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A STEP-BY-STEP GUIDE TO IMPLEMENTING A SCHOOL JUSTICE PARTNERSHIP



School Justice
Partnership
NORTH CAROLINA

draft



2 0 1 8

T O O L K I T

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A SCHOOL JUSTICE PARTNERSHIP**



A program managed by the North Carolina Judicial Branch's Administrative Office of the Courts, as recommended by the final report of the North Carolina Commission on the Administration of Law and Justice (NCCALJ), to keep kids in school and out of court.

SCHOOL JUSTICE PARTNERSHIP
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IT IS EASIER
TO BUILD
STRONG
CHILDREN
THAN TO
REPAIR
BROKEN MEN.

— FREDERICK DOUGLASS



ABOUT SCHOOL JUSTICE PARTNERSHIP // NORTH CAROLINA

The School Justice Partnership (SJP) is a group of community stakeholders — including school administrators, the law enforcement community, court system actors, juvenile justice personnel, and others — that develops and implements effective strategies to address student misconduct. SJPs work to reduce the number of suspensions, expulsions, and referrals to the justice system by timely and constructively addressing student misconduct when and where it happens, helping students succeed in school and preventing negative outcomes for both youth and their communities. To learn more about School Justice Partnership North Carolina, visit sjp.nccourts.org or call 919-890-2468.

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INTRODUCTION

ABOUT THE TOOLKIT

This Toolkit gives community stakeholders resources to implement a School Justice Partnership (SJP) and adopt an SJP Interagency Agreement in an effort to establish guidelines for addressing student misconduct. The Toolkit contains a step-by-step guide for completing these tasks, along with tools to walk stakeholders through key issues that must be addressed, such as model agreements, a sample project timeline and meeting agenda, contacts for administrative and expert support, and decision-making flowcharts.

ABOUT SCHOOL JUSTICE PARTNERSHIPS

An SJP is a group of community stakeholders — including school administrators, law enforcement officers, court officials and staff, juvenile justice personnel, and others — that develops and implements effective strategies to address student misconduct. Currently, many student misconduct issues are addressed through exclusionary discipline practices such as suspension, expulsion, and referrals to the justice system. But research shows that these

responses are harmful and counterproductive. Responding to this research, SJPs work to reduce the number of suspensions, expulsions, and referrals to the justice system by timely and constructively addressing student misconduct when and where it happens, helping students succeed in school and preventing negative outcomes for both youth and their communities.

CORE PRINCIPLES FOR SJPS

SJPs are based upon the following core principles:

- Most student misconduct is best addressed through classroom, in-school, family, and community strategies, and by maintaining a positive climate within the school rather than involvement of the justice system.
- Responses to school misconduct should be reasonable, consistent, and fair, with appropriate consideration of relevant factors such as the student's age, the nature and severity of the conduct, and the conduct's impact on the learning environment.
- Students should be held accountable for their misconduct through a graduated response model that provides a continuum of services and increasingly severe sanctions for continued misbehavior.
- Students should receive appropriate redirection and support from in-school and community resources before the involvement of law enforcement or the justice system is considered.
- Clarifying the responsibilities of school and law enforcement personnel with regard to non-emergency misconduct at school and at school-related events promotes the best interests of the student, the school system, law enforcement, and the community.

EDUCATING
THE MIND
WITHOUT
EDUCATING
THE HEART IS
NO EDUCATION
AT ALL.

— ARISTOTLE

THE SJP INTERAGENCY AGREEMENT

The first goal of the SJP is to adopt a formal agreement called an Interagency Agreement specifying agreed-upon ways to better address student misconduct. In a nutshell, it's a document that sets out the goals and purposes of the SJP and establishes specific guidelines for addressing school-based misconduct within the school system and the community rather than by a referral to the justice system. Because student misconduct requires immediate responses, the agreement identifies age-appropriate graduated responses that increase in severity as misconduct persists.

The agreement also sets guidelines for the conduct of law enforcement personnel on school property and at school events. A model Interagency Agreement is included in the Appendix as Attachment A.

POLICY ON STATEWIDE IMPLEMENTATION OF SJPs

Chief Justice Mark Martin’s [North Carolina Commission on the Administration of Law and Justice](#) issued a report recommending statewide implementation of SJPs, which will be an important component of successful implementation of North Carolina’s Raise the Age legislation. In North Carolina, more than 40% of the referrals to the juvenile justice system come from schools, often for minor misconduct. By reducing referrals from schools to the justice system, SJPs will help to create capacity to accommodate the new juvenile population affected by Raise the Age. But more importantly, SJPs reduce the negative impact of exclusionary discipline practices on student outcomes such as increased recidivism, lower academic achievement, and disparate impact on certain student populations.

North Carolina’s 2017 Raise the Age law authorized the director of the North Carolina Administrative Office of the Courts (NCAOC) to establish policies and procedures for

chief district court judges and local stakeholders to establish SJPs. The Director’s policy, included in the Appendix as Attachment B, designates chief district court judges as “convener” of the SJPs and specifies that this Toolkit will be provided to assist in their implementation.

ROLE OF THE CHIEF DISTRICT COURT JUDGE AS “CONVENER”

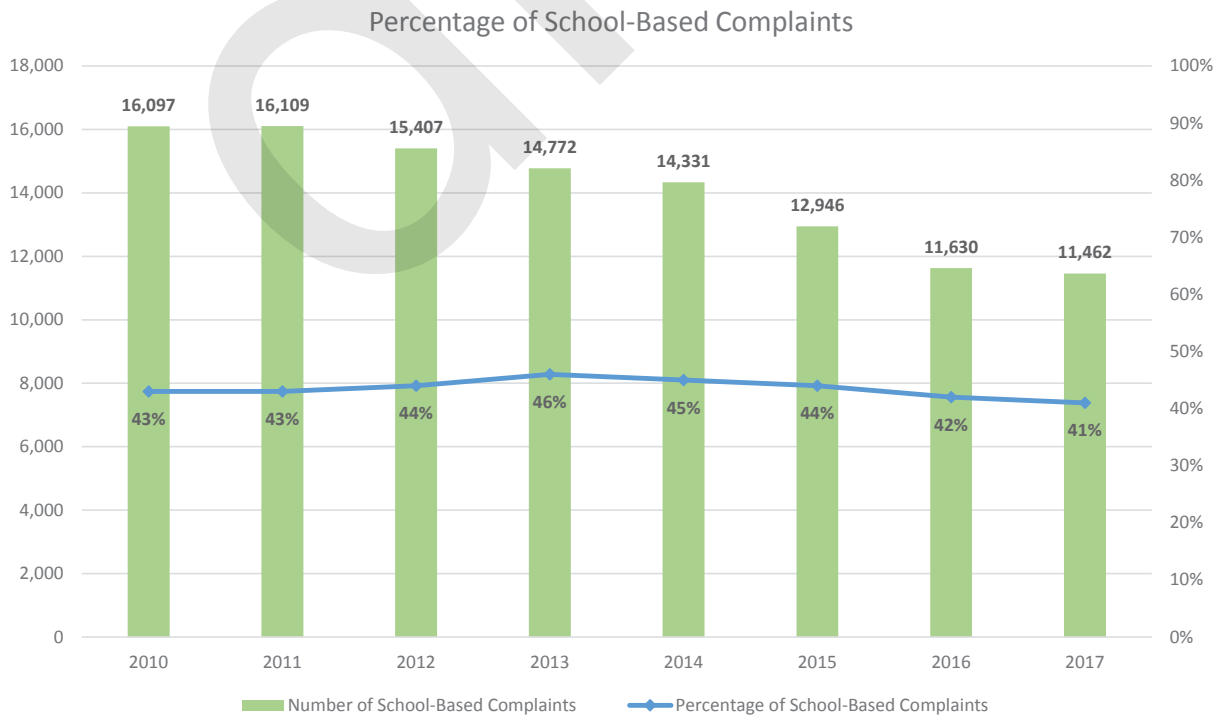
As convener, the chief district court judge will do some of the legwork to get the project started and will be responsible for bringing the SJP team together and chairing meetings. However, the “P” in SJP means Partnership. The convener has no greater voice than any other community stakeholder. Everyone gets a say, and it’s meant to be a collaborative process.

DATA ON SCHOOL-BASED REFERRALS TO JUVENILE COURT

In North Carolina, school-based referrals consistently make up approximately 40 percent of the referrals to the juvenile justice system. Although overall complaints to the juvenile justice system have steadily declined, the percentage of school-based referrals has remained constant. Table 1 provides the number of school-

TABLE ONE

TABLE 1: SCHOOL-BASED REFERRALS TO JUVENILE COURT (2010–2017)
SOURCE: NORTH CAROLINA DEPARTMENT OF PUBLIC SAFETY



based complaints in North Carolina for 2010-2017. As shown in Table 2, most school-based complaints are for misdemeanor offenses.

NEGATIVE EFFECTS OF EXCLUSIONARY DISCIPLINE

Exclusionary discipline — suspensions, expulsions, and referrals to the court system — is harmful for both students and communities. Some of those negative effects include disparate impact for certain demographic groups, lower academic achievement, higher juvenile justice system involvement, negative economic impact, and higher recidivism. Such outcomes can lead to a less healthy school environment for all students.

DISPARATE IMPACT

Exclusionary discipline practices result in disparate impact for students of color, students with disabilities, and boys. In a March 2018 report on school discipline, the United States Government Accountability Office (GAO) found that black students, boys, and students with disabilities were disproportionately disciplined in K-12 public schools, regardless of the type of disciplinary action, level of school poverty, or type of public school attended.¹

- In North Carolina, youth of color are more than 2.5 times as likely to be referred to juvenile court and 1.5 times more likely to be placed in secure confinement than white youth.²
- Black students are 26% of the overall student population³ but receive 57% of suspensions.⁴ They are more than four times as likely to be suspended or expelled as white students.
- Students with disabilities are 13% of the overall student population but receive 24% of short-term suspensions and 22.5% of long-term suspensions.⁵ They are more than twice as likely to be suspended as students without disabilities.⁶
- Boys are roughly half of the total student population, but receive 73% of short-term suspensions and 80% of long-term suspensions.⁷

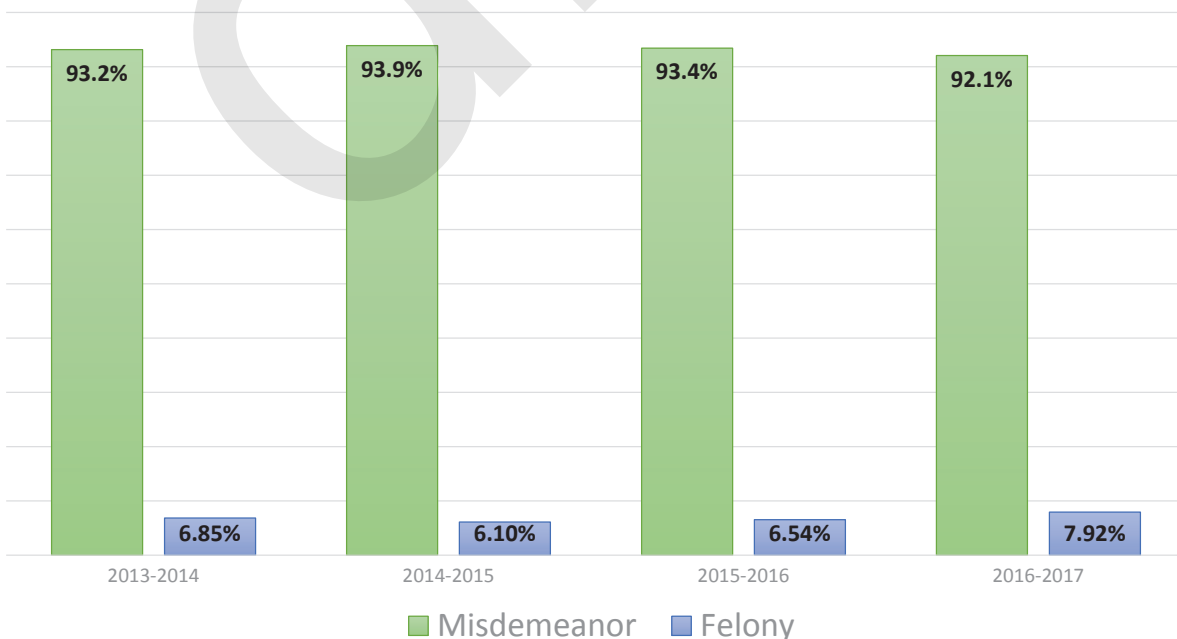
LOWER ACADEMIC ACHIEVEMENT AND HIGHER JUVENILE JUSTICE SYSTEM INVOLVEMENT

Exclusionary discipline practices can lead to lower academic achievement and higher referrals to the justice system.



