

{Closed Caption} Engaging Educators in School-Justice Partnerships Webinar

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Please stand by for realtime captions.

>> Welcome to today's webinar. We just want to give folks a little more time to log in and we will get started.

>> Thank you everyone again for being patient while we were settling in. Before we begin I just want to let everyone know my name is Eloisa Chaparro and I work with the national Council of juvenile family court judges. I will be assisting our presenters with today's presentation on engaging educators in school justice webinar. We do want to mention that the points of views expressed today during the presentation are not those or do not represent the official positions or policy of our funders at the office of juvenile Justice and prevention or the department of justice.

>> We are going to take a quick second to get familiar with the AdobeConnect tools as well. How are you participating today? During the presentation we will have everyone muted. We ask that if you have any questions or comments during the presentation that you use the chat box feature located on the right of the screen. Right above the chat box you will find a copy of the PowerPoint with today's presentation available for download. You can click on this at any time to access.

>> We are asking folks how you are participating today. If you are joining us with your team in a conference room setting we would like you to use the hand raising icon. If you are in a group go ahead type in the chat box the name of your jurisdiction and the number of people joining you on your team.

>> If you're listening to the presentation on your own we would like you to use the icon that says agree. Go ahead and click on that so we know that you are able to use the Adobe Connect feature and while we're waiting for folks to type go ahead and for those joining us individually type in your first and last name and the city and state in which were joining us.

>> While everyone is typing in that information I just want to let everyone know that we do have a separate view that the presenters are able to see so at any time if you have any comments or questions go ahead and use the chat box feature. If you have any questions during the presentation type those into the chat box and we will have a Q&A at the end of the presentation. We will be able to get those questions answered.

>> It looks like everyone is able to use -- everyone is finding the pod okay and getting on with us. We do have a poll for everyone. We would like to know what best represents your role. Go ahead and Mark that while we wait for folks to enter their information in the chat box. It looks like we have a couple of juvenile justice services folks joining us from TA providers.

>> We have another poll question. Go ahead and select how you would rate your current knowledge on school diversion programs. We are going to go ahead and go to the next poll. How would you rate your current knowledge of "Focus Acts"? It looks like there are a couple of folks that are selecting no knowledge so we will be addressing those at some point throughout the presentation.

>> There are two more poll questions. Does your community have a school Justice collaborative team? It looks like we have some folks that are aware that they are on a collaborative team and we will get some of those questions answered as well. Just one last poll and we will get started. Does your community have a memorandum of understanding between the school district and law enforcement/courts?

>> That was our last poll question and I appreciate everybody joining us today. Welcome to engaging educators in school Justice partnerships webinar. I'm Theresa Bohannon I'm the senior policy analyst at the national council of juvenile and family court judges. We have a partnership with four organizations and today joining us is the national association of state boards of education. NASBE is an education partner with NCJFCJ on the school Justice partnership project which is ultimately designed to reduce the pathways from schools to juvenile justice systems.

>> In October, just to give everybody a bit of context -- in October 2014. The OJJDP awarded NCJFCJ funding to support the school Justice funding partnership work which works to enhance collaboration and coordination among schools, mental & behavioral health specialists, law enforcement, and juvenile justice officials. To help students succeed in school and reduce exclusionary discipline incidents that can ultimately lead to court in juvenile justice involvement. NCJFCJ and its partners developed tools, training materials and other resources on the collateral consequences of juvenile justice involvement and provide technical assistance to a number of sites around the country.

>> On today's webinar we will be discussing the important roles that educators and administrators have and eliminating pathways from school to juvenile justice systems and the need to engage schools early and school Justice partnership initiatives. Our expert panelists will share their knowledge and insight on how to build and sustain effective school Justice partnerships and help us identify strategies for engaging school communities. First we're going to hear from Deana Holiday Ingraham director of student discipline for Fulton County schools. She also leads the school discipline prevention intervention department. Today Deana will give us an overview of the school pathways journey and Fulton County Georgia and your presentation to provide the methodological steps to reducing incidences of overreliance on delinquent court referral filings for misdemeanor school related offenses while strategically highlighting the resource benefits for school administrators. At this point I'm going to hand it over to Deana. Thank you.

>> Thank you Theresa. Good afternoon everyone. Again I am Deana Holiday Ingraham director of director of student discipline of Fulton County schools and I'm going to take a moment to share with you what my role is in the district and how that translates to the student support and how it has evolved into a collaboration with Fulton County juvenile Court -- with the school pathways project. In my current role I am responsible for policies, practices and of course the disciplines. I'm guarded by the belief that the ultimate goal is self-discipline. I strive to figure out how can we implement policies and practices and

ultimately discipline in a way that helps all children reach their full potential and also become responsible and productive citizens.

