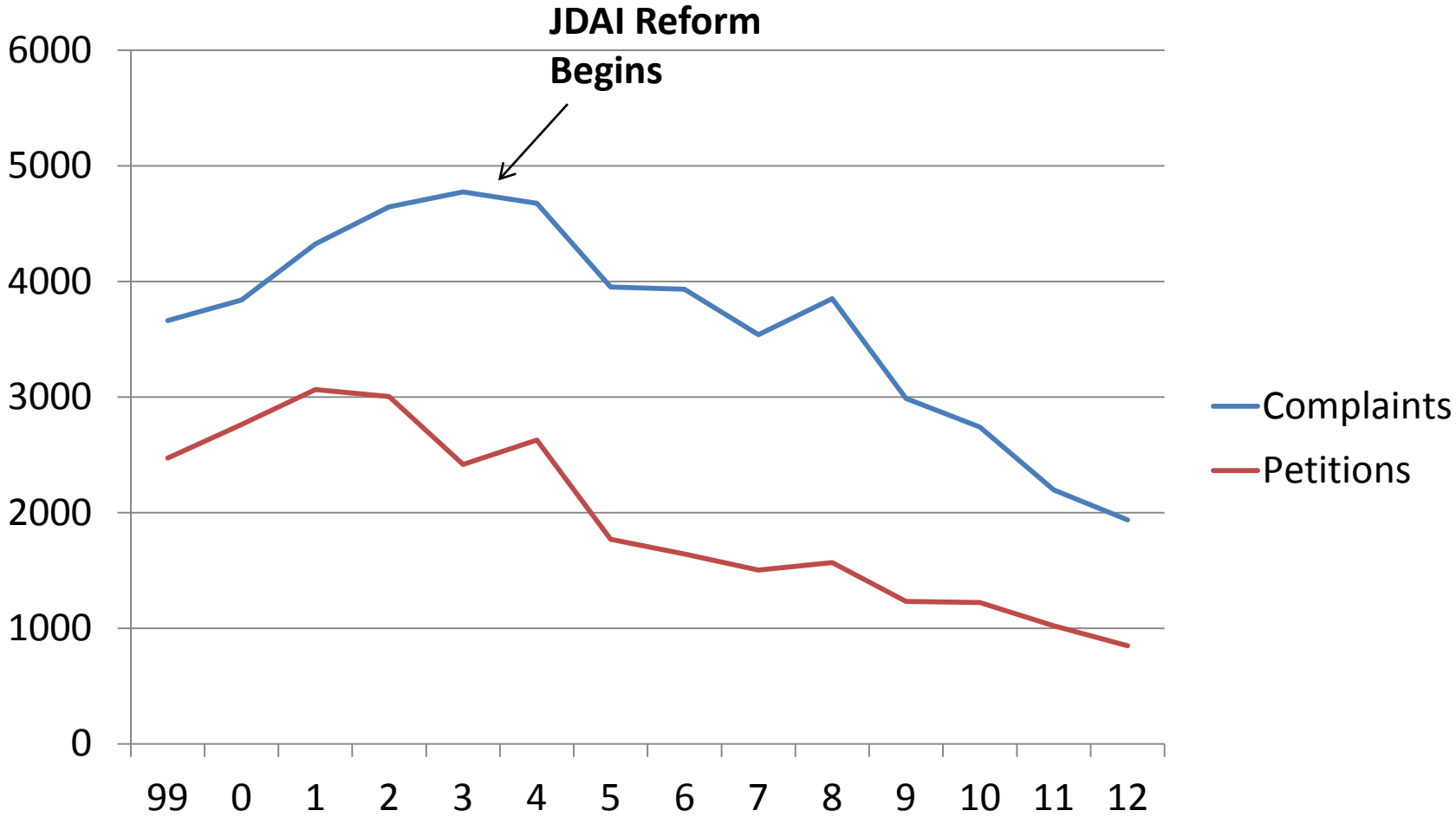


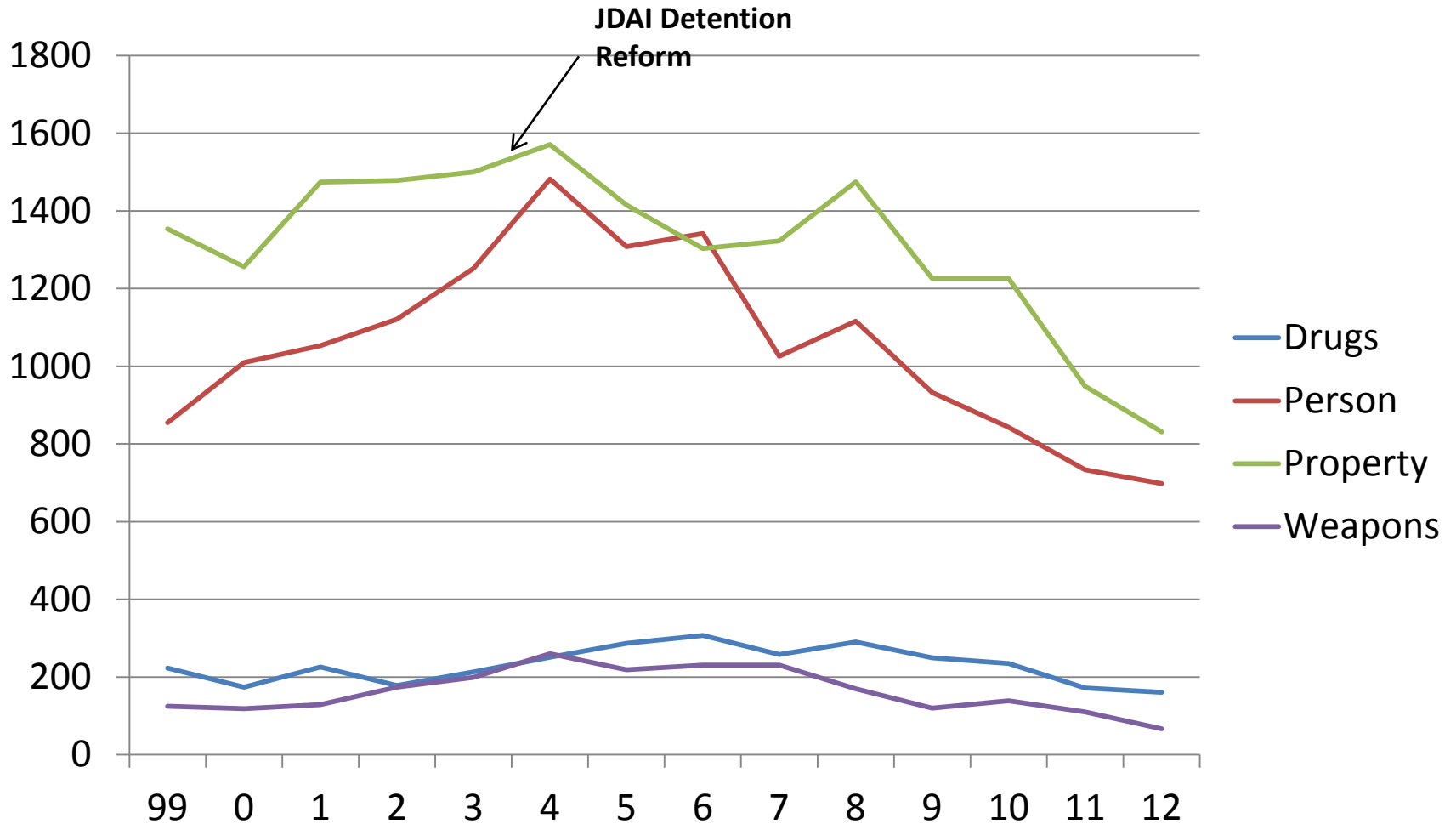
# WHEN DID MAKING ADULTS MAD BECOME A CRIME