TABLE 2: SCHOOL-BASED REFERRALS TO JUVENILE COURT BY CLASSIFICATION OF OFFENSE (FY 2013–2017) SOURCE: NORTH CAROLINA DEPARTMENT OF PUBLIC SAFETY

Percentage of School-Based Referrals by Classification of Offense



According to a groundbreaking Texas study, suspension and expulsion increases the risk that a student will repeat a grade, drop out of school, or become involved in the juvenile justice system. Specifically, that study showed the following:

- 31% of students who were suspended or expelled repeated a grade, compared to only 5% of students who were not suspended or expelled;
- 10% of students who were suspended or expelled dropped out of school, compared to only 2% who were not suspended or expelled; and
- Even one suspension or expulsion for a discretionary offense almost tripled the likelihood that a student would enter the juvenile justice system the following year.⁸

NEGATIVE ECONOMIC IMPACT

The effects of exclusionary discipline, such as dropping out of school, can lead to decreased earning potential for individuals and increased societal costs.

- National data show that in 2015, adult workers earned a median income of \$860 per week, while those without a high school diploma earned just \$493 per week and had the highest unemployment rates of all workers.⁹
- Researchers estimate that every high school dropout cost taxpayers an average of \$163,340 in lost tax revenue and \$527,695 in social costs, such as healthcare and incarceration.¹⁰
- The additional dropouts caused by suspensions cost taxpayers an estimated \$11 billion in lost tax revenue and \$35 billion in social costs over their lifetimes.¹¹
- Reducing suspension rates by just 1% could yield a national fiscal benefit of \$691 million and a social benefit of \$2.2 billion.¹²

HIGHER RECIDIVISM

Contact with the justice system correlates with higher recidivism.

- Contact with the juvenile justice system increases the likelihood that youth will reoffend. A North Carolina [Juvenile Recidivism Study](#) shows an overall juvenile recidivism rate of 42%. That rate increased to 53% when juveniles were adjudicated delinquent, but declined to 39% when they were diverted from the court system to community-based resources. Additionally, youth whose

cases were closed with no formal action taken by the juvenile justice system had a recidivism rate of 31.5%, substantially below the overall rate.¹³

- Rates of reoffending increase with deeper involvement in the system. For example, confinement in a juvenile facility increases the probability that a youth will be arrested as an adult. Specifically, 37.6% of youth who were confined to a detention center or a youth development center were subsequently arrested as an adult. The arrest rate drops to 19.2% for youth who weren't confined.¹⁴

RESEARCH ON EFFECTIVE DISCIPLINE PRACTICES

Responding to student misconduct with suspension and referrals to the court system is out of sync with what we know about the most effective interventions for kids. Meanwhile, SJPs, with their focus on age-appropriate, graduated responses, line up with what the evidence says works for kids. Research shows that students respond best to positive discipline strategies that reinforce desirable behaviors rather than punishing them for undesirable behaviors.¹⁵ Positive discipline strategies help to improve behavior by making positive changes in the student's environment, which may include the use of positive reinforcement, modeling, supportive teacher-student relationships, family support, and various educational and mental health supports.¹⁶ Schools implementing these evidence-based discipline practices have reported reductions in discipline referrals by 20%- 60%.¹⁷ Such improvements in student behavior increase school safety, which in turn, improves the learning environment for all students.

TOOLS FOR HANDLING DISRUPTIVE STUDENTS

As key stakeholders in the SJP, school administrators will play an important role in deciding what tools work best for the community. While a core goal of the SJP is to reduce suspensions, expulsions, and court referrals, another core goal of the SJP is to give administrators more effective tools for dealing with student misconduct.

Examples of evidence-based strategies for responding to student misconduct include classroom management strategies, Positive Behavior Intervention and Supports (PBIS), the School Responder Model (SRM), and restorative justice.

CLASSROOM MANAGEMENT STRATEGIES

The U.S. Department of Education's [School Climate and Discipline Package](#) contains tools and resources for

developing school discipline policies that reduce the use of exclusionary discipline practices.¹⁸ In addition to policy recommendations, the resource includes a [guide](#) outlining evidence-based classroom management strategies for teachers,¹⁹ including, for example, the use of prompts and reminders to preempt problem behaviors, error correction to reinforce positive behaviors, and data collection to help establish patterns about why certain behaviors are occurring.

POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS (PBIS)

PBIS is a behavior management system based on principles of behavioral psychology that reduces student misconduct by encouraging and teaching preferred behaviors.²⁰ When PBIS is implemented school-wide, behavioral expectations are taught as part of the core curriculum along with subjects such as science and math. During the 2012-2013 school year, 42% of North Carolina's 2,599 schools participated in the [NC PBIS Initiative](#).²¹ These schools had lower rates of out-of-school suspension than other schools.²²

**JUVENILE
COURTS
SHOULD BE
RESERVED FOR
CHILDREN WHO
'SCARE' US, NOT
THOSE WHO
MAKE US MAD.**

— JUDGE STEVEN TESKE,
CLAYTON COUNTY, GEORGIA

THE SCHOOL RESPONDER MODEL (SRM)

Under the SRM behavioral health response to student misconduct, mental health professionals are on call to provide immediate crisis intervention or screening and assessment for students who are exhibiting behavioral health problems at school.²³ A “responder” completes a behavioral health screening to identify whether a student needs a clinical assessment or urgent mental health care. If appropriate, the student receives a more in-depth clinical assessment, which forms the basis of the student’s treatment plan. The student then is referred to appropriate community-based services. This model reduces the disproportionate impact of exclusionary discipline practices on students with disabilities. An example of an effective SRM is the [School-Based Diversion Initiative](#) (SBDI) in Connecticut.²⁴ Connecticut schools participating in the SBDI experienced a 45% average reduction in court referrals during the first year and a 94% average increase in referrals to behavioral health services.²⁵

YOUTH MENTAL HEALTH FIRST AID (YMHFA)

YMHFA is an evidence-based training that teaches parents, teachers, school officials, and other adults how to support an adolescent (ages 12-18) who is experiencing a mental health or substance use challenge or is in crisis. Mental health first aiders do not take on the role of professionals. Instead, they use a five-step action plan to help a youth who is in crisis connect with appropriate professional, peer, social, and self-help care. Various North Carolina agencies offer YMHFA training, including the N.C. Division of Mental Health, Developmental Disabilities and Substance Abuse Services, N.C. Center for Safer Schools, N.C. Department of Public Instruction, and local management entities or managed care organizations (LME-MCOs). As of November 2017, North Carolina has over 46,000 Mental Health First Aiders and 588 certified instructors, including 310 youth instructors.²⁶ To find a course or instructor in your area, visit www.mentalhealthfirstaid.org/take-a-course/course-types/youth.

RESTORATIVE JUSTICE

Restorative justice programs hold students accountable by emphasizing reconciliation with victims and repairing the harm caused by their misconduct.²⁷ Victim-offender mediation, a common restorative justice program, can be school-based or community-based. A successful school-based restorative justice program in Denver Public Schools resulted in an 82% decrease in expulsions, a 39% decrease in suspensions, and a 15% decrease in referrals to law enforcement.²⁸ Community-based restorative justice programs exist in some North Carolina counties through funding of [Juvenile Crime Prevention Councils](#). In Wake

County, the [Restorative Justice Clinic](#) at Campbell Law School partners with local schools to provide victim-offender mediation as an alternative to suspension and court referrals. Wake County students who participated in victim-offender mediation were three times less likely to engage in future conflicts than other students.²⁹

For information about additional alternatives to suspension and expulsion, see the Duke University report, [Instead of Suspension: Alternative Strategies for Effective School Discipline](#), and the Council of State Governments Justice Center report, [Realizing the Full Vision of School Discipline Reform: A Framework for Statewide Change](#) (discussing successful statewide school discipline reform in five jurisdictions, including North Carolina).³⁰

SCHOOL VIOLENCE AND SAFETY CONCERNS

SJPs don't change anything about how schools respond to violent and serious misconduct. Rather, SJPs seek to address only low-level, minor misbehavior that currently is being referred to the justice system when it's best addressed in the schools and in the community. Examples of the type of misconduct addressed by SJPs include the student who yells at a teacher and might otherwise be charged with disorderly conduct; two boys who get into a fight at school over a girl and might otherwise be charged with affray; or a student who takes another child's sneakers and might otherwise be charged with larceny.

EXISTING NORTH CAROLINA SJPs

The NCAOC has developed a model for SJPs that will be implemented statewide. New Hanover County was the first county to implement an SJP that adheres to the model, and similar SJPs are in place in the following North Carolina jurisdictions:

- Brunswick County (July 1, 2017)
- Greene County (March 16, 2018)
- Lenoir County (March 16, 2018)
- Mecklenburg County (January 28, 2016)
- New Hanover County (November 2, 2015)
- Wayne County (April 12, 2018)

Other North Carolina counties, such as Person and Wake, have school-based diversion programs, which also reduce interaction with the juvenile and criminal justice systems for minor school-based offenses. However, the SJP model detailed in this Toolkit offers the most comprehensive approach for reducing juvenile court referrals, arrests, and school-based referrals for all students.

Additionally, many other jurisdictions in the United States have implemented SJPs. The website of the National Council of Juvenile and Family Court Judges (NCJFCJ) includes a list of jurisdictions in 17 states that have SJPs, along with an interactive [map](#) that provides relevant information about the



THE ULTIMATE MEASURE OF
A MAN IS NOT WHERE HE STANDS
IN MOMENTS OF COMFORT, BUT
WHERE HE STANDS **AT TIMES OF
CHALLENGE** AND CONTROVERSY.

— MARTIN LUTHER KING, JR.

SJPs. Also, the State of Connecticut enacted a law requiring all school systems that use school resource officers to adopt a memorandum of understanding (MOU) with local law enforcement agencies that functions like an SJP. The MOU must specifically define the role of school resource officers on campus and use a graduated response model for student discipline, and schools must report annually on suspensions, expulsions, and school-based arrests.³¹

EVIDENCE ON THE EFFECTIVENESS OF SJPs

The evidence indicates that SJPs work. The concept of SJPs has been championed nationwide by Juvenile Court Judge Steven Teske of Clayton County, Georgia. Judge Teske implemented an SJP in 2004 that resulted in an 83% decrease in referrals to juvenile court, a 43% decrease in referrals of youth of color to juvenile court,

and a 24% increase in graduation rates.³² SJPs in Texas and Connecticut based on the Teske model also have experienced positive results. Specifically, early results from Texas showed a 27% decrease in referrals, and two sites in Connecticut experienced reductions of 59% and 87%, respectively.³³

In North Carolina, New Hanover County's program reports that, juvenile complaints dropped by 47% in its first year.

TECHNICAL ASSISTANCE AND SUPPORT

The NCAOC is committed to statewide implementation of SJPs and will provide technical assistance and support to local SJP teams. If you need resources or information beyond what's included in this Toolkit, please contact SJP@nccourts.org.

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STEP 1.

CONVENER RECRUITS TEAM LEADER

Although the chief district court judge is the convener for the SJP, the SJP needs a leader. The Team Leader will serve as a champion for the project.

Ideally, the Team Leader is someone who is passionate about SJPs, hardworking, and trustworthy. The Team Leader also must have the bandwidth to dedicate to the project.

ROLE OF THE TEAM LEADER

- Keep the conversation going outside of meetings
- Keep people excited and engaged
- Actively work with stakeholders to develop consensus solutions

In many communities a juvenile court judge can serve as Team Leader. But if such a person is not available, any youth advocate can serve in this role. Often, likely candidates already will be serving on your Juvenile Crime Prevention Council (JCPC), so the JCPC is a good place to look for a team leader.



THIS [SJP] AGREEMENT IS THE RESULT OF A COLLABORATION AMONG KEY STAKEHOLDERS WHO RECOGNIZE THE NEED TO RESPOND TO SCHOOL DISCIPLINE WITH SWIFT APPROPRIATE ACTION.

— JUDGE ERICKA JAMES, WAYNE COUNTY



draft

STEP 2.

GET EDUCATED AND GATHER DATA

GET INFORMED ABOUT SJPs GENERALLY

Whether you're new to SJPs or whether you just need a refresher, review the Introduction to this Toolkit for information about SJPs. The School Justice Partnership Project (NCJFCJ) offers a host of resources to support your efforts to create an SJP. The links below include information you may find especially helpful.

- School Pathways to the Juvenile Justice System Project: A Practice Guide (2014) schooljusticepartnership.org/images/documents/school-pathways-practice-guide.pdf
- Developing a Memorandum of Understanding (MOU) for Your School Justice Partnership Webinar (February 6, 2017) ncjfcj.org/developing-memorandum-understanding-mou-your-school-justice-partnership
- Collecting Data and Sharing Information to Improve School Justice Partnerships (2017) ncjfcj.org/sites/default/files/NCJFCJ_SJP_Collecting%20Data_Final.pdf
- Find other information specific to your stakeholder groups at schooljusticepartnership.org.

LEARN HOW TO IMPLEMENT AN SJP

This Toolkit is designed to give the SJP team everything it needs to implement an SJP and adopt an Interagency Agreement. Before you do anything else, take the time to read through the Toolkit at least once.