>> To that end, you will notice under the policy section I have no disrespect. In January 2014 the US Department of Justice as well as the US Department of education issued a dear colleague letter which many of you may be familiar with but it's really talked about the disproportionate suspensions of students of color from minor infractions and disrespect was mentioned quite a bit through that. I joined Fulton County schools in 2010, 2011 school year and we began to look at this rule we had called disrespect in as many of you know disrespect is a very loaded and subjective term so we began trying to unpack that by including examples in the codes of conduct of what disrespectful behavior looked like. Do we even need these conclusions in the code of conduct or should we just focus on more in the behavior. We had behavior in the code of conduct that described what disrespect or inappropriate behavior looked like but we remove that word beginning in our 2014-2015 code of conduct -- conduct. You also see under policies one of the most recent policies is eliminating zero-tolerance for minor infractions.

>> Basically, zero-tolerance is requiring suspension and if there is nothing going on [Indiscernible] from instruction without looking at any other factors. There's an idea of mandatory suspension so we only have that beginning in 2016-2017 school year. We are two months into that code of conduct but suspension is only required for nine offenses and those are serious offenses like having a firearm on school property. Those very serious infractions are the only infractions in the code of conduct that require a suspension. All other offenses can start with supported discipline management techniques up to different levels of either time at ISS, OSS and possibly a hearing but that's not where we start for the other infractions. Supported discipline management technique of those types of strategies are things that why did the kid -- what was the root cause, was the function of behavior, how do you get some support from that survey was in anger related situation to be can talk to the counselor about building better and Max are really focusing on helping students make those better decisions. When we have to impose discipline we provide advice to schools when students misbehave as to what type of discipline or what response is how are referred to it this year is what response is appropriate which might not be suspension but some supportive discipline management techniques.

>> If it cannot be resolved in a course by law we are required to have disciplinary hearings within 10 days -- 10 school days. We know that we cannot get in front of discipline or actually help students be successful by just responding and having -- imposing discipline and having hearings so we also focus on building capacity within the district around best practices. You'll notice ISS, we offer three workshops per year for our ISS instructors to help build their capacity and coach them to implement best practice within ISS. It's good ISS for behavior and so what practices -- what reflecting activities -- what type of behavior support can be provided. We also know that a lot of kids who have behavior challenges also have academic deficits so how do we incorporate some academic support in a meaningful way to actually help bridge those gaps and build those skill deficits so students start experiencing some level of success to help them go back into the classroom and also be successful.

>> We also have implemented positive behavior interventions and support PBIS and 60 out of our 95 school -- schools, that is 65% of our schools are now implementing that framework. That is a national --

nationally recognized, evidence-based framework. I mentioned restorative practices we also have a number of our schools that are implementing restorative practices. This whole idea of how can we improve our culture and climate by doing things with students and with people in the environment and not to them. How do we build a strong sense of community and connecting with each other through circles, through effective questions, effective statements when we are interacting so that when something does happen we are more apt to be able to actually repair the harm and engage in restorative manner to help the student and also the victims of those offenses still a sense of wholeness and repair the harm that was done.

>> Lastly, we have offer professional development to our administrator when we talk about discipline behavior often times there is not a student issue. It could be an adult issue. How do we help build capacity of teachers around classroom management so we often offer classes having a culturally responsive classroom and also positive crisis intervention for which we teach the de-escalation, communication and then at the far and -- and --end [Indiscernible] when you have to restrain a student had you do that in the safest way possible.

>> We initially were offering that off-site and we were able to reduce suspensions over 40% for those students who participated. We have now started providing opportunities for schools to offer on-site -- some funding support to offer on-site programs to be able to keep students in the building but yet still try to provide some support to those specific behaviors and provide strategies on-site, not having to deal with the transportation issue but make sure they are there and still getting the support they need.

>> Based on those policies, practices, and disciplines the slideshows the decreases that we have seen over the last three years. The first purple bar was in 19% decrease in ISS [Indiscernible] last year we had a 1% decrease in that was our lowest number of days in 15 years in the district for out of school suspension. That suggests that it's very important and [Indiscernible] update our code of conduct to eliminate the zero-tolerance [Indiscernible] try to get to the root cause of those behaviors and help students build the capacity so we get beyond the numbers and make sure that supports we are providing are actually making -- helping students make better decisions and help them be successful.