A Collaborative Approach to  
Reducing School Arrests and  
Improving Outcomes

# Best Practices Improves Safety



# Clayton: Total Number of Offenses by Category

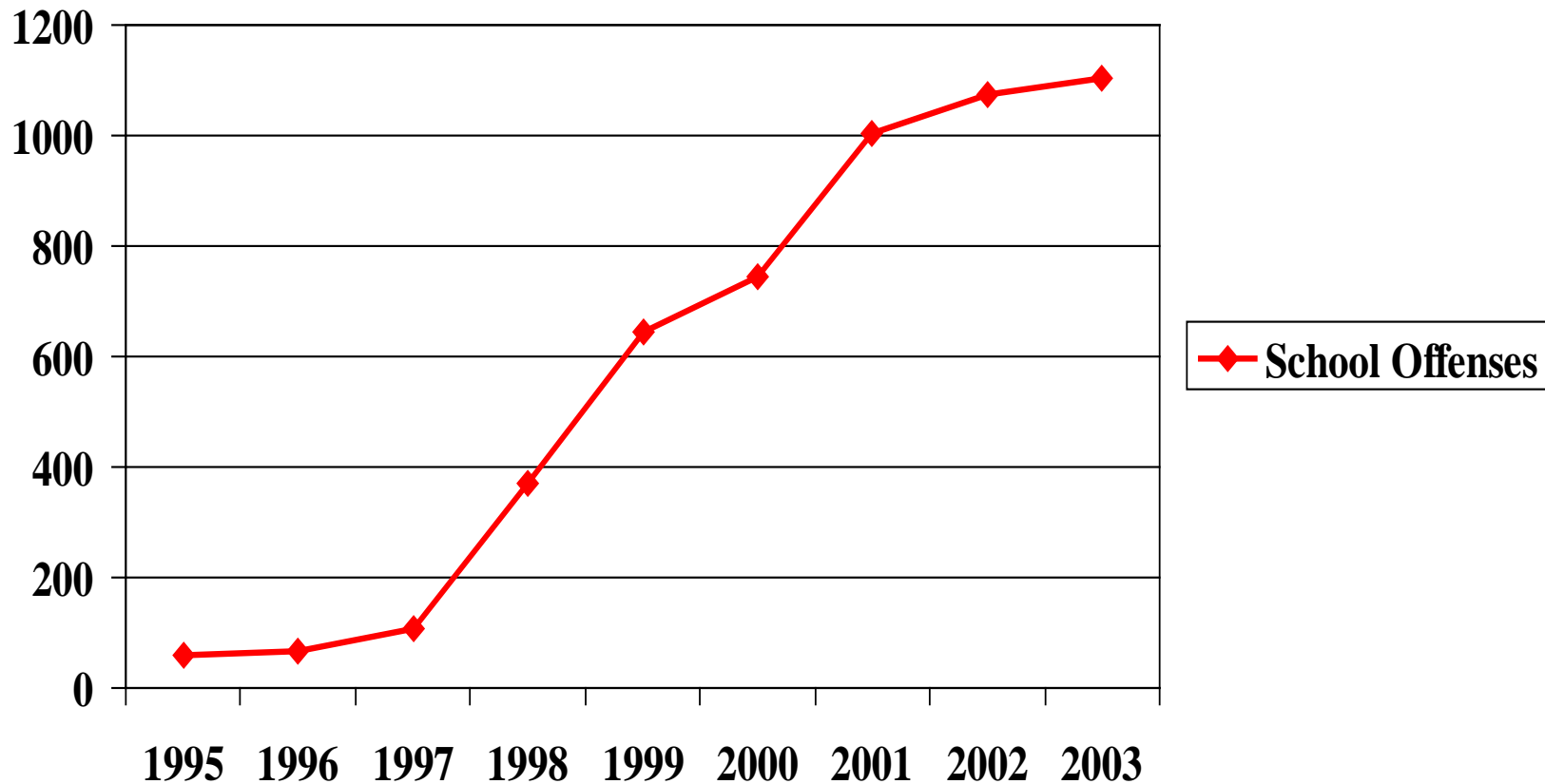


# Don't let appearances mislead

- 70% decrease in average daily population;
- 12.4 average daily population in a 60 bed holding facility;
- 43% reduction in the average length of stay'
- 64% reduction in average daily population of minority youth;
- 43% reduction in commitments to the state;
- 40% reduction in commitments of minority youth; YET—
- 60% reduction in juvenile arrests; and
- 24% increase in overall graduation rates.