GATHER SCHOOL-RELATED DATA FOR YOUR COMMUNITY

An important initial step is to gather information about school expulsions, suspensions, school referrals to the justice system, and related matters. This step will help the SJP team understand the scope of the issue in your community, and provide a baseline to evaluate progress as you move forward.

At a minimum, you should gather the data shown on the Sample School Data Sheet, which is included in the Appendix as Attachment C.

Much of the information required on the Sample School Data Sheet can be obtained from the North Carolina Department of Public Instruction/State Board of Education (SBE) website. The SBE reports annually on dropout events and rates, suspensions and expulsions, reassignments for disciplinary purposes, uses of corporal punishment,

alternative learning program enrollments, and school crime and violence. SBE reports provide statewide data and data for each North Carolina Local Education Agency (LEA).

To find these reports, [click here](#) or follow the steps below.

- Visit www.dpi.state.nc.us.
- Click on <Data and Statistics>.
- Click on <School Crime and Discipline Reports>.
- Under the "Consolidated Reports" heading, click on the PDF file for the relevant fiscal year.

For your convenience, recent data on criminal charges for 16 and 17-year-olds and on school-based referrals to the juvenile justice system is available through these links:

- [FY 2016 Criminal Charges for 16- and 17-year olds](#)
- [FY 2016-2017 School-Based Complaints by County](#)
- [FY 2015-2016 School-Based Complaints by County](#)
- [FY 2014-2015 School-Based Complaints by County](#)
- [FY 2013-2014 School-Based Complaints by County](#)

If you need additional information, contact your school resource officer, principals, or local board of education.

Do not feel limited by the fields indicated in the Sample School Data Sheet. For example, if racial disparities are an issue or perceived issue in your community, it may be helpful to gather that information as well. The Racial Equity Report Cards developed by the Youth Justice Project of the Southern Coalition for Social Justice provide data about racial disparities in North Carolina school discipline practices. Report Cards were released in January 2018 for the state as a whole and each of its 115 school districts.

GATHER INFORMATION ABOUT SPECIAL PROGRAMS FOR YOUTH IN YOUR COMMUNITY

Some communities already have special programs for youth, including teen court, JCPC programs, and school programs. Gather information about these programs and memorialize it in a document that can be shared with others and updated as work progresses. Knowledge about available resources will be important for your SJP team as it designates responses to Focus Acts.

draft

STEP 3.

DEVELOP A DRAFT ACTION TIMELINE

With your Team Leader, develop a draft timeline for action, for adoption by your SJP team at the kickoff meeting. A sample timeline is provided below.

MONTH ONE

STAKEHOLDER KICKOFF MEETING

- PLANNING TIP: In multicounty districts, invite all counties to kickoff meeting.
- PLANNING TIP: Make clear decisions about who will be a voting member of the team.
 - GOAL 1: Get to know community partners and Team Leader
 - GOAL 2: Educate community partners about SJPs
 - GOAL 3: Share objectives and timeline

MONTH TWO

SJP TEAM MEETING

- PLANNING TIP: In multicounty districts, have a separate meeting for each county.
 - GOAL 1: Adopt a statement of purpose
 - GOAL 2: Identify Focus Acts
 - GOAL 3: Develop clear guidelines defining the role of law enforcement in the schools

MONTH THREE

SJP TEAM MEETING

- GOAL 1: Identify responses to Focus Acts
- GOAL 2: Develop a Graduated Response Matrix
- GOAL 3: Review and modify the statement of purpose, list of Focus Acts, and guidelines for law enforcement, as decided at last meeting

MONTH FOUR

SJP TEAM MEETING

- GOAL 1: Review and modify, as needed, responses to Focus Acts and Graduated Response Matrix, as decided at last meeting
- GOAL 2: Identify and agree on necessary definitions to be included in the final agreement
- GOAL 3: Decide on duration of the agreement
- GOAL 4: Assign a team member to draft the agreement
- GOAL 5: Identify the effective date of the agreement, which should allow appropriate time for training, education, and initial data collection.

MONTH FIVE

SJP TEAM MEETING

- GOAL 1: Review and revise draft agreement
- GOAL 2: Agree on necessary training
- GOAL 3: Set date and discuss logistics for signing ceremony



SIGNING CEREMONY / TRAINING

- GOAL 1: Train all community partners
- GOAL 2: Hold signing ceremony



IMPLEMENTATION / QUALITY CONTROL / PROGRESS MONITORING

- GOAL 1: Hold quarterly meetings of progress monitoring team
- GOAL 2: Provide ongoing training, as needed
- GOAL 3: Make changes to agreement, policies, and training, as needed
- GOAL 4: Create annual report based on July 1–June 30 fiscal year data



EVIDENCE SHOWS THAT WHEN CHILDREN HAVE ANY CONTACT WITH THE ARREST PROCESS OR THE COURT SYSTEM, THEY ARE MUCH MORE LIKELY TO NOT GRADUATE FROM HIGH SCHOOL AND END UP IN THE ADULT PRISON SYSTEM AS ADULTS... WE WANT KIDS TO STAY IN SCHOOL, AND TO GRADUATE, AND TO GO ON AND BECOME SUCCESSFUL CONTRIBUTORS TO THE COMMUNITY.

— JUDGE ELIZABETH HEATH, GREENE COUNTY

STEP 4. IDENTIFY SJP TEAM MEMBERS

The SJP team should include every stakeholder group that has a role in ensuring school and community safety and all signatories necessary to execute a binding agreement. Listed below are essential and recommended stakeholders for your SJP team.

ESSENTIAL TEAM MEMBERS

- Chair, Board of Education
- Superintendent of Schools
- Lawyer for Board of Education
- Student Support Services
- School Behavioral Specialist, if you have one
- Principals (consider having at least one from elementary, middle, and high school)
- Chief District Court Judge
- District Attorney
- Sheriff
- School Resource Officer (SRO) Supervisor
- Chief(s) of Police, if the police department is providing SROs
- Chief Court Counselor
- Department of Social Services
- Mental Health Professionals
- Parents or Family Partners

RECOMMENDED TEAM MEMBERS

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

Feel free to include representatives from other stakeholder groups that are important in your local community. For example, if your county has a large military presence, you may consider adding a representative from the military base. Or, if certain segments of your community are disproportionately impacted by juvenile justice issues, you may wish to include representatives from affected groups.

Not all stakeholders need to be voting members of the SJP Team; some can serve as advisors.

Create a list of SJP Team Members and Advisors, with contact information, using the format provided in the Appendix as Attachment D.

**YOU CANNOT
BUILD
CHARACTER
AND COURAGE
BY TAKING
AWAY MAN'S
INITIATIVE AND
INDEPENDENCE.**
— ABRAHAM LINCOLN

draft

STEP 5.

HOLD SJP KICKOFF MEETING

You will kick off your SJP Team’s work with an invitation to join the team and attend a Kickoff Team Meeting. This step details the planning that needs to go into that meeting. If you need help getting started, contact the NCAOC for meeting support by emailing sjp@nccourts.org or calling 919-890-2468.

IDENTIFY A FACILITATOR TO HELP WITH THE MEETING

While the chief district court judge serves as the convener and will chair the kickoff meeting, it’s best to have a separate person act as facilitator. The facilitator’s job is to encourage participation and manage the flow of the discussion to best accomplish the meeting’s objectives. The facilitator is not administrative support personnel. Rather, the facilitator helps the team members define and achieve their common objectives. The facilitator should remain “neutral,” meaning that he or she does not take a position in the discussion. Having a facilitator will allow the CDCJ to remain on equal footing with all stakeholders, enhancing a true team effort.

The facilitator must be willing to get informed about the issue at hand, have strong consensus-building and conflict resolution skills, and have experience managing conversations among stakeholders regarding difficult issues.

Every team’s experience is different, but it is recommended that the team have a facilitator at the initial kickoff meeting and the first two team meetings.

For help finding a facilitator, look to your community, including local dispute resolution centers, university partners, or local cooperative extension programs. If you are unable to find a skilled local facilitator, email SJP@nccourts.org and NCAOC staff will help engage a facilitator for you.

PREPARE AN AGENDA FOR THE KICKOFF MEETING

Working with your Team Leader and facilitator, prepare an agenda for the kickoff meeting. A sample agenda is provided in the Appendix as Attachment E.

FIND A WELCOMING MEETING SPACE

Try to find a bright and comfortable space that can accommodate all stakeholders. SJP veterans recommend against using a courthouse location and suggest finding a school or community college facility.

SECURE SPEAKERS

As noted on the draft agenda, your Kickoff Meeting includes a session explaining overall goals and relevant research and providing a time for participant engagement. The NCAOC has arranged for the juvenile reform experts listed below to handle this segment of the agenda for you. You should contact them well in advance of your meeting to secure their participation.

- **The Honorable J.H. Corpening, II**
Chief District Court Judge
5th Judicial District, New Hanover and Pender Counties
North Carolina Judicial Branch
910-341-7406
Julius.H.Corpening@nccourts.org
- **The Honorable Elizabeth Heath**
8th Judicial District, Greene, Lenoir, and Wayne Counties
North Carolina Judicial Branch
252-520-5440
Elizabeth.A.Heath@nccourts.org
- **The Honorable Elizabeth Thornton Trosch**
District Court Judge
26th Judicial District, Mecklenburg County
North Carolina Judicial Branch
704-686-0141
Elizabeth.T.Trosch@nccourts.org
- **LaToya B. Powell**
Assistant Legal Counsel
Office of General Counsel
North Carolina Judicial Branch
919-890-1321
LaToya.B.Powell@nccourts.org

PREPARE A MEETING INVITATION

Once you have approved the meeting location, draft a meeting announcement to be sent to the key stakeholders that have been identified. A sample meeting announcement is provided in the Appendix as Attachment F.

DESIGNATE A NOTE TAKER

Designate someone in advance to take attendance at the meeting and to prepare meeting minutes.

IDENTIFY A CUSTODIAN OF RECORDS

Identify a person who will be responsible for maintaining all documentation related to your SJP, including the signed Interagency Agreement, reports, meeting minutes, resources, and other materials. Send an electronic copy of the signed Interagency Agreement to sjp@nccourts.org.

THE MEETING

The chief district court judge should chair the meeting, but the facilitator should make sure that every stakeholder has a voice.



IT IS IMPORTANT TO DEAL WITH MINOR STUDENT MISCONDUCT WHEN AND WHERE IT HAPPENS INSTEAD OF PUSHING IT OUT OF SCHOOL AND LARGELY IGNORING IT. AFTER ALL, HOW MANY PARENTS SCHEDULE DISCIPLINE FOR THEIR CHILDREN 30, 60, OR 90 DAYS FROM THE MISBEHAVIOR?

— JUDGE J.H. CORPENING, NEW HANOVER COUNTY



STEP 6. HOLD SJP TEAM WORK MEETINGS

Once the kickoff meeting is completed, it is time to get to work building the key components of the Interagency Agreement. The size and dynamics of your group will determine how many meetings will be required to build the key components of your Interagency Agreement. The key components, each of which is discussed in more detail below, include:

- Identify Focus Acts, a term that refers to misconduct that will not be referred to court
- Identify appropriate responses to Focus Acts
- Develop a system of graduated responses for school misconduct
- Determine how you will ensure quality control

IDENTIFY FOCUS ACTS

Focus Acts refers to school-related misconduct that will not immediately result in suspension or referral to court. The team must identify the Focus Acts for your community. Specifically, it must:

- Identify school related misconduct for alternatives to arrest/referral using the Focus Act Decision Tree (Table 3) and the Focus Act Decision Tree Worksheet (Table 4). These templates are provided in the Appendix as Attachment G.
- Specify exceptions, if any, that do not swallow the rule

