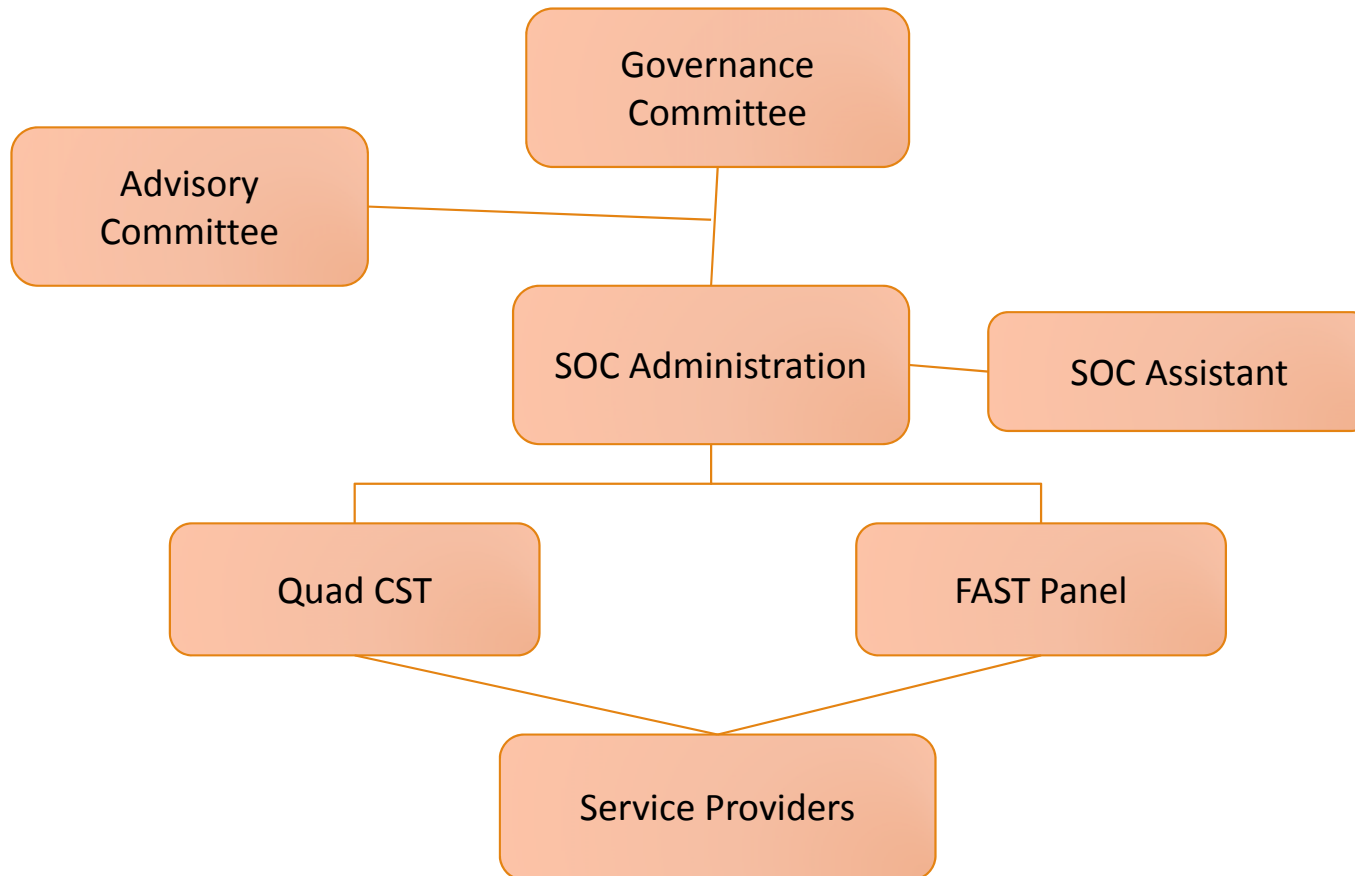
Bridging the Gap through Collective Impact