# The Problem

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



Over 2000% increase in Juvenile Arrests  
on campus

# IMPACT OF ZERO TOLERANCE ON SCHOOL CAMPUS

# What is Hyper-recidivism?

When an individual or system responds to an offender using a technique that exacerbates the risk to re-offend

# The Solution

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



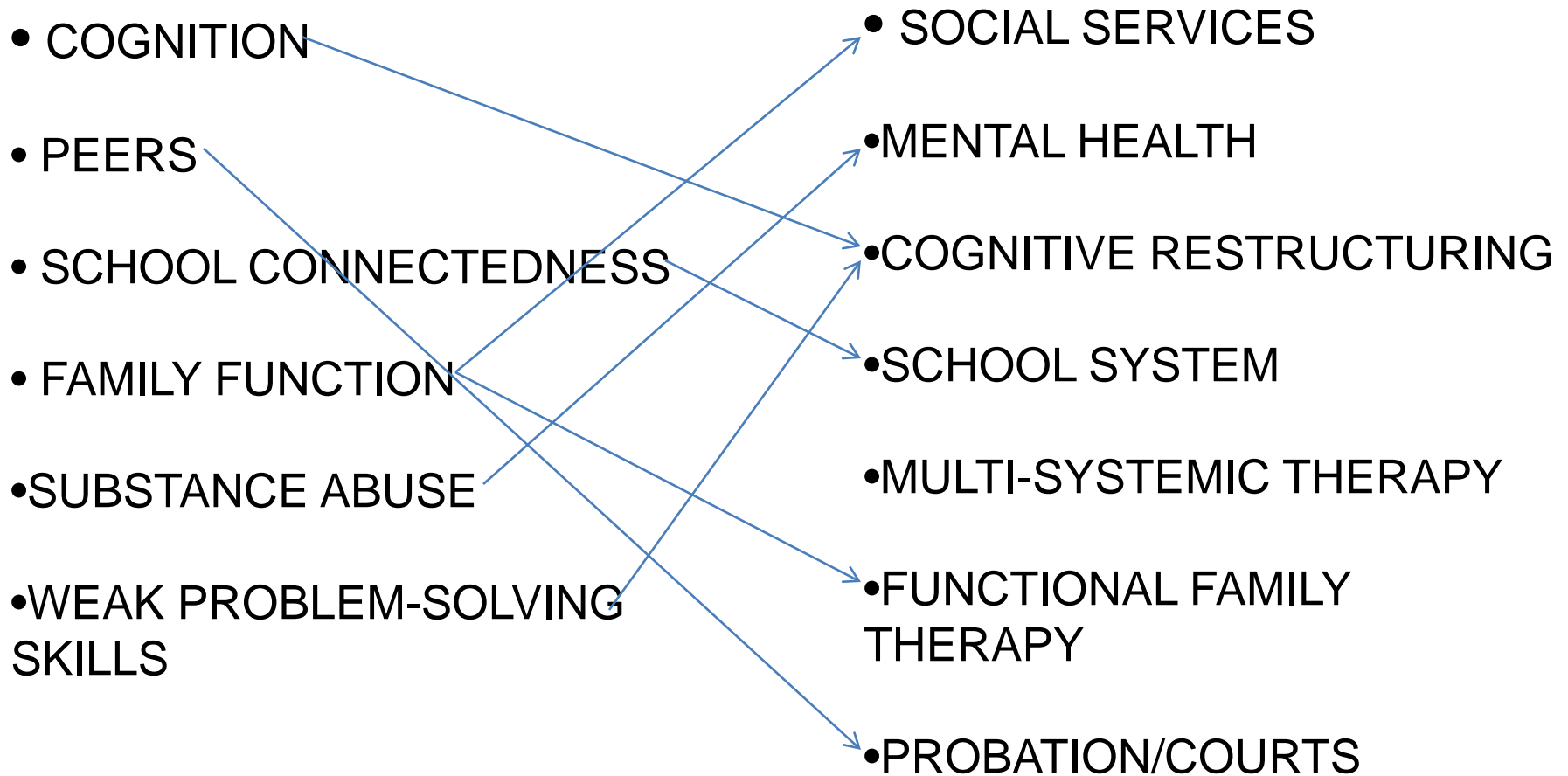
# Understanding the Role of the Judge--

Is to understand the nature of  
juvenile justice systems

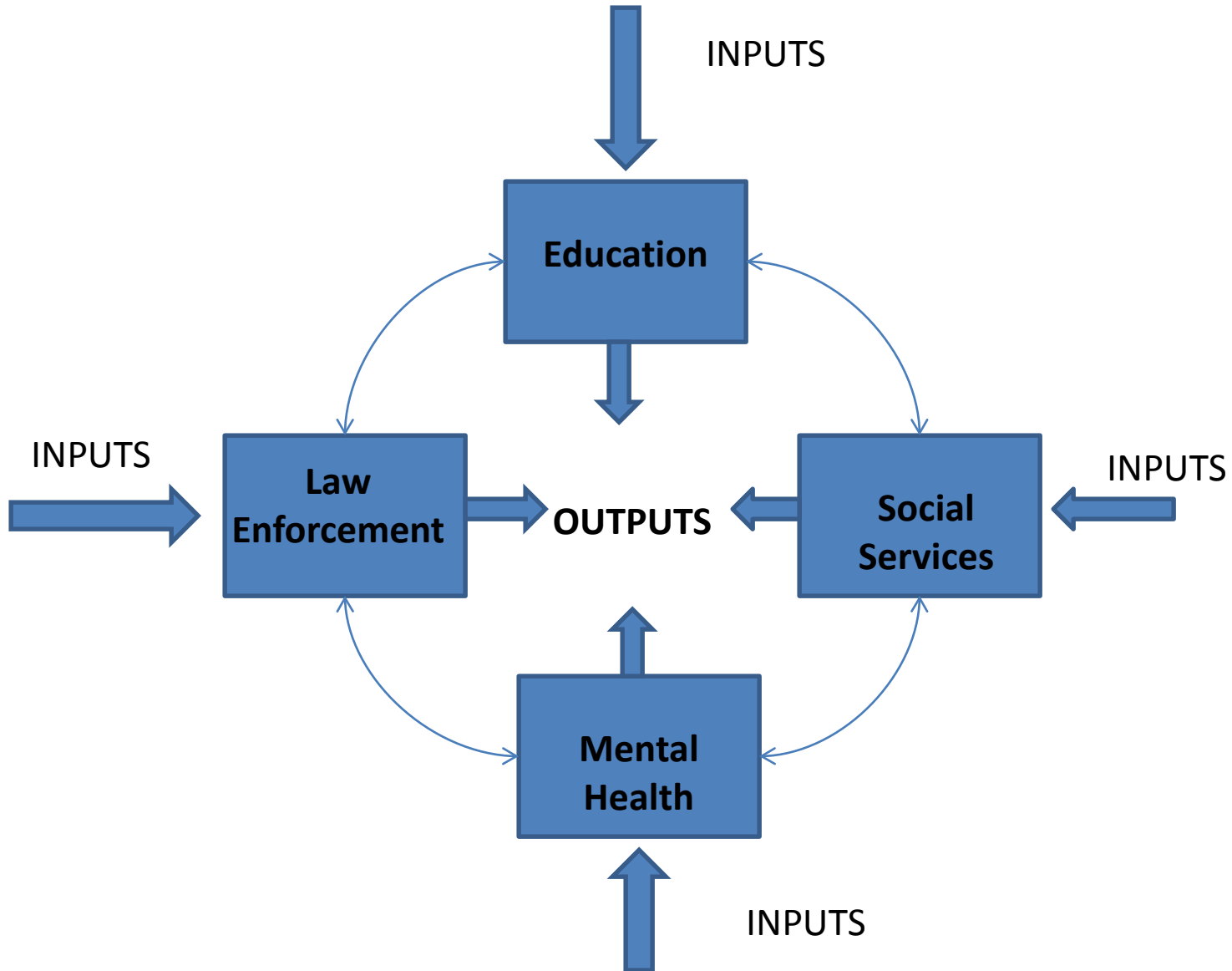
# Understanding the Role of the Judge--

Is to understand the nature of  
juvenile justice systems

# Juvenile Justice System=The Community



# MULTI-INTEGRATED SYSTEM THEORY



# 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

# Collaboration Defined

Collaboration occurs when a group of autonomous stakeholders of a problem domain engage in an interactive process, using shared rules, norms, and structures, to act or decide on issues related to that domain—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 mult-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

# 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**

# NEW & IMPROVED AGREEMENT

- Focused Acts expanded to all misdemeanors except serious bodily injury and drugs;