TABLE THREE

TABLE 3: FOCUS ACT DECISION TREE

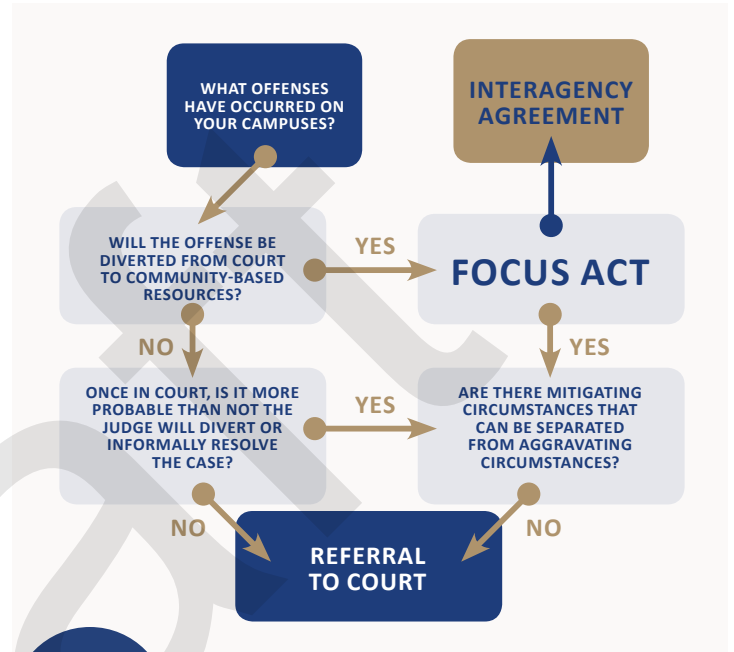
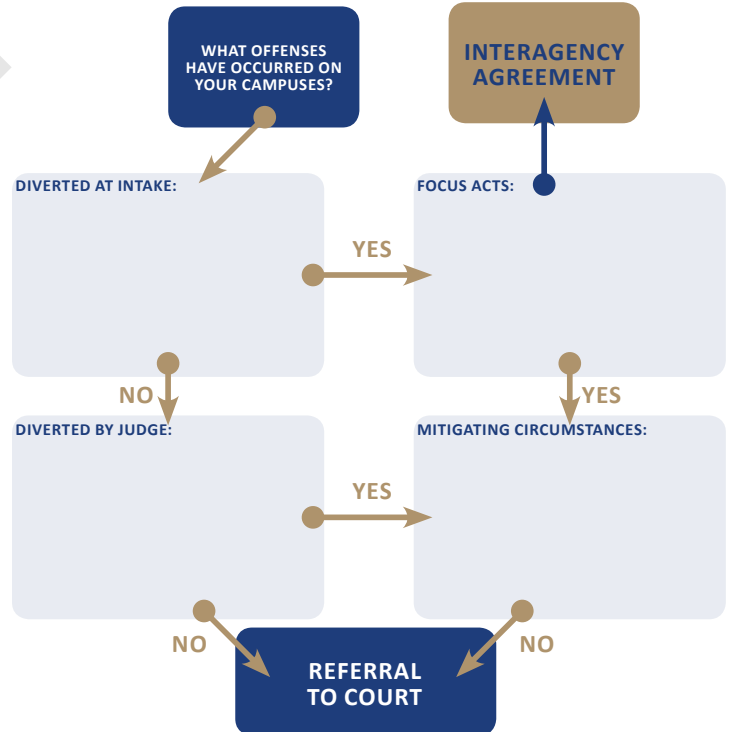


TABLE FOUR

TABLE 4: FOCUS ACT DECISION TREE WORKSHEET




GIVE US A
TOMORROW,
MORE THAN
WE DESERVE.
— MAYA ANGELOU

Although every community is different, you should consider the misdemeanors listed below to include in your list of Focus Acts.

POTENTIAL FOCUS ACTS

- **Simple Assault**
[G.S. 14-33(a)/Class 2 misdemeanor]
- **Communicating Threats**
[G.S. 14-277.1/Class 1 misdemeanor]
- **Misdemeanor Larceny**
[G.S. 14-72/Class 1 misdemeanor]
- **First-degree Trespass**
[G.S. 14-159.12/Class 2 misdemeanor]
- **Second-degree Trespass**
[G.S. 14-159.13/Class 3 misdemeanor]
- **Injury to Real Property**
[G.S. 14-127/Class 1 misdemeanor]
- **Defacing a Public Building, Statue, or Monument**
[G.S. 14-132/Class 2 misdemeanor]
- **Injury to Personal Property**
[G.S. 14-160/Class 1 or 2 misdemeanor]
- **Misdemeanor Damaging a Non-Government Computer**
[G.S. 14-455(a)/Class 1 misdemeanor]
- **Misdemeanor Littering**
[G.S. 14-399/Class 3 misdemeanor]
- **Disorderly Conduct** [G.S. 14-288.4 (excluding (a)(8), disrupting funeral)/Class 2 misdemeanor]
- **Disorderly Conduct in a Public Building**
[G.S. 14-132/Class 2 misdemeanor]
- **Throwing Objects at Sporting Events**
[G.S. 14-281.1; Class 3 misdemeanor]
- **Simple Affray**
[G.S. 14-33(a)/Class 2 misdemeanor]
- **Resisting, Delaying, or Obstructing an Officer**
[G.S. 14-223/Class 2 misdemeanor]
- **Possession of Weapons Other Than Firearms and Explosives on School Grounds**
[G.S. 14-269.2(d)/Class I misdemeanor]
- **Misdemeanor Possession of a Controlled Substance**
[G.S. 90-95(a)(3)/Class I, 2, or 3 misdemeanor]
- **Misdemeanor Possession of Drug Paraphernalia**
[G.S. 90-113.21/Class 1 misdemeanor]
- **Possession of Marijuana Paraphernalia**
[G.S. 90-113.22A/Class 3 misdemeanor]
- **Purchase, Possession, or Consumption of Alcohol by a Minor** [G.S. 18B-302(b)/Class 1 or 3 misdemeanor]
- **Purchase or Receipt of Cigarettes or Tobacco Products by a Minor** [G.S. 14-313(c)/Class 2 misdemeanor]

Note that you may decide that certain conduct will constitute a Focus Act only in certain circumstances. For example, you may decide that Possession of a Weapon other Than a Firearm on School Grounds is a Focus Act only when the student carrying the weapon was doing so because he or she was the victim of bullying. Likewise, you may decide that Misdemeanor Possession of a Controlled Substance is a Focus Act only when the substance possessed is marijuana.



**OUR GREATEST
WEAKNESS LIES
IN GIVING UP.
THE MOST
CERTAIN WAY
TO SUCCEED
IS ALWAYS TO
TRY JUST ONE
MORE TIME.**

— THOMAS A. EDISON

You also should consider special procedures that may be required with respect to certain students. For example your agreement may specify that a juvenile petition may not be filed alleging a Focus Act against a student with an Individualized Education Plan (IEP) without first evaluating the IEP and determining what actions it requires to remedy the behavior or if the IEP should be modified to address the behavior at issue. Additionally, your agreement may specify that elementary students may never be suspended, expelled, or referred to juvenile court, are not subject to the Interagency Agreement, and their misconduct shall be addressed in school pursuant to developmentally appropriate responses.

A list of the recommended Focus Acts is included in the Appendix as Attachment H.

DEVELOP CLEAR GUIDELINES DEFINING THE ROLE OF LAW ENFORCEMENT IN THE SCHOOLS

In this step, you will develop clear guidelines defining the role of law enforcement officers on campus. The U.S. Department of Education has a resource [guide](#) to assist you in implementing best practices for incorporating SROs into the learning environment. The guide emphasizes that SROs should be “focused on school safety, with the responsibility for addressing and preventing serious, real, and immediate threats to the physical safety of the school and its community.” By contrast, school administrators and staff should be focused on “maintaining order and handling routine disciplinary matters.” In other words, the SRO’s role should be limited to handling serious violations of criminal law that threaten school safety, while school officials should be responsible for addressing violations of the school’s code of conduct. Discuss these options and agree upon clear guidelines for the role of SROs in your community. Sample language is provided in the Model Interagency Agreement included in the Appendix as Attachment B.

MANDATORY REPORTING OF CERTAIN SCHOOL-BASED OFFENSES

It is important to recognize that a mandatory report to law enforcement does not require a referral to the justice system. North Carolina law requires principals to report certain criminal offenses that occur on school property to the appropriate local law enforcement agency and the superintendent [G.S. 115C-288(g)]. These offenses include assault resulting in serious personal injury, sexual assault, sexual offense, rape, kidnapping, indecent liberties with a minor, assault involving the use of a weapon, possession of a firearm, possession of a weapon, and possession of a controlled substance. Only two of them, possession of a weapon other than a firearm and possession of a controlled

substance, are among the list of recommended Focus Acts. Therefore, if these offenses are identified as Focus Acts in your Interagency Agreement, they must be reported to law enforcement for investigation but should be handled using an appropriate graduated response instead of a referral to court.

IDENTIFY RESPONSES

The goal here is to identify what accountability measures should be put in place to respond to the Focus Acts. Specifically, this involves developing a list of responses to the Focus Acts.

For communities that already have implemented the PBIS (Positive Behavioral Interventions and Supports) model in their schools, much of the work for this step already may have been done.

For other communities, the responses to Focus Acts need to be defined. By way of illustration, they can include things such as the following:

- Teacher use of established classroom management tools (e.g., visual and verbal cues; increased teacher proximity; implementing logical consequences);
- Teacher contact to school administrator;
- Parent contact;
- Parent/teacher conference;
- Behavioral contracts;
- Loss of school privileges;
- Journaling or reflection;
- Reteaching, tutoring, differentiation;
- In-school detention;
- Referral to student support personnel;
- Referral to school-based diversion program;
- Referral to mentoring program;
- Referral to substance intervention program;
- Referral to counseling;
- Referral to restitution program; and
- Referral to local management entity or county mental health program.

GRADUATED RESPONSES

The goal of a Graduated Response Model is to make sure that all appropriate interventions, including positive interventions, have been pursued before exclusionary discipline practices are considered for Focus Acts. To that end, the team must develop a Graduated Response Model tailored to school needs and resources. Note that some schools may have existing programs utilizing graduated responses, such as PBIS, which should be considered during this process.

Many SJPs adopt the rule that a student’s commission of a Focus Act will not result in the filing of a petition in juvenile court unless the student has committed a third or subsequent similar offense during the school year. Responses to the commission of a Focus Act should be guided by a system of graduated sanctions, disciplinary methods, and/or educational programming before a complaint is filed with the justice system. More specifically, a fundamental aspect of SJPs is an agreement that a student

who commits a Focus Act must receive a written warning and a graduated response before a complaint may be filed with the justice system.

SJP teams should develop a Graduated Response Matrix using the Graduated Response Decision Tree, shown in Table 5, as a guide. A standalone version of the Graduated Response Decision Tree is included as in the Appendix as Attachment I.

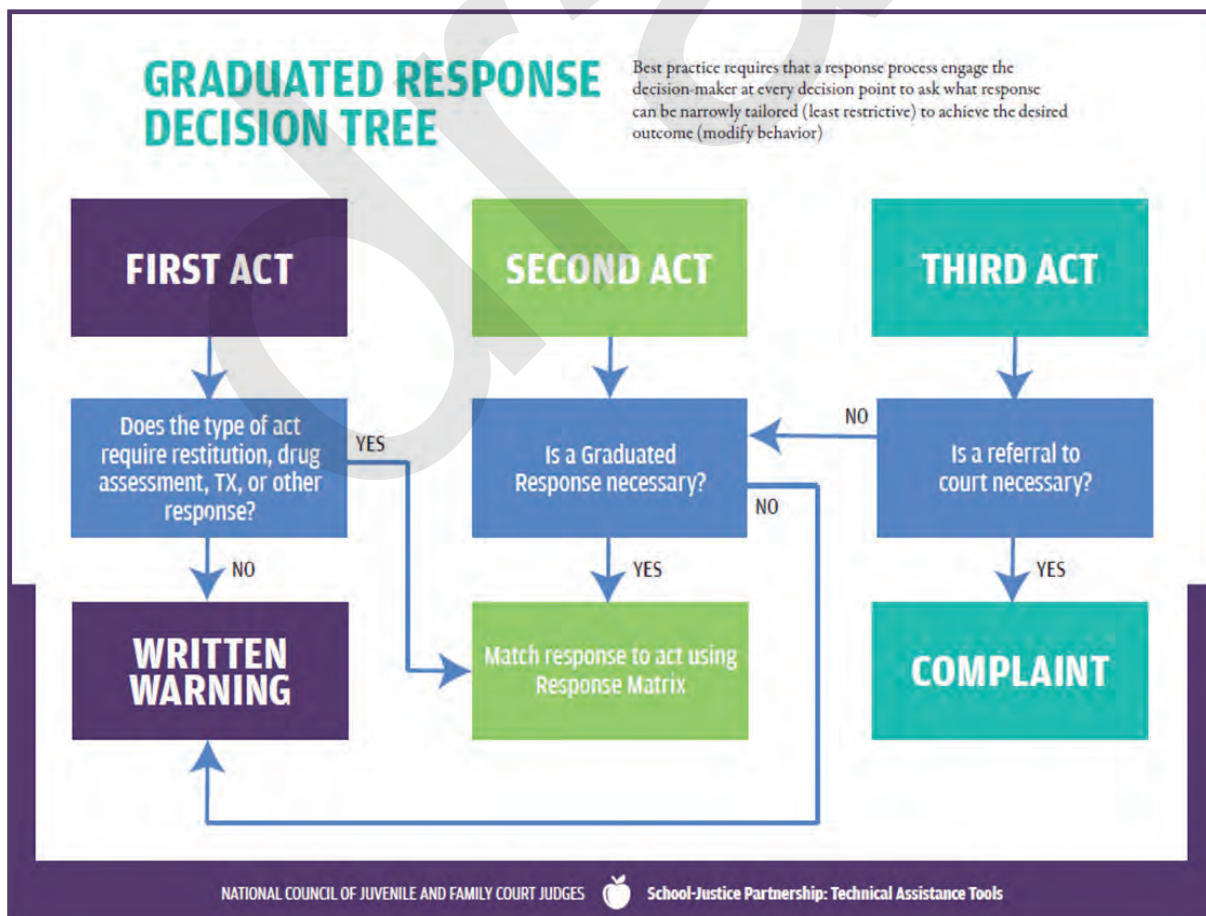
QUALITY CONTROL

Quality control refers to how the SJP Team will monitor compliance with and the effectiveness of the Interagency Agreement over time. Specifically, this will require decisions regarding the questions set forth below.