The Next Generation

MULTI-INTEGRATED SYSTEM THEORY



Clayton County System of Care Governance Structure



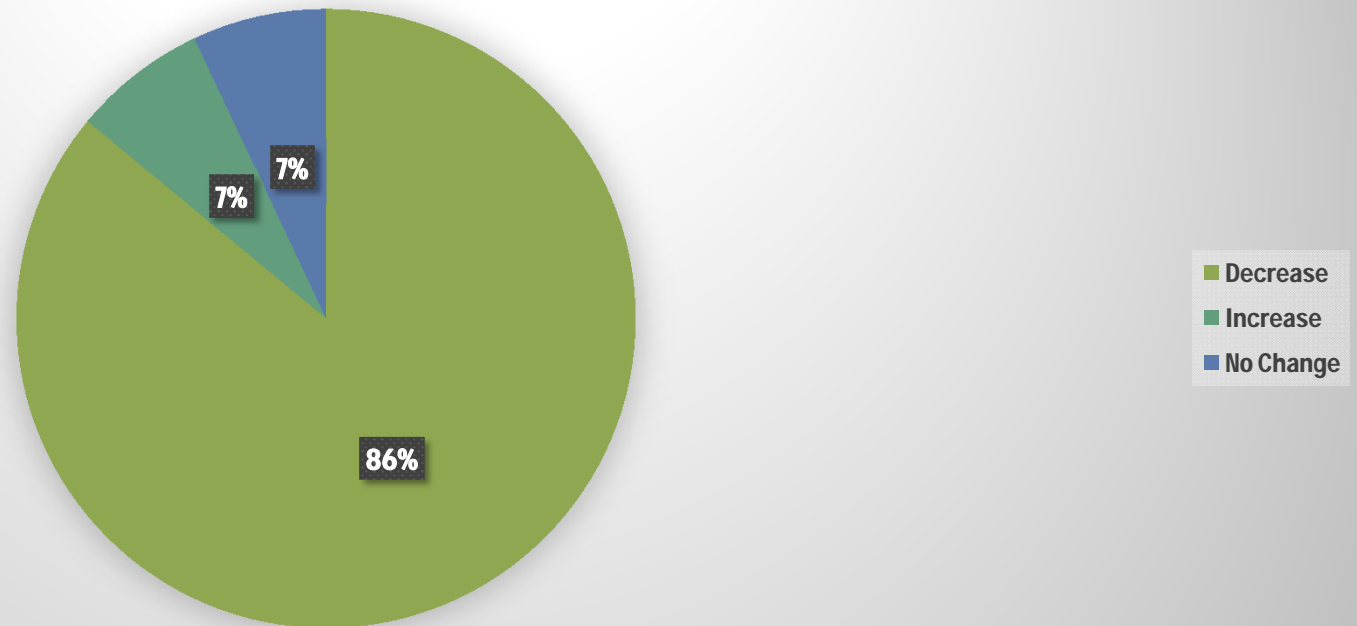


Restorative Principles - Clayton County Youth Development Center and Justice Center