- No referral on special needs without consultation with administrator & counselor in conjunction with intake;
- No referral on probationer without consent of probation officer;
- Officer has discretion not to refer a felony absent physical injury.

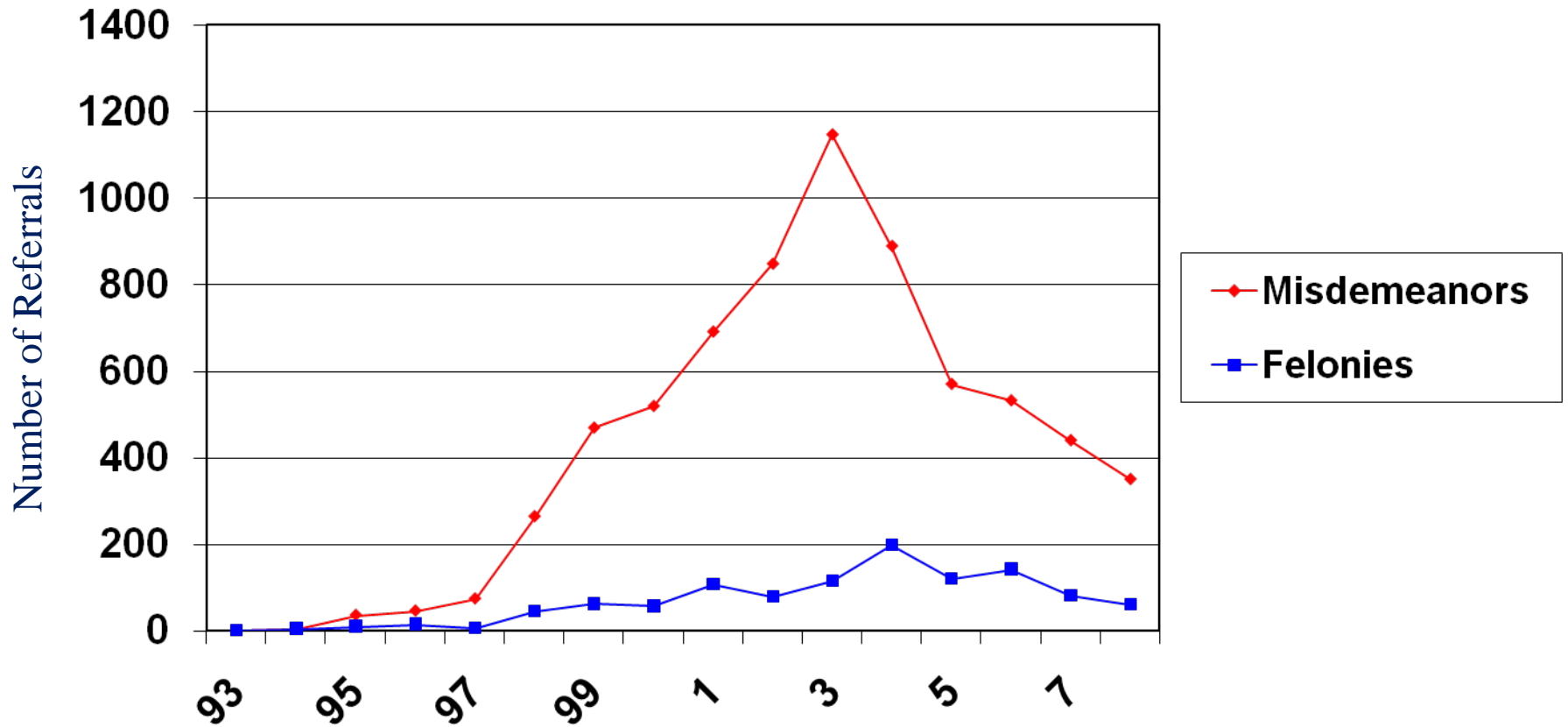


Figure 3. Line graph showing the increase in referrals after police placed on campus and the decrease after the protocol became effective in 2004.



# Positive Student Engagement Model for School Policing

A different way to increase school &  
community safety

**COUNTY OF CLAYTON  
UNIFORM NOTICE OF OFFENSE  
SCHOOL RESOURCE OFFICER**

Upon \_\_\_\_\_ (Day) \_\_\_\_\_ (Year) \_\_\_\_\_ at \_\_\_\_\_  a.m.  p.m.  
 Month \_\_\_\_\_ (Day) \_\_\_\_\_ (Year) \_\_\_\_\_ at \_\_\_\_\_

Name \_\_\_\_\_ DOB \_\_\_\_\_  Male  Female

Grade \_\_\_\_\_ Location \_\_\_\_\_ School \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ Address \_\_\_\_\_

Home Phone \_\_\_\_\_  
 Other Phone \_\_\_\_\_

Offense \_\_\_\_\_  
 In violation of Code Section \_\_\_\_\_  
 Remarks \_\_\_\_\_

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

**WARNING:** LEVEL   
 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.

**REFERRAL:** LEVEL   
 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 Conflict Education Workshop  
 Mediation  
 Other \_\_\_\_\_