- What outcomes will be measured in order to evaluate the overall goals of the SJP of reducing in-school arrests, out-of-school suspensions, and expulsions?

TABLE FIVE

TABLE 5: GRADUATED RESPONSE DECISION TREE
SOURCE: NATIONAL COUNCIL OF JUVENILE AND FAMILY COURT JUDGES



- What data needs to be collected to measure overall effectiveness of the agreement?
- For each data point, which agency will be responsible for collection and what person within that agency will be the point person for collection?
- For each data point, where is data stored and how can it best be shared?
- Who will be responsible for collecting all relevant data from various agencies on a regular basis to evaluate the effectiveness of and compliance with the agreement? (A sample Data Collection Plan is provided in the Appendix as Attachment J)
- Who will be responsible for reconvening the parties on a regular basis (at least annually) to review the data, evaluate the effectiveness of and compliance with the agreement, and propose changes as needed?
- Will any of the data or reports be shared with the public and, if so, how will it be shared?

It is suggested that, at a minimum, the SJP collect the following data for each school-based incident that occurs:

- Type of offense
- Date of offense
- School response (e.g. parent conference, in-school suspension, out-of-school suspension) (can be multiple responses)
- Name of school personnel involved
- If suspended, length of suspension
- Law enforcement response, if any (e.g. search or seizure, use of force, questioning, diversion, court referral, detention) (can be multiple responses)
- Name of officer(s) involved
- If referred to court, offense for which student was charged
- If referred to court, outcome of referral (e.g. diversion plan, dismissal, adjudicated/convicted)
- If diverted to service, service type (e.g. Teen Court, Misdemeanor Diversion Program, mediation program, community service, mental health referral)
- Student demographics (gender, race/ethnicity, age, grade, school, disability status, limited English proficiency status)

These data elements are necessary for evaluation, but the SJP should strongly consider collecting additional data in order to fully evaluate the effectiveness of the SJP Interagency Agreement. For example, the SJP can track student success measures (e.g. attendance, academic performance, past offenses, future offenses) to help determine the effectiveness of the school's response to student misconduct. The SJP also can examine the effectiveness of various graduated responses to inform future modifications to the Interagency Agreement.

So that an assessment of the SJP can be made, it is recommended that this data be collected for at least one year prior to implementation of the Interagency Agreement. It also is recommended that this data be collected and regularly distributed at least quarterly after implementation of the Interagency Agreement.

To protect student privacy and confidentiality, the data should not include any personal identifying information. Many agencies assign each student a unique identifier to help maintain privacy for data collection and reporting purposes. Additionally, an agency can share aggregated data to avoid breaching confidentiality laws.

The decisions you make with respect to quality control should be memorialized in the Interagency Agreement. A sample Data Collection Plan, shown in the Appendix as Attachment J, will guide you in this process.

**ALL OF OUR
CHILDREN ARE
ALL OF OUR
CHILDREN. IT'S
TIME WE ACT
LIKE IT.**

— JUDGE J.H. CORPENING,
NEW HANOVER COUNTY

draft

STEP 7.

DRAFT & FINALIZE THE INTERAGENCY AGREEMENT; SIGNING CEREMONY

DRAFT AND FINALIZE THE INTERAGENCY AGREEMENT

Identify a person to draft the Interagency Agreement based on the work that has been done. A Model Interagency Agreement is provided in the Appendix as Attachment A. The SJP team can, of course, modify this model, but your final Interagency Agreement should contain the following core components:

- Purpose
- Definitions
- Identified Focus Acts
- Guidelines for law enforcement officers at school
- Graduated responses to misconduct
- Quality control measures
- Provision on duration of the agreement

All of these items will have been hammered out in your SJP Team work meetings.

Set a timeline for completion of the draft and circulation to members of the SJP Team as well as to any legal staff that should be involved in the review (e.g., lawyer for the Board of Education). Schedule an SJP Team Meeting to review the draft and finalize the agreement.

SIGNING CEREMONY

If you've gotten this far, congratulations! Celebrate the SJP Team's work with a public signing ceremony. In addition to celebrating your hard work, this is a great opportunity to educate community members about the project and continue building community support. The steps below will help maximize the potential for positive media coverage that will build support and awareness for your SJP.

- Identify a media point person to act as the contact for all media inquiries.
- Identify all media that cover your area and send a media advisory inviting them to attend the signing ceremony.
- Before the meeting, identify key stakeholders and make them available for interviews after the signing ceremony.
- Have a good photographer on hand to capture the signing and other photos with stakeholders and community leaders.
- Once the event is over, send a press release to all media, providing more details about what happened at the event, including your best photos.
- Provide photos and press releases to all key stakeholders and the NCAOC for inclusion on their websites and social media accounts (Facebook, Twitter, etc.) for their respective agencies.

A sample media advisory and press release are included in the Appendix as Attachment K.

NEW HANOVER
COUNTY'S SJP
HAS RESULTED
IN A 47%
DECREASE IN
SCHOOL-BASED
REFERRALS IN
ITS FIRST YEAR.

— SJP.NCCOURTS.ORG

draft

STEP 8. TRAIN FOR SUCCESS

DEVELOP A TRAINING PLAN

In order for your Interagency Agreement to work effectively, all involved persons will require initial and follow-up training. You must identify who needs training, specify the form of training, identify trainers, and set an initial and follow-up training schedule.

The training should include, at a minimum, the following components:

- Overview of School Justice Partnerships
- The specific content of the Interagency Agreement
- An understanding of the role and responsibilities of each party to the Interagency Agreement
- The policies and procedures for responding to school-based misconduct pursuant to the Interagency Agreement
- Equity training and education, including implicit bias training, designed to reduce disproportionate impact
- Data collection and sharing, including issues related to student privacy and confidentiality

Each party to the agreement should ensure that members of their respective agencies, especially those directly interacting with students and making discipline or charging decisions, receive the required training within three months of the signing of the Interagency Agreement. However, you may find it more efficient and productive to have groups receive training together.

Training and implementation for existing parties should be an ongoing process and any new officers, employees, agents, representatives, contractors, or subcontractors whose work relates to the Interagency Agreement should be trained as they are hired.

Keep a record of the person trained, title, type of training, training duration, trainer, and date of the training. To the extent possible, work with your stakeholder groups to coordinate continuing education credit if appropriate.

A template for creating a training schedule is included in the Appendix as Attachment L.

EDUCATION IS THE
MOST POWERFUL
WEAPON, WHICH
YOU CAN USE TO
CHANGE THE
WORLD.

— NELSON MANDELA



IMAGINE

draft

STEP 9. MONITOR PROGRESS

A successful school justice partnership requires continuous monitoring, evaluation, and improvement. The Progress Monitoring Team will have primary responsibility for providing the necessary oversight, data collection and analysis.

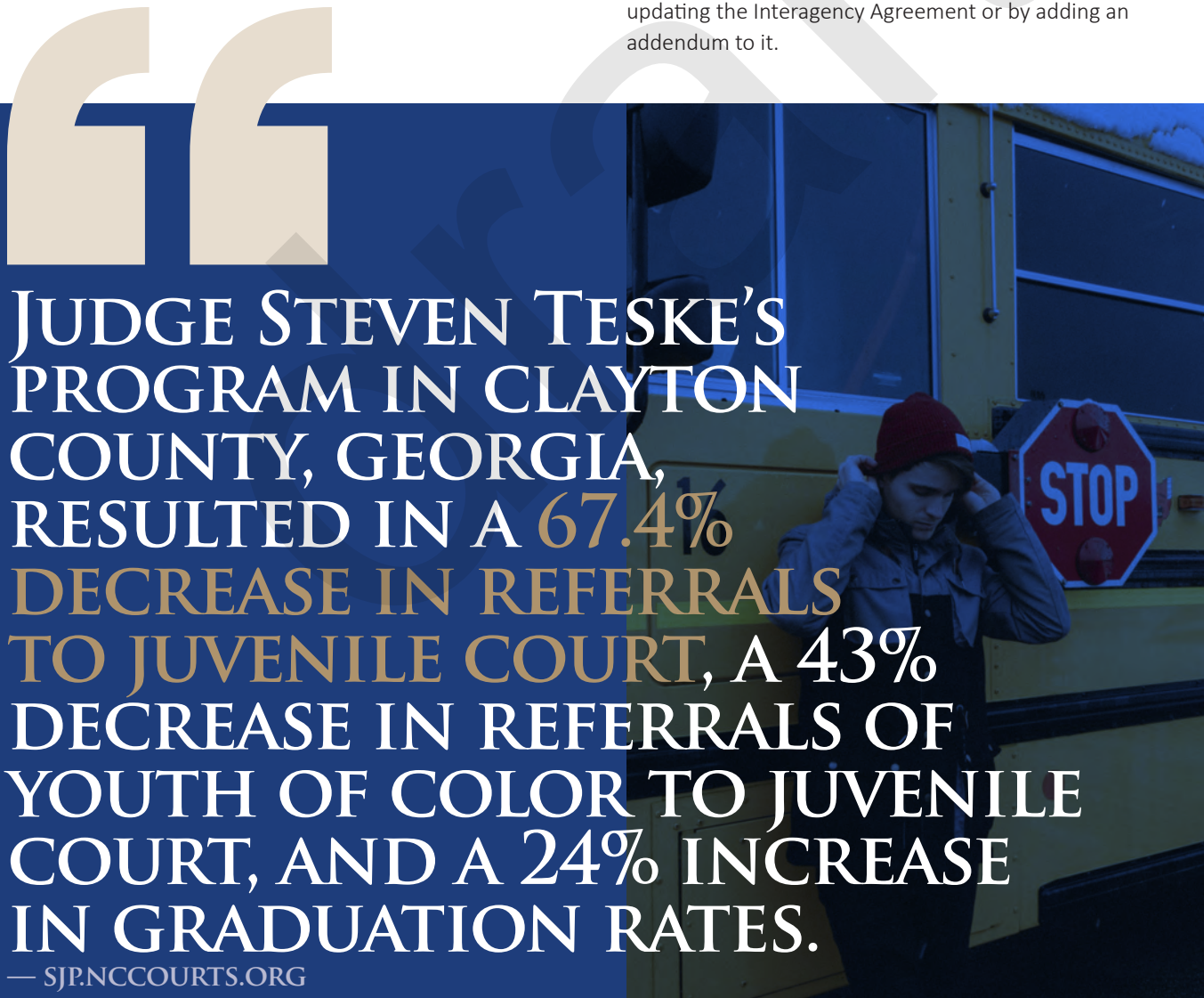
Each signatory to the Interagency Agreement has one designee on the Progress Monitoring Team, as detailed in the Interagency Agreement.

- On a regular basis and at least quarterly, the Progress Monitoring Team should meet to provide oversight of the agreement and review relevant data and analysis.
- Each year, the Progress Monitoring Team should determine if changes to the memberships would be beneficial.

- At least annually, the Progress Monitoring Team should prepare a report of activities and make recommendations for improvements to the agreement and/or its implementation.
- Annual data collection, review, and analysis should be based on the July 1–June 30 fiscal year.

The Progress Monitoring Team should forward its annual report to School Justice Partnership North Carolina by emailing it to sjp@nccourts.org. To protect student privacy and confidentiality, the data should not include any personal identifying information.

All SJP signatories should meet at least annually to review data, analysis, and recommendations from the Progress Monitoring Team. Any changes can be implemented by updating the Interagency Agreement or by adding an addendum to it.



JUDGE STEVEN TESKE'S
PROGRAM IN CLAYTON
COUNTY, GEORGIA,
RESULTED IN A 67.4%
DECREASE IN REFERRALS
TO JUVENILE COURT, A 43%
DECREASE IN REFERRALS OF
YOUTH OF COLOR TO JUVENILE
COURT, AND A 24% INCREASE
IN GRADUATION RATES.

— SJP.NCCOURTS.ORG

draft

STEP 10.

CONTINUE TO GROW AND ADAPT

Once the SJP is up and running, you should continue to use available resources to keep abreast of best practices, evolving trends and lessons learned from other jurisdictions. The resources below can help you find information about school justice partnerships, including education and training opportunities.