>> We don't do this work in isolation. I'm a big believer in collaboration. The main stakeholder that we collaborate with in this district is our administrative district principle helping to build our capacity for the professional development that we offer as well as how do we help coach them and provide them support and advice around how to provide the appropriate response to behavior. We want to make sure it is proportionate to what has occurred in also looking at how do we help build the student skills and help them learn from this behavior when we rolled up the code of conduct we estimate the shares why do you impose discipline. The response was to help them learn better behavior so they won't repeat the same ask again [Indiscernible] are we looking at providing an opportunity to actually do some role modeling of the appropriate behavior we like to see or conflicting with [Indiscernible] or those other strategies that will help get to the root cause.

>> Also we collaborate a lot with our student support services. That is a collaboration with our athletic department [Indiscernible], countless social workers, and students with disabilities are in the special

services department and we also have implemented PBI S in our transportation [Indiscernible] so districtwide our transportation department has a PBI S team and we actually focus on this door to door pieces we know that students are ours from the time that they leave their home from the time they return and had a we start on the bus stop -- start infusing this positive behavior and support for our students of their connected and are more likely to be successful. That we set them up for success. This is our second year of implementing PBI S to our entire Transportation Department. We have over 600 drivers.

>> We also collaborate with community-based organizations. We have a number of organizations that come on-site to some of our school essentially provide mental health support on-site as well as other supports that our students and families need and then last not least in this will transition into our school pathways conversation is juvenile court. We've had a very productive and great collaboration with juvenile court. Our social worker is led by Jackie Kathy in our district. They have really strong support and working relationships with the juvenile court [Indiscernible].

>> Try to help with reducing the axis is that our students have. We've applied for a number of grants with juvenile court which led into the school pathways partnership that we currently have with our juvenile court. How to the school pathways partnership, bouts? --, About --, about --come about. [Indiscernible - muffled speaker] after that meeting judge Renate Turner came in [Indiscernible] and for 2015-2016 she facilitated and coordinated our technical assistance section and also helping us actually move through that process of identifying and developing the key stakeholders, graduated responses, resources, collaborative partners [Indiscernible] memorandum of understanding. I noticed in the poly was a question. Focus Acts are those school related offenses that where a decision is made that will not be report to court -- referred to court. Judge Turner Corneille technical assistance with Judge Stephen Teske who I'm sure you guys have heard a lot about around the school pathways work and during that session we -- a lot of our What is -- collaborative partners in the room and we walked through a lot of steps [Indiscernible] I'm going to show you a list of those in just a moment. That conversation was very rich. In August 20 16th we officially began implementing our schools pathways project here in Fulton County schools and I have spoken with our executive director [Indiscernible] he is informed me that our referral to juvenile court with compared to our for us last year was actually down. Those are the 11 focused ask -- Focus Acts. When you are thinking about Focus Acts you want to make sure that you are not selecting offenses that might become politically charged.

>> One of the conversations we had was around threats whether or not we should include threats so we know in the legal side that could be something very simple but also it could potentially be something big. We decided that threats was something that we didn't want to include is a Focus Acts but these others we decided that probably we could. Even with possession of drugs, that a simple possession not having a lot of drugs but it's something where it might indicate that the students might need an intervention to help deal with the drug use. You will see on the right hand side of the screen the list of response options.

>> The way we compile this list of there's a number partner at the tables and we said what programs do you already offer. In our district we also offer insights drug an intervention program for students who

have first-time possession of a small amount of drugs and so again that's to kind of get to that education piece. Is a four-day course for two hours a night. The parent and the student have to attend and we give them education around drug use as well as a legal -- the legal consequences. [Indiscernible] that for anger management [Indiscernible - muffled speaker] is students participate in those programs they can receive a reduction in their suspension as well.

>> Who were the collaborative partners? There are some very key collaborative partners in the process. [Indiscernible - muffled speaker] also the chief probation officer [Indiscernible] and Fulton County schools the connection between the court is really with our Fulton County school police. [Indiscernible] is over that department in that actual Police Department is led by chief [Indiscernible] when we are trying to figure out what would be a part of the memorandum of understanding or the interagency agreement [Indiscernible] those were the key persons were instrumental on that. Because Fulton County has two school systems within it [Indiscernible] we also have the truancy intervention project which is a project that is a lot of great work with helping our students have attendance issues to help provide some early intervention students to those parents and students to help improve school attendance. We know students earn in school they cannot learn so that is a very critical partners -- partner.