**SCHOOL USE ONLY**  
 Parent notified by:  
 Phone  In person  Mail  
 Date of Notice \_\_\_\_\_

**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 # \_\_\_\_\_

“Schools are a microcosm of the  
community”

Lt. Marc Richards

Supervisor, SRO Unit

Clayton County Police Department

# ALLEGORY OF THE SCHOOL

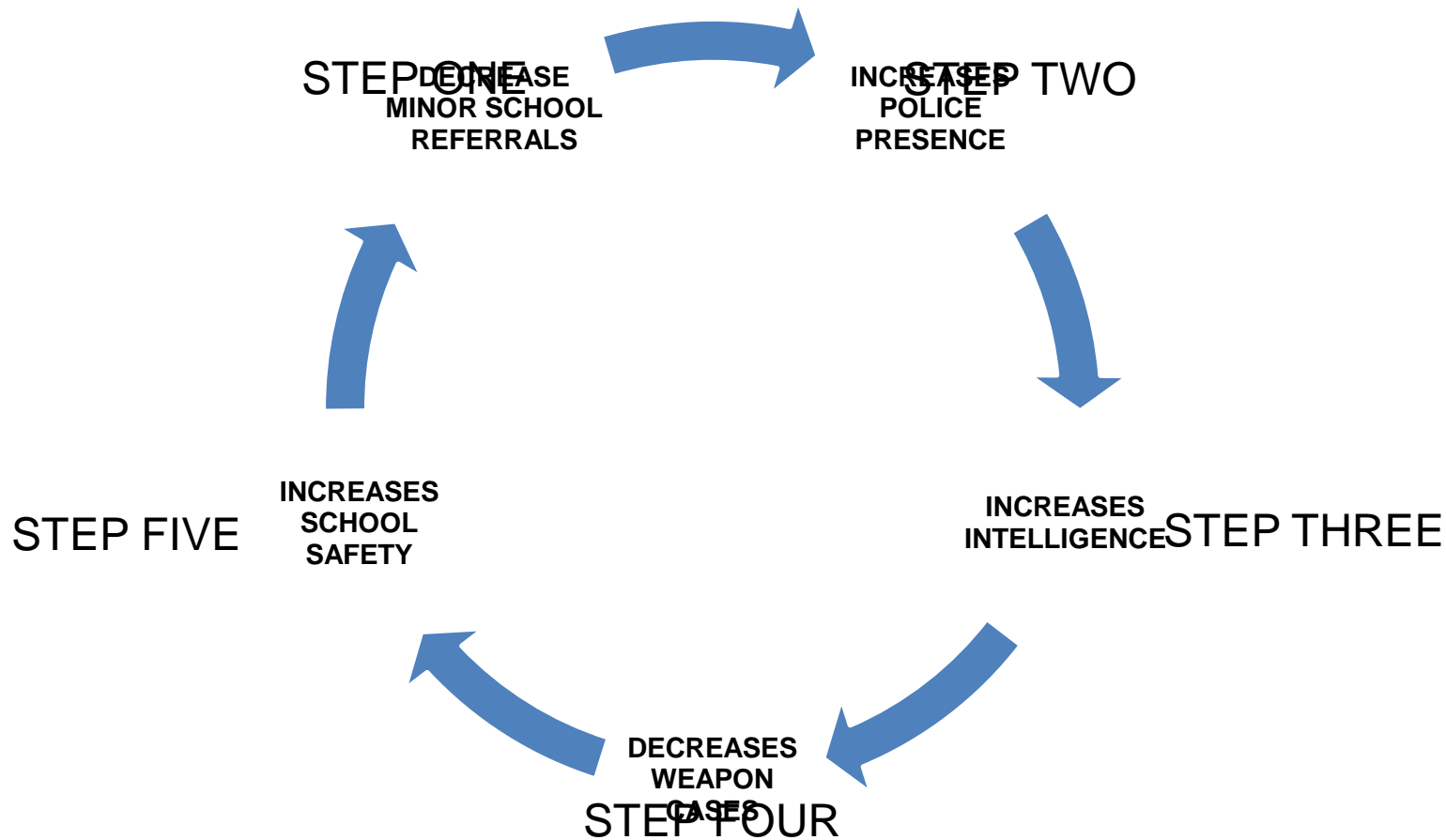
BY OFFICER ROBERT GARDNER  
Clayton County Police