THE SCHOOL JUSTICE PARTNERSHIP PROJECT (NCJFCJ)

The National Council of Juvenile and Family Court Judges (NCJFCJ) was awarded funding by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) to support the School Justice Partnership Project. The purpose of this project is to enhance collaboration and coordination among schools, mental and behavioral health specialists, law enforcement, and juvenile justice officials to help students succeed in school and prevent negative outcomes for youth and communities. www.schooljusticepartnership.org

SCHOOL JUSTICE PARTNERSHIP NORTH CAROLINA

The North Carolina Judicial Branch has a website devoted to school justice partnership programs in North Carolina. The page includes a model agreement, Toolkit for implementation, relevant documents from North Carolina

programs, and other helpful resources. Have a question about School Justice Partnership North Carolina? Email your question to sjp@nccourts.org.

The website also will have a list of North Carolina jurisdictions that have done the work and can help you navigate SJP implementation. Visit the website and click on a respective judicial district to access relevant documents and contacts for the respective SJP. sjp.nccourts.org

DEPARTMENT PUBLIC SAFETY, JUVENILE JUSTICE SECTION

The goal of the Juvenile Justice Section is to reduce and prevent juvenile delinquency by effectively intervening, educating, and treating youth in order to strengthen families and increase public safety. DPS provides information about community programs, court services, juvenile facility operations, and clinical services and programs. Juvenile Crime Prevention Councils (JCPCs) offer community-based programs in all 100 counties. Visit the DPS website to view community-based programs by county. www.ncdps.gov

YOUTH JUSTICE PROJECT

The Youth Justice Project (YJP) of the Southern Coalition for Social Justice provides data about racial disparities in North Carolina school discipline practices. YJP has created a Racial Equity Report Card for the state as a whole and for each local public school district. The report cards are intended to be used as starting points for community education and discussion about racial disproportionality, its causes, and possible solutions. Visit the site to access your community's report card. www.youthjusticenc.org

THE KIRWAN INSTITUTE AT THE OHIO UNIVERSITY

The Kirwan Institute for the Study of Race and Ethnicity is a research institute at The Ohio State University whose goal is to connect individuals and communities with opportunities needed for thriving by educating the public, building the capacity of allied social justice organizations, and investing in efforts that support equity and inclusion. Since 2013, the Kirwan Institute has published an annual review of research and emerging issues related to the impact of implicit bias in areas including criminal justice, health care, housing, education, and employment. A special section — Implicit Bias in School Discipline — highlights issues related to implicit bias and school disciplinary decisions. www.kirwaninstitute.osu.edu

A CHILD'S LIFE
IS LIKE A PIECE
OF PAPER ON
WHICH EVERY
PERSON LEAVES
A MARK.

— CHINESE PROVERB

draft

APPENDIX

ATTACHMENT A.

- Model Interagency Agreement

ATTACHMENT B.

- NCAOC Policy on School Justice Partnerships

ATTACHMENT C.

- Sample School Data Sheet

ATTACHMENT D.

- SJP Members and Advisors / Contact Sheet

ATTACHMENT E.

- Sample Agenda for Kickoff Meeting / General
- Sample Agenda for Kickoff Meeting / Annotated

ATTACHMENT F.

- Sample Invitation to Kickoff Meeting

ATTACHMENT G.

- Focus Act Decision Tree
- Focus Act Decision Tree Worksheet

ATTACHMENT H.

- Recommended List of Focus Acts

ATTACHMENT I.

- Graduated Response Decision Tree

ATTACHMENT J.

- Sample Data Collection Plan

ATTACHMENT K.

- Sample Media Advisory
- Sample Press Release for Signing Ceremony

ATTACHMENT L.

- Training Schedule

APPENDIX
ATTACHMENT A:
MODEL INTERAGENCY AGREEMENT

draft

MODEL INTERAGENCY AGREEMENT

PREAMBLE

WHEREAS, schools and law enforcement agencies share responsibility for school safety and must work together with complementary policies and procedures to create a safe school environment.

WHEREAS, most student misconduct can be best addressed through classroom, in-school, family, and community strategies and maintaining a positive climate within schools rather than by exclusionary discipline practices.

WHEREAS, schools and law enforcement agencies must ensure a consistent response to student misbehavior, efficiently utilizing alternative support services and reducing involvement of law enforcement and justice agencies for minor misconduct at school and school-related events.

WHEREAS, clarifying the responsibilities of school and law enforcement personnel with regard to non-emergency disruptive behavior at school and school-related events promotes the best interests of students, the school system, law enforcement, and the community.

NOW, THEREFORE, the Parties hereby agree as follows:

This document expresses the agreement of the parties for responding to non-emergency school disruptions. It strives to ensure a consistent response to student misbehavior, clarify the role of law enforcement in school disciplinary matters, efficiently utilize alternative support services, and reduce involvement of law enforcement and court agencies in minor misconduct at school and school-related events. While this Agreement deals with responses to non-emergency school disruptions, the parties acknowledge the importance of cooperation between school officials and law enforcement in response to emergency and safety issues.

The parties agree to the following principles underpinning this agreement:

- A. Law enforcement actions, such as arrests, citations, or court referrals, should be used only as a last resort for school misconduct, unless the conduct involves serious criminal behavior that presents the threat of immediate harm or undermines the safety of students, faculty, or staff.
- B. Responses to school misconduct should be reasonable, consistent, and fair with appropriate consideration of relevant factors such as the student's age, the nature and severity of the incident, and the conduct's impact on the school environment.

- C. Students should be held accountable for their misconduct through a graduated response model that provides a continuum of services with increasingly more severe sanctions for continued misbehavior.
- D. Students who do not commit serious misconduct should receive appropriate redirection and support from in-school and community resources prior to application of exclusionary discipline practices. This does not excuse compliance with mandatory reporting laws and policies.
- E. Implementation of this plan will require regular meetings, multidisciplinary trainings, annual evaluations, and an ongoing commitment to fostering the relationships that are the foundation of this agreement. This agreement shall not inhibit, discourage, or prevent individual victims of student misconduct from initiating criminal or juvenile charges against students nor shall it affect the prosecution of such charges.
- F. Although this agreement seeks to reduce application of exclusionary discipline practices for minor misconduct, it does not prohibit or prevent application of those practices when deemed necessary by Principals, the Superintendent of the XYZ County Schools or the XYZ County Board of Education. However, because exclusionary discipline practices produce long-lasting negative outcomes for students and communities, school officials shall make every effort to implement a graduated response to student misconduct before implementing those practices in response to minor misconduct.
- G. School Resource Officers (SROs) are employees of either the City of X1 or XYZ County and are not agents of the XYZ County Board of Education. Nothing in this agreement shall be construed to make the XYZ County Board of Education, its Board Members, employees or agents, liable for the acts or omissions of any SRO, or other law enforcement officer.
- H. To the extent that this agreement conflicts with any applicable law or regulation, the applicable law or regulation shall control.
- I. Violations of this agreement shall not give rise to or be construed as creating a cause of action by any person against any party to this agreement or their employees or agents, nor shall such violations be considered negligence per se.
- J. Nothing in this agreement shall be construed as increasing the common law standard of care owed by the parties, or any of them, to any person. This agreement shall not be construed as to confer any additional benefit or right on students above what is owed to them by the XYZ County Board of Education under the Individuals with Disabilities Education Act (as amended), Section 504 of the Rehabilitation Act, or other law or regulation.
- K. No person is a third-party beneficiary of this agreement.

I. DEFINITIONS

As used in this Agreement, the term:

- A. **“Code of Student Conduct”** means the XYZ County Schools Code of Student Conduct.
- B. **“Exclusionary Discipline Practices”** refers to suspension, expulsion, referral to the juvenile justice system, or initiation of criminal charges.
- C. **“Focus Acts”** are acts that constitute a criminal offense but will not immediately trigger the filing of a juvenile complaint or a criminal charge when committed by a student on public school property. For purposes of this Agreement, Focus Acts include the following offenses:
 - Simple Assault** [G.S. 14-33(a) / Class 2 misdemeanor]
 - Communicating Threats** [G.S. 14-277.1 / Class 1 misdemeanor]
 - Misdemeanor Larceny** [G.S. 14-72 / Class 1 misdemeanor]
 - First-degree Trespass** [G.S. 14-159.12 / Class 2 misdemeanor]
 - Second-degree Trespass** [G.S. 14-159.13 / Class 3 misdemeanor]
 - Injury to Real Property** [G.S. 14-127 / Class 1 misdemeanor]
 - Defacing a Public Building, Statue, or Monument** [G.S. 14-132 / Class 2 misdemeanor]
 - Injury to Personal Property** [G.S. 14-160 / Class 1 or 2 misdemeanor]
 - Misdemeanor Damaging a Non-Government Computer** [G.S. 14-455(a) / Class 1 misdemeanor]
 - Misdemeanor Littering** [G.S. 14-399 / Class 3 misdemeanor]
 - Disorderly Conduct** [G.S. 14-288.4 (excluding (a)(8), disrupting funeral) / Class 2 misdemeanor]
 - Disorderly Conduct in a Public Building** [G.S. 14-132 / Class 2 misdemeanor]
 - Throwing Objects at Sporting Events** [G.S. 14-281.1 / Class 3 misdemeanor]
 - Simple Affray** [G.S. 14-33(a) / Class 2 misdemeanor]
 - Resisting, Delaying, or Obstructing an Officer** [G.S. 14-223 / Class 2 misdemeanor]
 - Possession of Weapons Other Than Firearms and Explosives on School Grounds** [G.S. 14-269.2(d) / Class I misdemeanor]
 - Misdemeanor Possession of a Controlled Substance** [G.S. 90-95(a)(3) / Class I, 2, or 3 misdemeanor]
 - Misdemeanor Possession of Drug Paraphernalia** [G.S. 90-113.21 / Class 1 misdemeanor]
 - Possession of Marijuana Paraphernalia** [G.S. 90-113.22A / Class 3 misdemeanor]
 - Purchase, Possession, or Consumption of Alcohol by a Minor** [G.S. 18B-302(b) / Class 1 or 3 misdemeanor]
 - Purchase or Receipt of Cigarettes or Tobacco Products by a Minor** [G.S. 14-313(c) / Class 2 misdemeanor]

- D. **“Graduated Response Model”** is a tool that identifies appropriate interventions and consequences for school misconduct, including Focus Acts. The XYZ County SJP Graduated Response Model is attached to this Agreement as Attachment A.
- E. **“Public School Property”** means the physical premises of all school campuses and properties, active bus stops, all vehicles under the control of XYZ County Public Schools, and the premises of all school-sponsored curricular or extracurricular activities, both on or away from a school campus.
- F. **“School-Based Diversion”** (SBD) means an educational program or community-based service identified as an effective alternative to exclusionary discipline practices.
- G. **“School-Based Misconduct”** means any violation of the Code of Student Conduct and act that constitutes an infraction or criminal offense on public school property.
- H. **“School Resource Officer”** (SRO) means a certified law enforcement officer who is permanently assigned to provide coverage to a school or a set of schools.
- I. **“Student”** means a person duly enrolled in the XYZ County Schools, regardless of age.
- J. **“Warning Notice”** means a document used by the SRO to notify a student that he or she has committed a Focus Act and to warn the student of the consequences of continued misconduct.

II. TERMS OF AGREEMENT

A. Establishment of XYZ County School Justice Partnership

This Agreement establishes the XYZ County School Justice Partnership (XCSJP). The XCSJP shall be comprised of the following agencies: [County School System]; [All City School Systems]; [Sheriff’s Office]; [All Municipal Law Enforcement Agencies]; [Division of Adult Correction and Juvenile Justice for the XX Judicial District]; [Office of the District Attorney for the XX Judicial District]; [County Department of Social Services]; [County Department of Mental Health or Local Management Entity]; and the [District Court of the XX Judicial District].

The XCSJP shall:

1. Convene regular meetings on a schedule established by the parties;
2. Share this Agreement with all school and law enforcement personnel;
3. Provide necessary and regular training on implementation of the Agreement;
4. Implement a school-based diversion program;
5. Monitor implementation of the Agreement;
6. Collect data and assess the effectiveness of the Agreement;

7. Cooperate on seeking funding sources; and
8. Modify the Agreement as appropriate.

B. Problem-Solving Approach

1. Schools will make every reasonable effort to resolve school-based misconduct using appropriate classroom interventions, support services, and community strategies prior to implementing exclusionary discipline practices. To ensure equal treatment, teachers and administrators should use the Graduated Response Model, included as Appendix A to this Agreement, to inform decisions on consequences, interventions, and responses to particular types of misbehavior. However, the decision for each student must be tailored to address the student's specific circumstances and needs.
2. At each level of intervention, the person handling the intervention should assess whether the student misconduct is due to academic, mental health, social issues, or overlapping issues.
3. When determining appropriate interventions and consequences, all relevant factors should be considered, including, but not limited to:
 - Age, health, risks, needs, and disability or special education status of the student;
 - Intent, context, prior conduct, and record of behavior of the student;
 - Previous interventions with the student;
 - Student's willingness to repair the harm;
 - Parents' willingness to address any identified issues;
 - Seriousness of the incident and degree of harm caused; and
 - The effect on the educational environment by the student's continued presence in school.
4. Race, ethnicity, gender, gender identity, sexual orientation, religion, and national origin of the student and / or family will not be considered when determining consequences for student misconduct.