>> How to be strategically engage school district staff and administrators. I think this is -- there are couple of things that could be very helpful and then there are some things to be mindful of when deciding that you want to have a school pathways project in your jurisdiction is critical to reach out to school District student support services department our schools police. Those would be the departments will be responsible for implementing the support. Assume goodwill, assume that anyone at the table is there like you to see that the students become successful and provide support that is necessary to make that a reality.

>> [Indiscernible] we all know that there other factors that also help or provide support to our students. It's important that all partners assume responsibility over the support and the strategies they have available. Explain the purpose and provide the overview of the MOU to school administrators. Is important that they know what's contained within the MOU and what that process or strategy will look like. Is important to maintain is open lines of communication . Engage district staff and administrators in resource mapping. It's a great benefit for administrators [Indiscernible - muffled speaker].

>> It's very important to make that database [Indiscernible] not what we think we have a lot of cases that are referred to court or we think we have a lot of cases referred to court from a particular school or district knowing what is being referred and being able to look at the data to see exactly what types of behavior is going to help drive the types of resources that are needed to provide support. Also infused national and state resources and literatures. [Indiscernible]

>> Things to be mindful of that school administrators are responsible [Indiscernible] are responsible for law enforcement for those two things are connected at times when they have a lot of interaction but they are actually separate in making sure that we are maximizing the expertise of the person in the area that is responsible for discipline or law enforcement and not marching outside of our lanes. When you

start merging into areas where they re-response abilities are the resources are not -- we start diluting the effect of the experts that we have on the panel or have within the collaborative partnership.

>> And of course not over sensationalizing perceptions about -- all we want to do is kick it out of school and they don't really want anything. Oh nobody on the phones is that there's a lot of that, that happens. We are going to assume that everyone is trying to do the best they can with the resources they have to help kids be successful. How can we all come together to maximize that. There are some realities and limitations of data sharing. FERPA, HIPPA, there are a lot of acronyms that prevent how we share information but there are also opportunities like within the state of Georgia there is a code section that if you are within a kept school pathways partnership like we are there is an opportunity for those confidentiality and privacy sections to be loosened a bit so that the collaborative partners can share information and then again youth and data to bridge the gap of services and resources, what's already being provided, and doing an inventory list to determine that and then trying to figure out where the gaps are and then you know where you can be able to provide that support.

>> Thank you Deana.

>> Now we will hear how a diversion program developed by the Philadelphia Police Department has led to an immediate and significant impact on school based arrests. We will hear from William Hite, Jr., superintendent school district of Philadelphia and Kevin Bethel the retired deputy police commissioner and current Stoneleigh foundation fellow senior policy advisor to the juvenile justice research reform lab at Drexel. Since 2012 Dr. Hite has worked to improve students' academic performance in the school District of Philadelphia. The district tries to create a system of great schools in every neighborhood. Under the leadership the district is open new innovative and redesigned schools in partnership with communities. Kevin is a retired deputy police commissioner in the Philadelphia Police Department. I'm going to turn it over to you Dr. Hite. Thank you.

>> Thank you and I'm going to punch through a couple of slides so that we can get to some important information. I want to make sure that Kevin has enough information -- enough time to go through his information as well. On slide one -- this to me is a picture of what happens in situations or in many school districts with a zero tolerance approach. Is an approach that creates a scenario where we are actually disconnecting youth from resources and support services. When those young people are no longer in schools where many of those support systems exist then there are several entities that are waiting as the stopgap measure for them and those things include governmental entities like the welfare system, the judicial system, courts, jails, gangs, streets and many of you know what else many of our young people are exposed to. When you consider that those are the results of zero-tolerance it's one picture to look at in Philadelphia where in 2011 to 2012 when we were deep into a zero-tolerance policy here in Philadelphia there were almost 1600 1630 student arrests. In 2012-2013 there are 1400 student arrests and many of those children were also being exposed to DHS services and children would just -- were just being written off. One of the things we set out to do first was to understand the problem and what was the problem that we were seeing in many of these things were symptoms of larger issues in schools. The other thing that we acknowledge is that we needed to keep children in schools, that's

where the supports were, that's where children learn to read and write and do math and communicate and problem solve. We needed first and foremost to keep children in school.