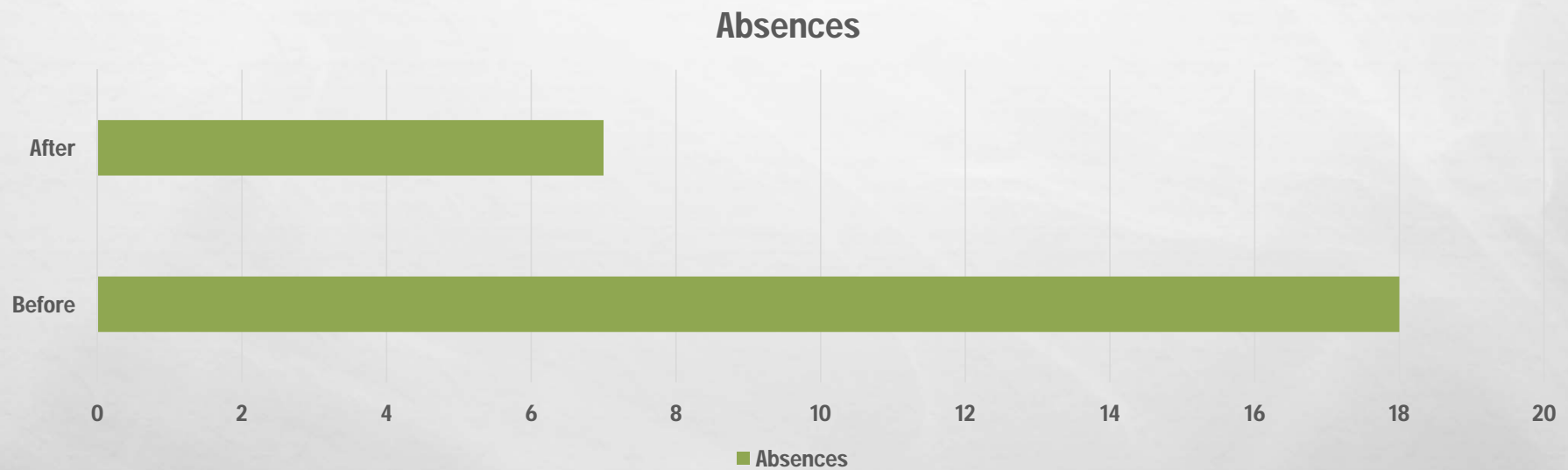
Photos by JandDIimages

BEHAVIOR IMPROVEMENT

Discipline Referrals



IMPACT ON ATTENDANCE



33

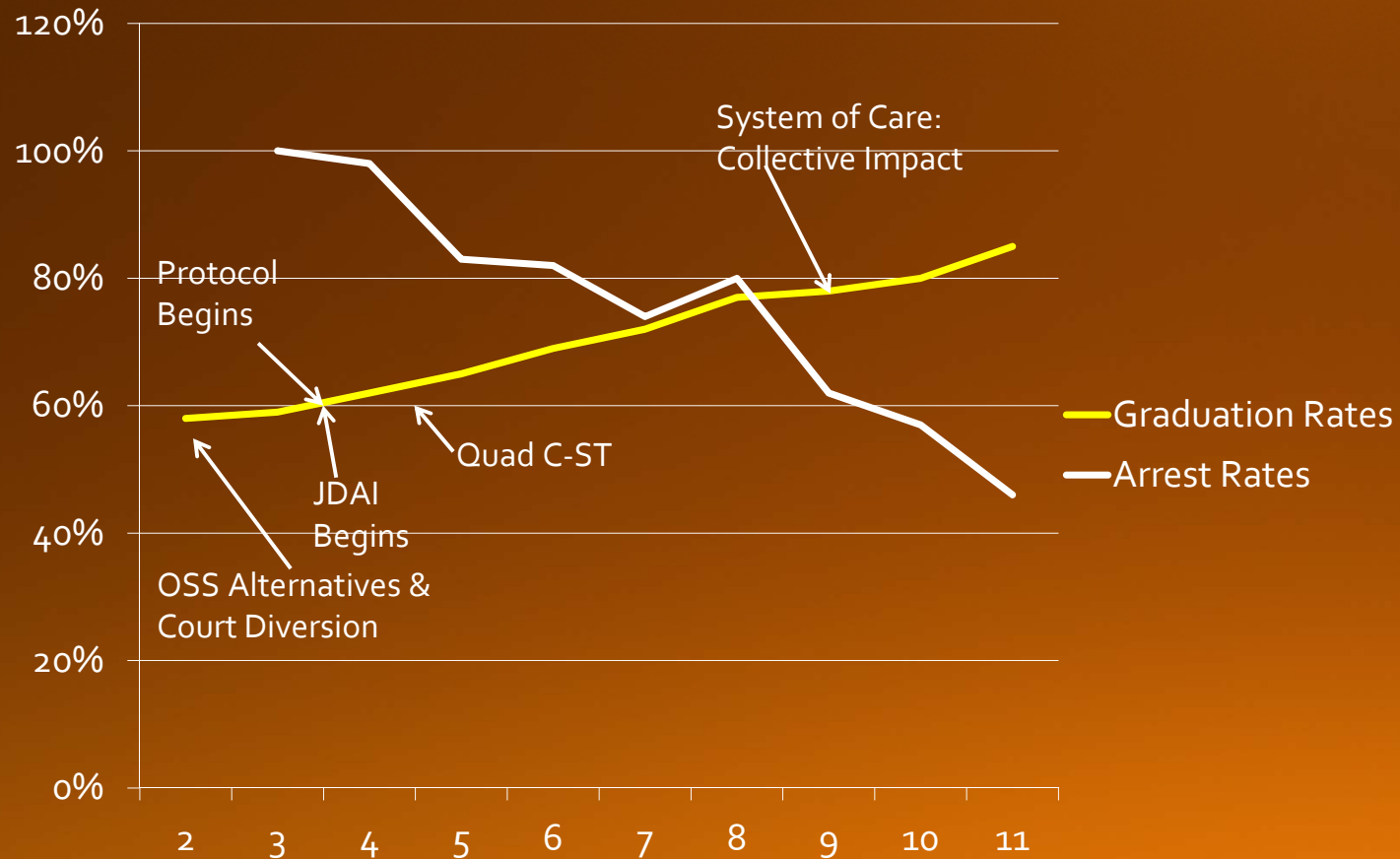
10/21/2015

IMPACT ON GRADES

Chart Title



Keeping Kids in School, Out of Court, Improves Community Safety



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Twitter @scteskelaw

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Phone (770) 477-3260

Geniene Lewis, Judicial Assistant