C. Role of Law Enforcement at the School

1. Role of the School Resource Officer (SRO)

The role of the SRO is to improve school safety and the educational climate at the school, not to enforce minor incidents of school discipline or punish students. Absent a real and immediate threat to students, teachers, or school administrators and staff, and absent the situations described herein where SRO intervention is deemed appropriate, school administrators shall be responsible for handling school-based misconduct. School administrators shall not direct an SRO to take action contrary to the terms, conditions, and spirit of this Agreement or that would result in the unnecessary filing of a juvenile petition or initiating of criminal proceedings.

2. Role of Non-SRO Law Enforcement Officers

Law enforcement officers who are not SROs shall adhere to the following protocols when on school grounds in non-emergency circumstances:

- i. *Coordination with School Administrators* – Law enforcement shall endeavor to act through school administrators whenever they plan any activity on school grounds.
- ii. *Necessity of the Action* – Law enforcement officers entering school grounds shall be aware of the potential disruption of the educational process that law enforcement presence may cause. Prior to entering a school to conduct an investigation, arrest or search, law enforcement officers will consider the necessity of such action based on the potential danger to persons; the likelihood of destruction of evidence or other property; the ability to conduct the investigation, arrest, or search elsewhere; and other factors relevant to law enforcement and public safety.
- iii. *Custody Protocols* – When taking a student into custody, law enforcement officers shall make reasonable efforts to avoid making arrests or taking students into custody on school premises. Whenever reasonably possible in light of safety concerns, students shall be taken into custody out of sight and sound of other students.

D. Responding to Student Misconduct

Students need to be held accountable for misconduct in order to learn from their mistakes, take responsibility for their actions, and reconnect to the school community. The most effective means of holding students accountable for their actions include providing them with support from school teachers and officials who interact with them on a daily basis. The appropriate response to school-based misconduct should be narrowly tailored using the Graduated Response Model for guidance.

1. Graduated Response Model

Each school shall implement the school-based Graduated Response Model included in this Agreement as Appendix A. Schools that utilize programs such as Positive Behavioral

Intervention and Supports (PBIS) may already have a Graduated Response Model in place. The purpose of the Graduated Response Model is to make sure that all appropriate interventions, including positive interventions, have been pursued for every student before application of exclusionary discipline practices.

The Graduated Response Model includes a multi-tiered system of supports designed to help professionals at each level of intervention understand the options available to address the misconduct. Levels of intervention include classroom intervention, school administration intervention, school-based team intervention and law enforcement intervention, as described below.

- i. *Classroom Intervention* – The teacher will manage classroom intervention for behaviors that are passive and non-threatening, such as dress code violations and violations of minor classroom rules. As detailed in Appendix A, classroom intervention options might include redirection, re-teaching, school climate initiatives, modifying seating arrangements, and initiating parental contact. SROs should not be involved at this level.
- ii. *School Administration Intervention* – School administrators will manage intervention to address more serious or repetitive behaviors and behaviors that occur in school but outside of the classroom. Examples of behaviors at this level include repetitive patterns, defacing school property, truancy, threats, and minor behaviors in hallways, bathrooms, courtyards, and school buses. As detailed in Appendix A, administration intervention options might include, but are not limited to, time in the office, in-school suspension, redirection, after-school detention, loss of privileges, reparations, or parent conferences. Referral to appropriate school or social services may be justified. SROs should not be involved at this level.
- iii. *School-Based Team Intervention* – The school administrator will work with a school-based team when the behavior and needs of the student warrant an assessment process and intervention using school and community services. The team should include individuals knowledgeable about the student, including one or more teachers, administrators, support personnel, and when appropriate, family members or guardians, the student, and community partners. Assessment and service intervention options should include any classroom or school administration interventions and might include referral to a community service or community-based program, in-school suspension, out-of-school suspension, expulsion, or referral to court. SROs may be involved as part of the school-based team.
- iv. *Law Enforcement Intervention* – When classroom, school administration, and school-based team interventions have been ineffective (or in cases of serious misconduct or an emergency), the school administrator should involve law enforcement, including the SRO. Because this intervention is managed by law enforcement, behaviors at this level must be violations of criminal law. However, involvement of law enforcement does not necessarily mean referral

to juvenile court or initiation of criminal proceedings. Law enforcement options may include verbal warning; written warning; conference with the student, parents, teachers and / or others; teen court; referral to community agencies; community service; criminal charges; and / or juvenile charges.

E. Determining Appropriate Levels of Intervention

1. Non-Criminal Violations of the Code of Student Conduct

If a student commits a noncriminal violation of the Student Code of Conduct, the school administrator and his or her designee(s) will be the primary sources of intervention and determination of disciplinary consequences. In addition, school officials should make every effort to connect students to school or community-based support services, such as counseling, mentoring, or extracurricular activities.

2. Criminal Offense (Focus Act) / Warning Notice

- i. When a student commits a Focus Act, the school principal or his or her designee(s) has the responsibility for determining the appropriate school-based interventions and disciplinary consequences using the Graduated Response Model, included in this Agreement as Appendix A.
- ii. When a Focus Act occurs, the SRO has discretion to issue a Warning Notice, after consulting with the school principal or his or her designee(s). The school principal's or his or her designee's response shall be given greater weight in mitigation of issuing a Warning Notice unless the nature of the act complained of and the needs of the student warrant additional action and / or services. School administrators will not direct the SRO to issue a Warning Notice, initiate criminal proceedings, or file a juvenile complaint. The Warning Notice is included in this Agreement as Appendix B.
- iii. Focus Acts should not result in the filing of a juvenile petition or criminal process unless the student has committed at least two (2) separate prior Focus Acts within the same school calendar year as documented by a Warning Notice. However, nothing in this Agreement shall be construed to require or mandate the use of a Warning Notice upon the commission of a Focus Act.
- iv. Once a student has received two Warning Notices in a school year, a third commission of a Focus Act may warrant formal law enforcement action, including arrest, citation, or referral to juvenile court. However, commission of a third Focus Act does not require these responses.
- v. Once all Graduated Response Model intervention options have been ineffective, the filing of a juvenile petition or criminal charges may be in order. If the misconduct is serious enough to warrant the filing of a juvenile petition or criminal charges, the SRO will follow appropriate procedures.

- vi. Notwithstanding the Graduated Response Model, an SRO has the discretion to file a juvenile complaint or criminal charge before a student has received two Warning Notices in exceptional circumstances, which may exist when the misconduct causes the infliction of serious mental or physical injury, a significant disruption to the school campus, or an immediate threat of physical harm to students or staff.

3. Criminal Offense / Non-Focus Act

If misconduct is a criminal offense but is not a Focus Act, the school administrator or his or her designee(s) should work with law enforcement to assess and respond to the situation. A consultation does not mean that an arrest is necessary. If the behavior can be addressed through a graduated response, the school administrator should use the Graduated Response Model to determine an appropriate intervention. If the behavior cannot be addressed through problem-solving interventions, the filing of a juvenile petition or criminal charges may be in order.

III. SPECIAL CONSIDERATIONS

A. Exigent Circumstances

Situations may arise that warrant removal of a student from public school property to maintain the safety of other students and school staff or to prevent or stop disruptions to the learning environment. In such circumstances, the SRO and administrator shall utilize the least restrictive measures appropriate to the circumstances to remove a student from public school property beginning with contact of the parent(s) or guardian(s) to retrieve the child. Arrest and detention of a student shall only take place in accordance with North Carolina law.

B. Probation Exception

A juvenile complaint or criminal process shall not be filed alleging a Focus Act against a student who is currently serving probation under the supervision of the juvenile court without first obtaining the approval of the Juvenile Justice Section of the Division of Adult Correction and Juvenile Justice. If an SRO or school principal has knowledge that a student is on adult probation, he or she will make every effort to contact the student's probation officer before initiating criminal process alleging a Focus Act.

C. Special Education Prerequisites

A juvenile petition or criminal process shall not be filed alleging a Focus Act against a student with an Individualized Education Program (IEP) without first considering the student's IEP and determining what actions are required under the IEP to remedy the behavior or if the IEP should be modified to assess the behavior giving rise to the conduct. If the SRO believes that a juvenile petition or criminal process is appropriate and the student has an IEP, the SRO shall act immediately to bring the matter to the attention of the administrator to take appropriate steps in accordance with the

Individuals with Disabilities Education Act (IDEA) and for the protection of the student's rights, and the rights of others, under the law.

D. Bullying

Misconduct that involves bullying should be handled in accordance with existing policies of the XYZ County Schools regarding bullying, consistent with the Safe Schools Act.

E. Felonies

Some felonies may not warrant a juvenile petition or initiation of criminal process due to the nature of the offense (*e.g.*, no physical injury) coupled with the discretionary factors described above and the needs of the student, especially involving students diagnosed with Learning Disabilities (LD) and Emotional Behavioral Disorder (EBD). SROs are not mandated to refer a student to juvenile or criminal court because the allegations are felonious. The SRO shall have the discretion to make the determination in consultation with the school principal.

Diverting students from the criminal justice system promotes public safety and prevents an array of collateral consequences that can impede a student's ability to ever become a productive member of society. Thus, SROs shall, to the extent possible, work with the school principal to divert from criminal court students who commit acts that constitute felonies.

In cases involving felonies, diverting students from the juvenile justice system also may be appropriate. Thus, the SRO may consult with the juvenile court intake supervisor for recommendations and / or direction.

F. Diversion

SROs are encouraged to utilize Teen Court as a diversion option even though a case could be referred to court. SROs must contact the Teen Court Coordinator for approval. This is true even for offenses that historically have not been approved for Teen Court referral such as the misdemeanor weapon on campus offense.

G. Arrest and Detention

No student accused of a Focus Act shall be placed in a secure facility unless approved by a juvenile court counselor and District Court Judge. If a student meets the criteria for the filing of a juvenile petition, it is presumed that the student will be released to his parent, guardian, custodian, or relatives to be returned to his legal caretaker.

In accordance with the law, a judge or designee shall not detain a child unless the statutory factors

for secure custody have been evaluated. The juvenile court employs a Detention Assessment Tool to determine the risk of re-offending on acts resulting in serious bodily injury, theft, and property destruction. If adult criminal charges are warranted, citations should be used unless safety and risk factors necessitate arrest.

H. Treatment of Elementary Age Students

Due to their immaturity, exclusionary discipline practices should never be applied to elementary students. Misconduct by such students should be dealt with outside of this Agreement with age-appropriate interventions.

I. Parents, Guardians, and Private Service Providers

Parties to this Interagency Agreement encourage parents, guardians, and private service providers to involve schools in a student's treatment. Wrap-around services (when multiple providers and professionals from various disciplines work together to address a student and his or her family's needs) are more effective when all of the professionals and service providers that work with a student share relevant information.

J. Suicide, Child Abuse, and Self-Injurious Behavior

If a student expresses suicidal thoughts or there is evidence or reports of child abuse, neglect, or self-injurious behavior, those incidents should be reported immediately in accordance with XYZ County Schools Policy and North Carolina state law.

IV. Training

A. Training for Stakeholders and Implementation of Agreement

The parties will ensure that members of their respective agencies, especially those directly interacting with students and making discipline or charging decisions, are trained in (1) the content of this Agreement within three months of its signing and (2) the procedures of the school-based diversion program. Training and implementation for existing parties should be an ongoing process and any new officers, employees, agents, representatives, contractors, or subcontractors whose work relates to this Agreement should be trained as they are hired.

B. Equity Training and Education

The parties are committed to reducing demographic disproportionality in the implementation of exclusionary discipline practices. The parties therefore agree to ensure that all SROs, SRO supervisors, school staff, and juvenile justice intake counselors participate in ongoing equity, diversity and inclusion training. The training shall include a component designed to enhance understanding of implicit bias and to identify strategies to mitigate the impact of implicit bias on disciplinary decisions in XYZ County.

C. Annual SRO Training

The parties further agree to provide annual training for SROs from each of the signatory law enforcement agencies.

V. Data Collection, Data Sharing, and Progress Monitoring

A. Data Collection

The parties agree that they will provide baseline data for comparison purposes and regularly collect, share, monitor, and report data resulting from the implementation of this agreement. No identifying data should be included in the reports to protect student privacy and confidentiality.