LAMBS

SHEEP

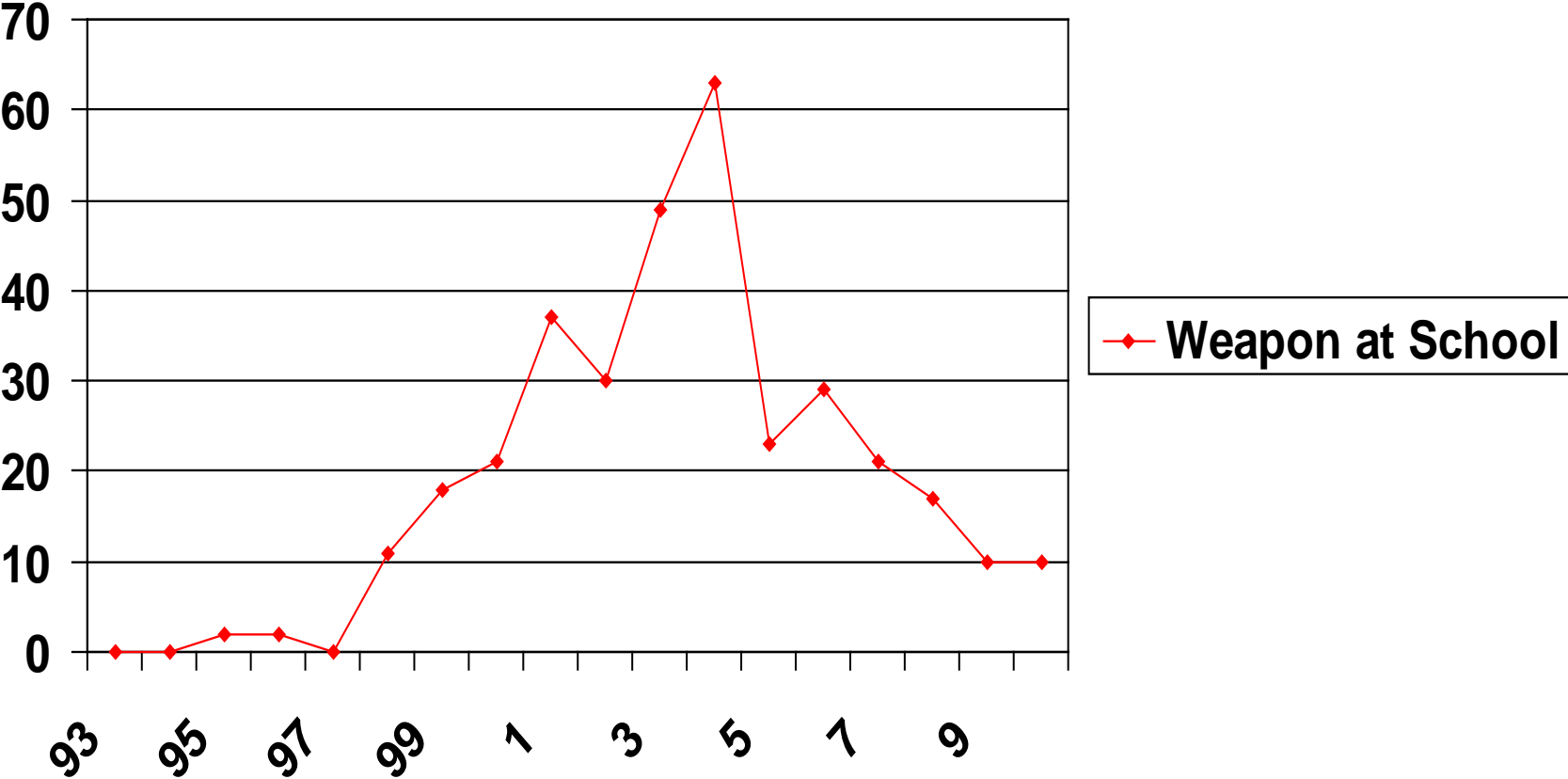
WOLVES

THE SCHOOL



# PROTOCOL EFFECT ON SCHOOL SAFETY

# PROTOCOL INCREASES POLICE INTELLIGENCE



# EFFECTIVE USE OF PROTOCOL PROMOTES SAFETY



# AVOIDING A TRAGEDY & MEDIA DILEMMA

How will the media & community respond if a person comes on school campus with a gun while your SRO is at intake booking a student for a school fight or disorderly conduct?



# System of Care

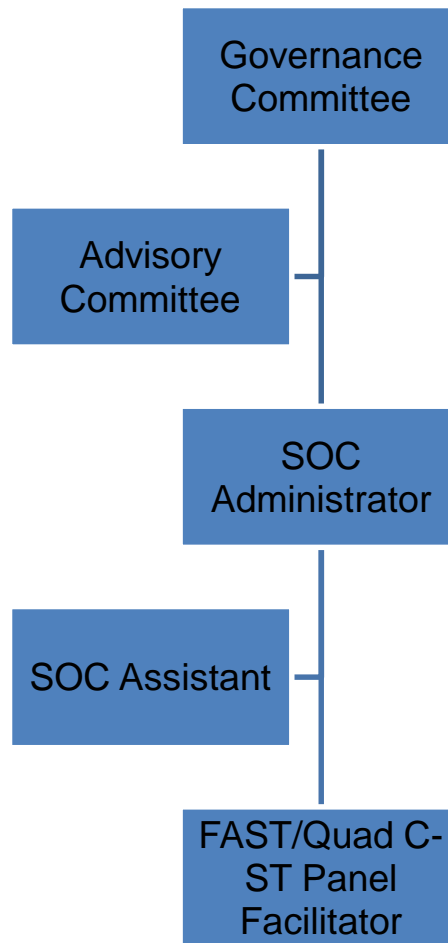
Bridging the gap between schools  
and the community