>> Just like our colleagues in Fulton we worked on a broad approach to put -- that put dignity and understanding first. First we wanted people to seek to understand what was going on in the lives of children and we actually began training individuals to recognize trauma. Once we trained individuals to recognize trauma that we had to begin to developing structure in order to provide those strategies for children who were exposed to dramatic environments in and around the communities. The next thing we did was we sought out partners who were committed to making a difference and those partners were very -- buried they were in the philanthropic space there and governmental agencies there are with city agencies. Those individuals help us to began transforming our district particularly around climate. Just like our colleagues in Fulton we also thought it was really important to begin focusing on environments and cultures and relationships with young people. We had to do a couple of things, first and foremost we eliminated the approach to zero-tolerance. We began this work after we hired a deputy for school climate and safety I believe Rachel was on this call as a participant. We also worked with state and local judicial and law enforcement agencies to develop what we called a diversion program. You are going to hear more from the former deputy commissioner Bethel in a minute about that. We emphasized de-escalation and conflict resolution. One of the things that was really important is those programs like restorative practices, conflict resolution, Youth Court and we began training individuals both on mental health first aid and de-escalation tactics and not only were our counselors and teachers trained on this but also our school resource officers.

>> Then we stopped to rest for low-level offenses that led to school dropouts. We also stopped suspending students for things where there were could be a lot of subjectivity in terms of the decisions that were made about student discipline and one of the reasons for that was that when -- wherever there's gray area there is the opportunity for individuals to misuse a code of student conduct and lump off children into one category in order to remove them from school.

>> Couple of key things happened that allowed us to focus on school climate. One was a significant grant it was a school climate transformation grant from the federal government and revises with a five-year funding opportunity to really improve behavioral outcomes and learning conditions for all students. We were very pleased to be a recipient of that. Goals and objectives here were number one to look at the vast resources that existed across the Commonwealth of Pennsylvania and the city of Philadelphia and really gain an understanding of those efforts to improve school climate. It wasn't just understanding but it was also coordinating all of those efforts particularly at the school level. Then we wanted to stem the school pathways to juvenile justice and that's where we had the assistance of the grant both federal grants and local philanthropic grants that helped us to began folks -- focusing on climate and the number of young people who were either suspended or arrested but the whole notion of all of this work was to change in approach. To change in approach where we were either suspending, resting, expelling children as the first line of defense for misbehavior. One of the things we wanted to do was really create different types of environments and atmospheres in schools. The results -- during the first year of the diversion program -- this is a program that we began working when we began working with Philadelphia police we saw a large number of students who were associated with law enforcement as a result of

behaviors that started as noncriminal offenses. The first year of that our diversion program working with the Philadelphia school police and DH Department of health services, human services and Philadelphia we sign 90% reduction in the number of students diverted voluntarily and 75% of the youth diverted to not face a disciplinary transfer hearing.

>> This was a significant reduction for us here in Philadelphia and we were very pleased to see that. Over five years we have seen a 76% reduction in school arrests and that is one of the things that we think is really important in a city like Philadelphia where a large number of students are entering the juvenile justice system from -- directly from incidents that are beginning in schools where many of those incidents are beginning as noncriminal acts. Finally, as I wrap up here I think one of the things that is really important is how do we think about this work moving forward.

>> This year we have made both some policy choices and we have taken a significant approach to building on the efforts that we have started in the past. One was something that we did very recently. We eliminated suspensions in kindergarten and our plan is to gradually eliminated suspensions from kindergarten to second grade but one of the things we noticed was that we had to first train individuals on other ways that they could approach behavior. We also eliminated out of school suspensions for dress code violations and we continue to improve school climate and culture through training and development of staff members. We are focused on increasing attendance and keeping children in school. The measure on that is the number of children who are attending school 95% of the time and so one of the things that we believe is that the school diversion program has been very helpful as we begin to focus on changing environments and changing approaches for young people in our whole goal here is to keep those young people in school. Building on that one significant approach in our effort has been the diversion program. At this time I'm going to introduce Kevin Bethel who led that work as deputy commissioner in the Philadelphia -- with the Philadelphia police and he is now doing some work with Drexel University. Kevin I'm turning it over to you.

>> I just want to say to everyone on the call Dr. Hite has been a great champion for the work we are doing a we have a phenomenal relationship with both him and his team [Indiscernible] to make this work. I will move quickly because we want to get to questions. When we talk about those issues it was also a policing issue. I come to this process is a guy who was a copper 30 years who saw that there was issues with policing not just about the school but how police were taking on people out of the schools for these minor offenses. In this graph you see zero-tolerance led to an increase in school officers in our schools. 32,000 suspensions that is historical number Dr. Hite and his team has done a phenomenal job and that's half of that number but as you alluded earlier over 1600 kids were being arrested every year in the school district. A large percentage of those kids were being arrested for minor offenses. We came to a place to say we have to change that. I will say that me taking a --10 child out of school for a pair of scissors fingerprinting her or him, photographing them, holding them in the cellblock and then releasing them was unacceptable and we came to understand the trauma that would be affected on a child. We were not asking questions about whether these children were physically abused to sexually abuse what they are eating at home. It was very strategic plan to not only deal with the school to prison pipeline but to do with the manner in which police would address young people coming into the system.