# Increase Graduation Rates

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

# THE RESEARCH





# Multi-System Integrated Services Governance Structure

Single Point of Entry

Mental Health

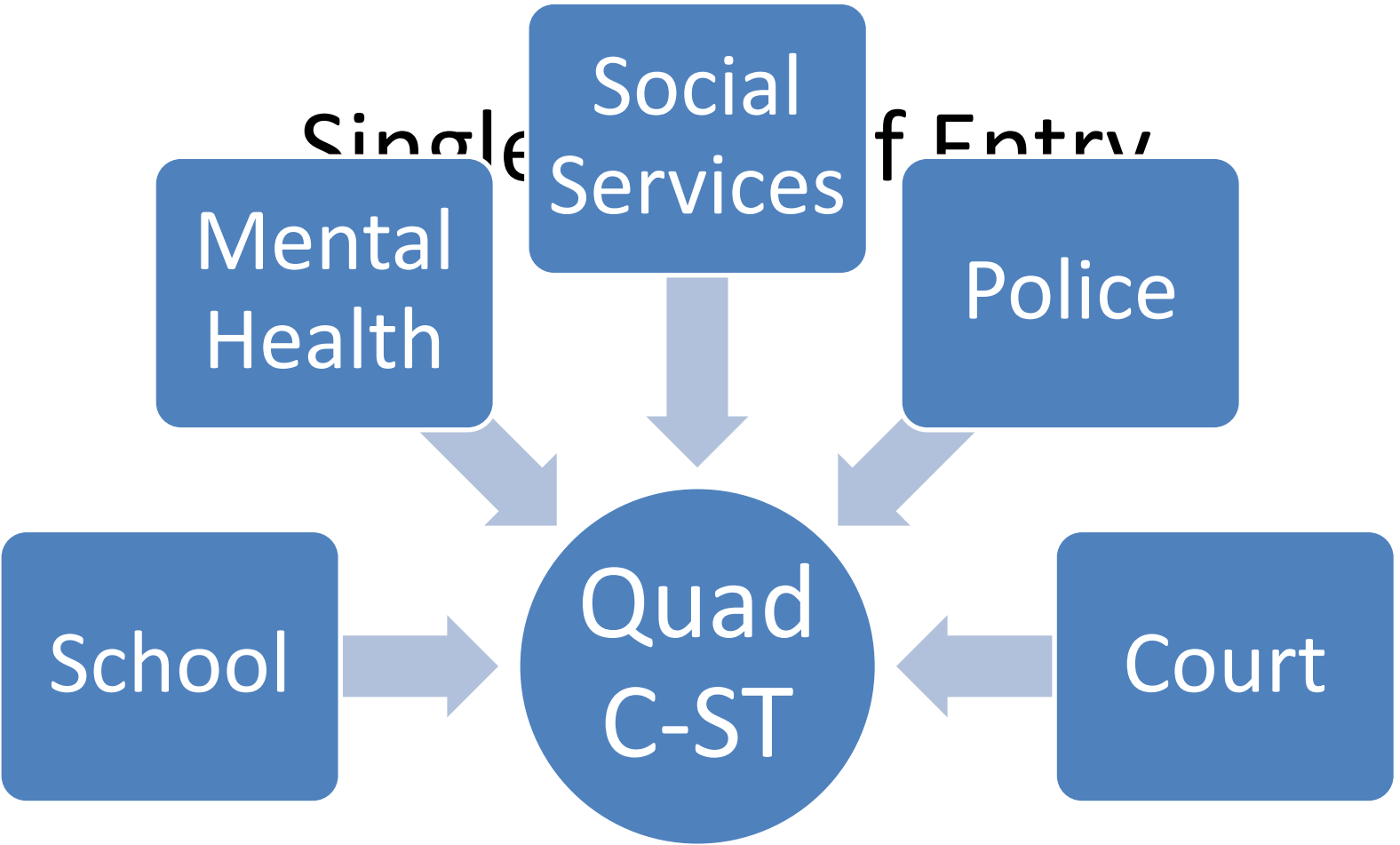