>> As you see this light here the 134,000 students there's a large percentage in the charter schools. 51% of those kids were African-American. 1600 arrests and 80% of African-Americans to the issues of disparity is also prominent in this work. We set out a goal, keeping kids in school and out of court. With a grant that will enable us to do working with Drexel University and Dr. Goldstein who's here with Drexel as an evaluator reduce the rest by 50% and improve our retention rates which Dr. Hite talked about already, reduce the racial ethnic disparities in the arrest and we created an unbiased system to ensure that every child was given the right opportunity. Finally provide service access and this will be a change agent for policing but we would now get into a process of providing services to these young people and help them in the issues they may be having.

>> We have a strong partnership. You heard from Dr. Hite and you heard me name the people on his team and I can name them all because they are true hardworking folks that want to change behavior. DHS department of human services provides all of the support services for the criminal justice and juvenile justice system and to me [Indiscernible] have really come on aboard to support this program this program would not run without DHS and Drexel University as anything else as a police officer I knew going through the process folks weren't going believe my numbers so clearly bringing on an evaluator and bringing Drexel University was key. Finally I will talk about behavior health they have recently -- in the last 6 to 8 months, to do training with trauma informed care to our officers, behavior health 101, those things are necessary for arbiters to have a better opportunity to treat these kids in a positive way. As you heard me [Indiscernible] when we were taking young people is aged 10 years old and bring them into the system with this chart depicts if you come across the top the school officer would contact our Philadelphia police officers. [Indiscernible - muffled speaker] in the past they would be arrested for those offenses. Of those arrests about 85% of those kids would be diverted to a district attorneys program. That program would divert those young people back into the community into our youth a panel. We decided this is not going to work. What is it mean to take a 10-year-old child in cuffs out of the school and we understood that's we identified specific crimes as a low summary of offenses and misdemeanors and then what happens in the case now that Philadelphia used to come to the school and would arrest that child now come to the school and he gives that child him or her a letter and a [Indiscernible] that in 72 hours a social worker often times accompanied by a police officer goes to the home to do an assessment and there they are going to do an environmental assessment they are looking at psychological issues any health issues in the home and then that child is directed to a community provider there they will begin to work in a community and they will get supports. These are the support services that they get. We have six programs across the city. DHS has a program called the intensive preventative services program. This is the outline of what that program is. Those kids well stay 30, 60, 90 days some kids will be sent even further into the process they will be moved -- stay longer in the process of they identify other issues that would work for them. What those kids would get are the things that are outlined on here. Here's the catch we do not have a [Indiscernible] we do not go back and arrest the child if they do not want to take part in the services. It was our position early in the process that in many cases these kids should not even be sent to be arrested. A kid fighting in a hallway with no injuries should not be sent to policing for to be moved into the juvenile justice system. We do have a collateral consequences conversation with them and we make sure they understand that they are not part of the program but as Dr. Hite indicated over 90% of those families participated. Most of

those families could not get services and had been looking for them for a long time. As we quickly look at the statistics we started as Dr. Hite indicated close to 1600 arrests in year 2014 and we dropped to 724 arrests that following year 486 kids were diverted. This past year we dropped again to 569 total arrests with 472 diverted so we dropped 64 percent. One thing that is great about the program we have a 13 percent recidivism we diverted over a 1080 students and we've only had 13 percent of those kids recidivate over the last two years. In our control group the group before ours those kids that were not able to go through our program in the year 2013-14 school year are now about 35 percent recidivism.

>> As you can see depicted on the screen the majority of offenses were weapon offenses, disorderly conduct, marijuana, assault on teachers and assault on police [Indiscernible] as you see on the screen the majority of our kids were African-American or Latino again the disparity continues to be -- to bring true but we are still working hard. One thing we do know that every child who is eligible for the program gets the program no biases explicit or implicit biases allowed. One ticket is arrested for particular offense he or she moves into the program. I think Dr. Hite indicated in one of his slides that the majority of the kids have never had interaction with a school officer majority of these are kids who never had a problem before and most cases it was the first time they were involved in being in a police arrest. [Indiscernible - muffled speaker] these are the kids that you want to stay in school and want to continue to be in school. [Indiscernible] as we look at the program in trying to make time for conversations because of the support we have received we are expanding the program this year [Indiscernible - muffled speaker].

>> We are doing a lot of work around training for the school officers. It is important that the officers that going to our school environment have an education about on how to deal with young people. We find more and more that is not the case. We are training officers on mental health, first add, de-escalation technique and alike, behavior health, coming in to give training on trauma informed is important that you develop a tools and training to ensure that the officer going to school understand how to deal with young people. And collateral consequences similarly we are now going and process of educating the youth people on collateral consequences on these arrests. [Indiscernible] We are going to be doing assemblies. We are working to do that now and that you be underway in the next couple of months and again working to change these legislations. It forces often times incidences to report often times when it should I be reported. I know I went through that pretty fast and I apologize for that. We want to ensure at least five minutes for questions and answers in my emails on the back slide if anyone needs to contact me for more updates.

>> Theresa I will pass it back to the team.

>> Thank you Kevin and Dr. Hite. We have a few moments for some Q&A here. I will also point you to this last light here we have our website where we have a national resource center with a lot of articles, tools, etc. for some of the questions that you guys have asked. We are going to get to a few questions and any questions that we don't get to we will do our very best to answer them when we send out the follow-up presentation that is recorded. I will let everybody know I added some files that we were discussing. I saw there was a lot of discussion about developing MOUs. I will point you to the school justice TA tool in Clayton County. These tools were developed by Judge Steven Teske and this is a great

step-by-step of how to develop in MOU with your school district or either your law enforcement or the courts. I'm going to ask the first question to Kevin. What are other ways that SROs can be utilized in schools to [Indiscernible] students from being arrested and placed in the court system?

>> I think the biggest part is communicating with young people. There was in training that I saw which I thought was pretty good which one of the officers and not here in Philadelphia but in another jurisdiction but he had the officer stand in after school and had kids would normally be either moved into the system or other types of behaviors and that child would meet with the officer after school and have -- it was the one hour dialogue with the in person will be will to sit in there and listen to the police officers and talk to them about his behavior and where it could of gone. I think the object -- schools are like cities you have to treat them [Indiscernible] you have to have a community partnership component to that and really getting in there and having strong dialogue and mentoring and that's why I think the SRO program under NASRO were really getting and engaging young people and mentoring and understanding that arrest is a last component that you want to do.

>> Thank you Kevin. I will also point people to the recorded SRO webinar that is on our resource center. Dr. Hite this question is for you. How do you actually get school engagement? What are some of your suggestions on getting the schools on board with the sort of activities?

>> Some are making sure the schools are included when you are working through some of these policies and the others are just policy directives and decisions. As bad as that sounds -- part of this is ensuring that their expectations for children to remain in school and removing some of the gray areas if you will that allow individuals to have a catchall approach to discipline but a couple of things that we have done here in Philadelphia I have a student advisory and they advised the superintendent once a month as a matter of fact. At the time the Deputy Commissioner Basso was thinking about the diversion program he actually came to a student advisory meeting and spoke with the students who gave input on that policy. In addition, we include teachers and administrators as we are talking about things like no kindergarten suspensions. I think that voice in the early development of these policies and the strategies but I think also being very clear about the expectation about creating the types of climate that are conducive to keeping children in schools.

>> We have time for one more question in this one is for Deana. A participant asked about due rights on school campus making sure that you go to all lengths to make sure that those rights are upheld. Can you discuss what happened in Fulton County around due process and rights of students?

>> Due process is definitely what we put in the forefront of all decisions. We build the capacity of administrators around understanding what do processes required for short-term suspension. Which is the conversation with the student about the information you had and an opportunity for them to refute it, share their side, before a suspension decision and before a discipline decision is made. We spent quite a bit of time talking with them and coaching them through that as well as due process. [Indiscernible - muffled speaker] that is when the disciplinary hearing processes required and we have to hold that within 10 days and so our office coordinates that hearing process to ensure that the hearing is held within the 10 day time period or more importantly that we also have that discipline team meeting

prior to the hearing -- like a mediation to try to talk through what happened and make sure the parents and students understand their rights and that if they want to agree before the hearing to waive the hearing that's fine but they don't have to that they have a right to have a hearing. Then we explain to them what their rights are at the hearing that there will be evidence presented they have opportunity to present evidence for themselves that they can have an attorney if they want making sure that they are aware of those rights. All of those rights are included in our disciplinary hearing notice letters to the parents giving of them notice about the hearings. Again it shares their rights there and again at the discipline team meeting that mediation opportunity is wanting to make sure that they understand what those rights are so they don't feel pressured into make a decision.