Social Services

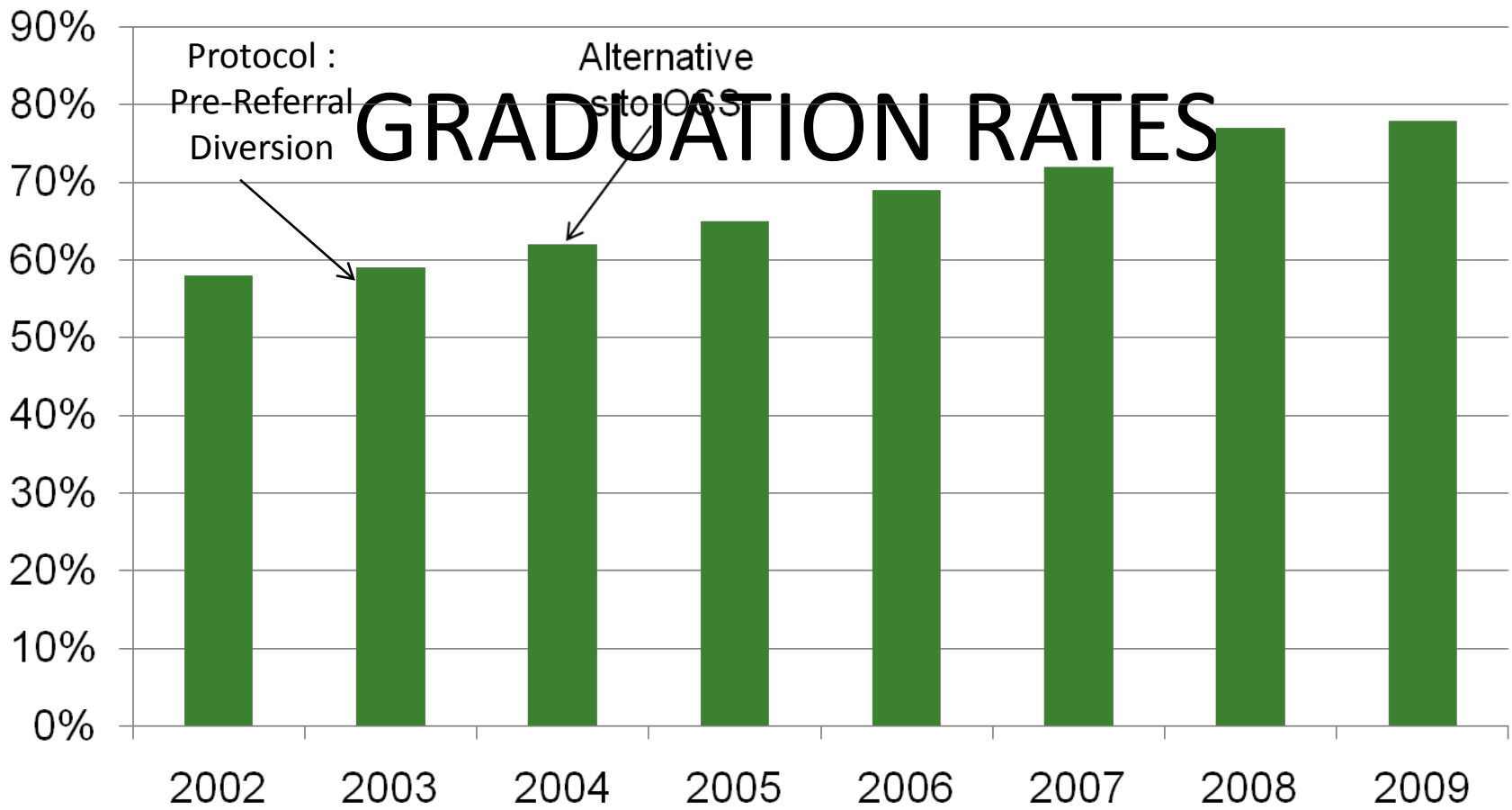
Police

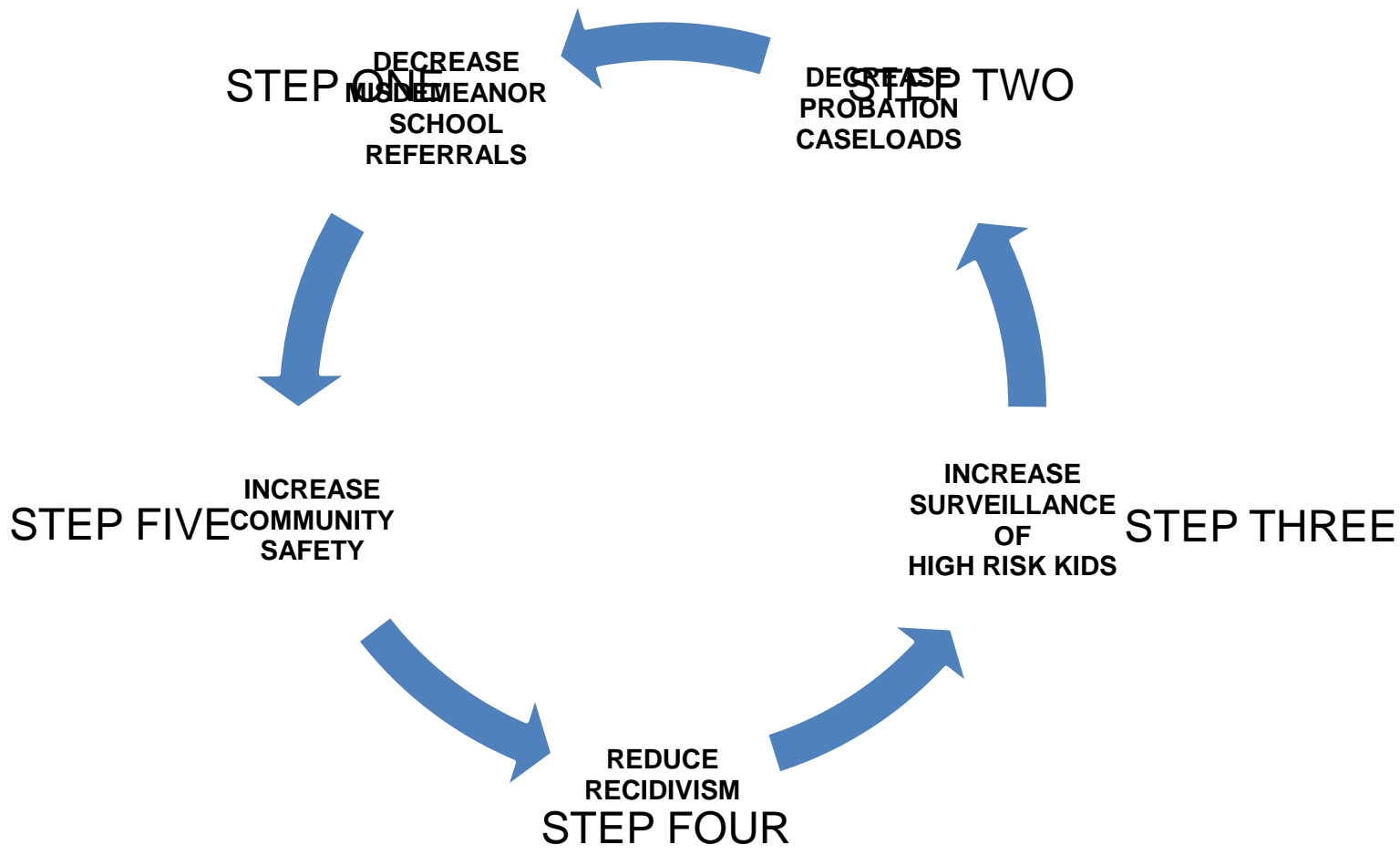
School

Quad C-ST

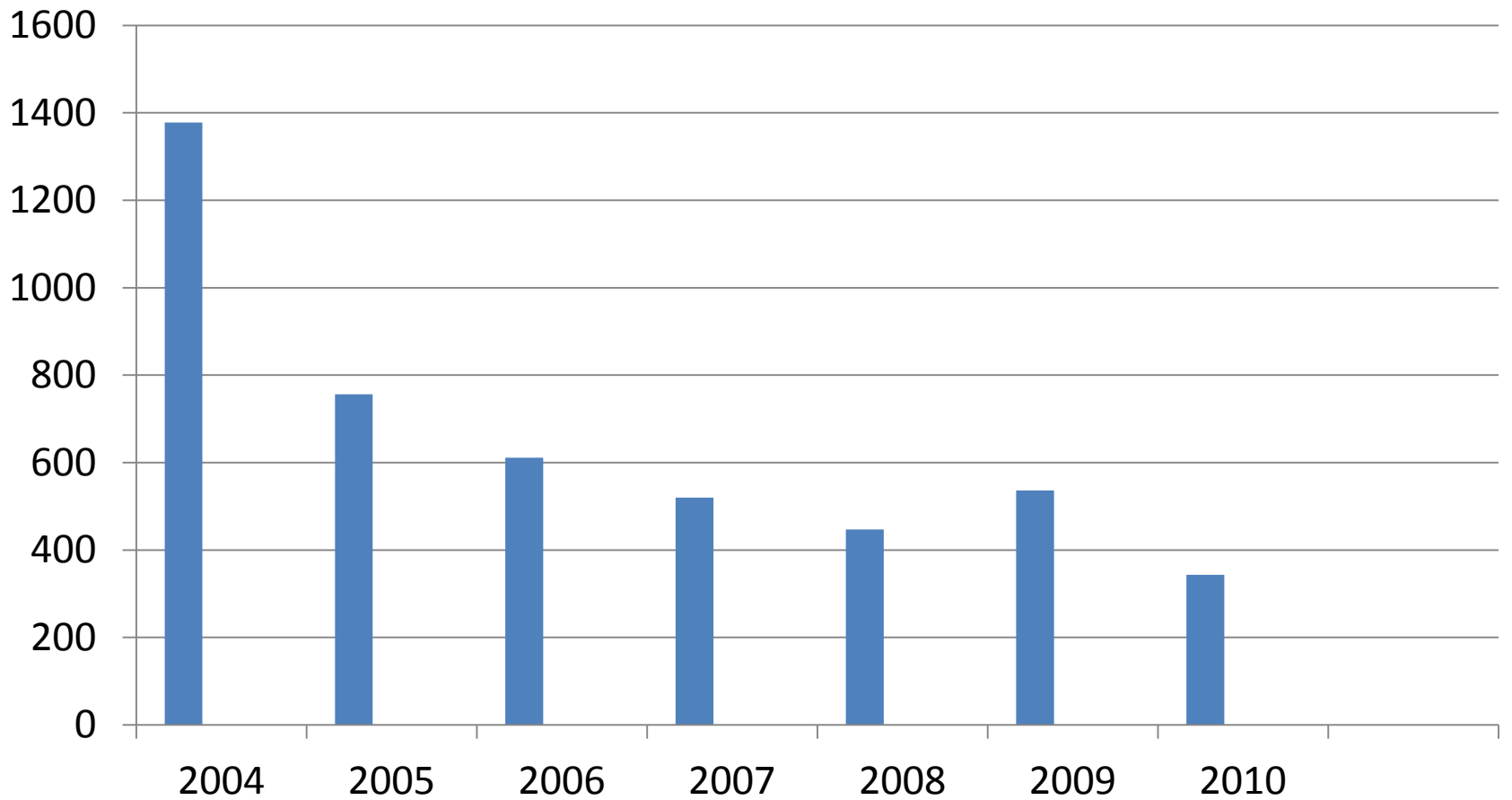
Court







# PROTOCOL EFFECT ON COMMUNITY SAFETY



# REFERRAL BY YOUTH OF COLOR