>> I miscalculated a little bit we have more time for Q&A which is a good thing. Anybody needs to leave us we understand but we do have some more time. If you have any last minute questions please let us know. We will have an evaluation that we will bring up at the end of this presentation so please take the time to fill out our evaluation.

>>This question I might actually answer than I will open it up to the group. Are there specific models that are evidence-based that have worked? This is kind of a tricky question the NCJFCJ we are always interested in evidence-based programming when it comes to school just as collaborative teams, partnerships I can't say that there's actual evidence out there that would be up to the standard of saying it's evidence-based. There certainly programs that schools can utilize that are evidence-based and there certainly a ton of information out there that this is promising practice that we are just not quite there yet but in terms of this partnership we do feel that this is best practice to bring all your stakeholders together and work as a team to figure out what are the solutions to reducing those referrals from schools for minor offenses that end up in the juvenile justice system.

>>I have a question and I'm going to throw this out to possibly Kevin about and Dr. Hite and Deana if you think. How do get families included in partnerships? Does anybody have any suggestions about bringing families onto these partnerships?

>> For me that is still little bit of a challenge. Our parents come in through our program; it is a family base program so when the kid is diverted into one of the IPS models it is an entire family engagement. There is going out to the homes and [Indiscernible] There is still a process that I'm still working on to educate. We will be doing some community involvement very shortly I'll be talking to parents about the program and how they can be better involved and doing a process talking to parents. I think it's about getting out in the community and making people aware of what's going on.

>> I will just add to that, one of the things we have to do is also work on the trust issue between many of the families who have had bad experiences with organizations like DHS and when we are saying DHS is going to be a part of the support structure then many may take a very cautious approach to that. Part of this is being very clear on exactly what we are attempting to do, the problem that we are trying to -- being clear about what we are trying to avoid that in the circumstances are student arrest in exposing individuals to those services that could then be helpful that really gives that the root cause of the problem that we are seeing that's manifested itself through behaviors. Part of it calls for a lot of

engagement, a lot of information sharing and a lot of living room talks or front porch talks with families about the types of resources that are available and that those resources are there in support of what their children need versus a structure that's coming in to make a decision about whether or not a child stays in the home.

>> That's why it's so important when social workers goes to the home that we are very respectful because many of the those family have been looking for services if I locked them up they can get wrap around wrapped over all kinds of services so going in many of them are looking for help needing help it's always about going in there with respect and gaining trust [Indiscernible] we try to give them the opportunity -- at their level to give them the respect they deserve to be able to make some choices about their child and went doing that they are often times being more engaged than they ever were.

>> Is there anything that you wanted to add to this one Deana?

>> I disagree what they said and I believe the key is every person wants to feel valued and so interacting with parents although there is a situation that has happened to ensure that the way that we approach it is with one of dignity and respect and highlighting how this can help, the resources and additional support that can be provided and also making sure that you are connecting and not having parents who do double duty through the collaboration. That's why it's important that there's a lot of communication with the stakeholders in that understanding the rolls that we are not having parents going getting two different orders are doing the same thing for two different reasons. I think coordination and collaboration of the services -- connecting the services and making sure it's meeting the actual needs of the parent. This whole idea of being restorative applies to doing things with the parent and not to them. Having them feel some sense of they are having input in what's happening by asking them what is it you need and what is it you think would be helpful. Are there some other supports we might not be offering that you might need to help them feel like this is very supportive and it's a way of doing things with them and not to them.

>> One last question, somebody said who gets the ball rolling on this after them I'm assuming was somebody is asking is does the start on the school end and or on the court end? I think the message from NCJFCJ is it really doesn't matter who started as long as people are meeting consistently and you have -- you can potentially have a judge as a convener part of pathways was judicially led collaborative but that doesn't mean it necessarily has to be that model. If you look to Philadelphia was police driven and that's fine. It can be school driven it really doesn't matter as long to bring the stakeholders together in a room and meeting consistently and having respect for each stakeholder and what they provide. I think that's what really gets this work moving along.

>>With that being said I think it's time to adjourn and I appreciate everybody in a great big thank you to our faculty today. I think they did a fantastic job. There's been some really great chats going on and we look forward to any follow-up, any questions that you have you direct those either Elo or myself Theresa to can email those to us and we will be happy to answer those. Thank you very much everyone. Take care.

>> [Event concluded]ts