The following data shall be collected to assess the effectiveness of this Agreement:

- For each school-based disciplinary incident that occurs:
 - Type of offense
 - Date of offense
 - School response (e.g., parent conference, in-school suspension, out-of-school suspension) (can be multiple responses)
 - Name of school personnel involved
 - If suspended, length of suspension
 - Law enforcement response, if any (e.g., search or seizure, use of force, questioning, diversion, court referral, detention) (can be multiple responses)
 - Name of officer(s) involved
 - If referred to court, offense for which student was charged
 - If referred to court, outcome of referral (e.g., diversion plan, dismissal, adjudicated / convicted)
 - If diverted to service, service type (e.g., Teen Court, School-Based Diversion Program, mediation program, community service, mental health referral)
 - Student demographics (gender, race / ethnicity, age, grade, school, disability status, limited English proficiency status)

These data elements are necessary for evaluation, but the parties should strongly consider collecting additional data in order to fully evaluate the effectiveness of the Inter-Agency Agreement. For example, student success measures (e.g. attendance, academic performance, past offenses, future offenses) can be tracked to help determine the effectiveness of the school's response to student misconduct. The parties also can examine the effectiveness of various graduated responses to inform future modifications to the Interagency Agreement.

B. Data Sharing

On a regular basis that should not exceed one month, any agency (school, law enforcement, social services, mental health, or other services) that refers a student to another agency should request follow-up information to determine what actions have occurred. Information sharing agreements

(Mutual Exchange of Information Form) should be requested from the parents so private agencies can also share information with the schools. Regular follow-up and data sharing is required for monitoring of individual student progress and determination of service needs.

For comparison purposes, the parties agree to retrieve the above data for a year prior to the signing of the Agreement and quarterly after the signing of the Agreement.

C. FERPA Compliance

The SRO may have access to confidential student records or to any personally identifiable information of any student as defined in 34 CFR 99.3, only to the extent allowed under the Family Educational Rights and Privacy Act (FERPA) and applicable XYZ Schools policies and procedures. SROs shall not automatically have access to confidential student records or personally identifiable information in those records simply because they are conducting a criminal investigation involving a student or for general non-specific purposes. However, school officials may share relevant confidential student records and personally identifiable information contained in those records with SROs under either of the following circumstances:

- 1) The SRO has a *Consent for Release of Information* from a parent or eligible student to review the records or information in question.
- 2) The principal or designee reasonably determines that disclosure to the SRO without the *Consent for Release of Information* is necessary in light of a significant and articulable threat to one or more person's health or safety.

C. Progress Monitoring

The parties agree to establish a Progress Monitoring Team composed of designees from each signatory to this Agreement. On a regular basis and at least quarterly, the parties agree that the Progress Monitoring Team will meet to provide oversight of the Agreement and review relevant data and analysis. Each year the Progress Monitoring Team will determine if changes to their memberships would be beneficial. At least annually, the Team will prepare a report of activities and make recommendations for improvements to the Agreement or its implementation.

VI. Duration and Modification of Agreement

This Agreement shall become effective MONTH DAY, 2018 and shall remain in full force and effect for three years from its effective date. The Agreement may be modified or extended at any time by amendment to the Agreement.

In witness whereof, the parties hereto, intending to cooperate with one another, have set their signatures to this document on this day.

NAME, Chairman, County Board of Education Date

NAME, Superintendent, XX County Schools Date

NAME, Chief District Court Judge, XX Judicial District Date

NAME, Prosecutor, XX Judicial District Date

NAME, Sheriff, XYZ County Date

NAME, Chief of Police, City A Date

NAME, Chief of Police, City B Date

NAME, Chief of Police, City C Date

NAME, Chief Court Counselor, X District, Department of Public Safety Date

NAME, Director, XYZ County DSS Date

NAME, CEO, Organization Date

GRADUATED RESPONSE MODEL

	TYPES OF BEHAVIOR	INTERVENTION OPTIONS
Teacher / Classroom or School Interventions	<ul style="list-style-type: none"> • Dress code violations • Isolated and minor acts of disobeying classroom behavioral expectations • Not meeting academic expectations • Late to class • Refusing to do work 	<ul style="list-style-type: none"> • Redirection • Journaling / Reflection • Re-teaching, tutoring, differentiation • Modifying seating arrangements • Contacting parents • School climate initiatives: Involvement with school wide interventions • Referral to appropriate support personnel: school counselor, social worker, graduation coach, nurse, school psychologist+
Administrator / School or District Interventions	<ul style="list-style-type: none"> • Repeated behavior expectations violations • Truancy • Late to school • Fighting • Sexting/social media (other than communicating threats) 	<ul style="list-style-type: none"> • Referral to appropriate support personnel+ • In School Suspension with academic support and social skills training, • Targeted interventions such as Why Try, STAE, Mind Up, Rape Crisis program, ABE Alternative Education Modules • School Service Learning • If no improvement refer to School Based Team
Student-Based Team / District or Community Interventions	<ul style="list-style-type: none"> • Repeated school rule violations • Failure in classes • Difficulty with behavior in multiple school settings • Excessive absenteeism 	<ul style="list-style-type: none"> • Using the problem solving method (PSM) to determine best approach to help student • Functional Behavioral Assessment (FBA) with Behavior Intervention Plan (BIP) • Family Involvement Team and plan (FIT) • Response to Instruction (RTI) referral for academic and/or behavioral supports, Personal Education Plans (PEP) • McKinney–Vento considerations (homelessness) • Referral to targeted or intensive interventions • Out of school suspension should be avoided when possible and not used for absenteeism or tardiness
Law Enforcement Interventions	<ul style="list-style-type: none"> • Weapons • Drugs • Battery • Communicating Threats 	<ul style="list-style-type: none"> • Teen Court • Community Service • Court System as last resort

+ This list is not exhaustive. Referral to appropriate support personnel: School counselor, social worker, graduation coach, nurse, school psychologist. At times, other personnel such as speech language pathologists or occupational therapists may be important resources for children. Some schools additionally house non-profit support personnel. Examples include Communities in Schools site coordinators and physical and mental health counselors.

NOTICE OF MISCONDUCT AND PLAN FOR SUCCESS

STUDENT: [STUDENT NAME]
SCHOOL: [SCHOOL NAME]
DATE: [MONTH DAY, YEAR]

You are receiving this notice because you engaged in conduct that is not acceptable at school. Specifically, on [MONTH DAY, YEAR] you engaged in the following conduct:

[INSERT DETAILS]

The teachers, administrators, and school resource officer at [SCHOOL NAME] want you to succeed in school. We do not want this mistake to result in severe action that could interfere with your education. At the same time, we can't ignore what happened.

School staff will be in touch with you and your parent or guardian to discuss how we will help you get past this mistake. You need to know, however, that your conduct could be considered a criminal offense and if you keep engaging in it, we may be forced to take more severe action, including referral to the justice system. But we don't want things to come to that. We look forward to working with you and your parent or guardian to put this mistake in your rear view mirror and get back to what matters — succeeding in school.

SIGNED:

SCHOOL ADMINISTRATOR: _____
DATE: [MONTH DAY, YEAR]

SCHOOL RESOURCE OFFICER: _____
DATE: [MONTH DAY, YEAR]

STUDENT ACKNOWLEDGEMENT: _____
DATE: [MONTH DAY, YEAR]

APPENDIX
ATTACHMENT B:
NCAOC POLICY ON SCHOOL JUSTICE
PARTNERSHIPS

draft



POLICY ON SCHOOL JUSTICE PARTNERSHIPS AND THE ROLE OF CHIEF DISTRICT COURT JUDGES AS CONVENERS

J U N E 1 8 , 2 0 1 8

- 1. PURPOSE.** The purpose of this policy is to comply with S.L. 2017-57 § 16D.4.(aa) (“Juvenile Justice Reinvestment Act”), which became effective July 1, 2017, and requires the Director of the North Carolina Administrative Office of the Courts (NCAOC) to “[p]rescribe policies and procedures for chief district court judges to establish school justice partnerships with local law enforcement agencies, local boards of education, and local school administrative units with the goal of reducing in-school arrests, out-of-school suspensions, and expulsions.”
- 2. THE ROLE OF CHIEF DISTRICT COURT JUDGES AS “CONVENERS.”** School justice partnerships (SJPs) are judicially led multi-agency collaborative teams that establish specific guidelines for school discipline in a way that minimizes suspensions, expulsions, and school-based referrals to court for minor misconduct. SJPs reduce the number of suspensions, expulsions, and school-based referrals to the justice system by timely and constructively addressing student misconduct when and where it happens, helping students succeed in school and preventing negative outcomes for both youth and their communities.

Judicial leadership is a key component of the successful implementation of an SJP. Therefore, it is the policy of the NCAOC that chief district court judges will use their authority as “conveners” to bring key stakeholders together within their local communities to develop and implement an SJP Interagency Agreement.

- 3. SCHOOL JUSTICE PARTNERSHIP TOOLKIT AND ADMINISTRATIVE SUPPORT.** In order to assist chief district court judges in their role as conveners, the NCAOC will provide an SJP Toolkit, which contains a step-by-step guide for developing and implementing an SJP Interagency Agreement, along with tools, such as model agreements, a sample project timeline and meeting agenda, contacts for administrative and expert support, and decision-making flowcharts to walk SJP team members through every key issue that must be addressed. The Toolkit explains the key components of an SJP Interagency Agreement, which include:

- Identifying “Focus Acts” or minor offenses that will *not* be referred to court;
- Identifying appropriate responses to Focus Acts;
- Developing a system of Graduated Responses for school-based misconduct; and
- Determining how the SJP team will ensure Quality Control.

The NCAOC also will provide administrative support to help facilitate communication among local SJP stakeholders.

APPROVED: _____


JUDGE MARION R. WARREN, DIRECTOR
NORTH CAROLINA ADMINISTRATIVE OFFICE OF THE COURTS

DATE: 06/18/2018



APPENDIX
ATTACHMENT C:
SAMPLE SCHOOL DATA SHEET

draft

APPENDIX
ATTACHMENT D:
SJP MEMBERS AND ADVISORS / CONTACT
SHEET

draft

APPENDIX
ATTACHMENT E:
SAMPLE AGENDA FOR KICKOFF MEETING /
GENERAL

&

SAMPLE AGENDA FOR KICKOFF MEETING /
ANNOTATED

draft



MEETING AGENDA

XYZ COUNTY

MONTH DAY, YEAR

WELCOME / INTRODUCTIONS**3:00 – 3:20 P.M.**

- [NAME OF CONVENER]
[TITLE]

VIDEO: SCHOOL JUSTICE PARTNERSHIPS — AN INTRODUCTION**3:20 – 3:30 P.M.**

- NORTH CAROLINA ADMINISTRATIVE OFFICE OF THE COURTS (NCAOC)

WHY WE ARE HERE**3:30 – 4:30 P.M.**

- JUDGE J.H. CORPENING, JUDGE ELIZABETH TROSCH, OR LATOYA POWELL
[TITLE]

WRAP UP / NEXT STEPS**4:30 – 5:00 P.M.**

-
-

ADJOURN**5:00 P.M.****ABOUT SCHOOL JUSTICE PARTNERSHIP // NORTH CAROLINA**

The School Justice Partnership (SJP) is a group of community stakeholders from schools, law enforcement, and the court system who develop and implement effective strategies to address student misconduct. SJPs work to reduce the number of suspensions, expulsions, and referrals to the justice system by timely and constructively addressing student misconduct when and where it happens, helping students succeed in school and preventing negative outcomes for both youth and their communities. To learn more about School Justice Partnership North Carolina, visit SJP.NCCOURTS.ORG.



MEETING AGENDA

XYZ COUNTY

MONTH DAY, YEAR

WELCOME / INTRODUCTIONS

3:00 – 3:20 P.M.

- [NAME OF CONVENER]
[TITLE]
 - Introduce yourself and describe your role as convener
 - Have all attendees introduce themselves and their roles

VIDEO: SCHOOL JUSTICE PARTNERSHIPS — AN INTRODUCTION

3:20 – 3:30 P.M.

- NORTH CAROLINA ADMINISTRATIVE OFFICE OF THE COURTS (NCAOC)
 - NCAOC is developing a short video featuring stakeholders of the New Hanover County SJP to provide an example of a successful SJP model.

WHY WE ARE HERE

3:30 – 4:30 P.M.

- JUDGE J.H. CORPENING, JUDGE ELIZABETH TROSCH, OR LATOYA POWELL
[TITLE]
 - The overall goal of this session is to identify reasons why the participants have been called together and why they need to work across systems (court, school, etc.) to meet the needs of youth in the community.
 - This segment will address: (1) positive outcomes associated with reducing exclusionary discipline practices and replacing that strategy with a graduated response model; and (2) research and evidence showing that SJPs reduce use of exclusionary discipline practices and are positive for students, schools, and the community.
 - This should be an engaged session in which participants can ask questions.

WRAP UP / NEXT STEPS

4:30 – 5:00 P.M.

- Ask for suggestions regarding any additional stakeholders that need to be on the SJP Team or serve as advisors to it.
- Preview the process, explain expected deliverable (Interagency Agreement), and what will happen at the next meeting.
- Ask members to approve or modify the draft timeline that you previously created with the Team Leader.
- Set a date and time for the next meeting.

APPENDIX
ATTACHMENT F:
SAMPLE INVITATION TO KICKOFF MEETING

draft

I N V I T A T I O N

KICKOFF MEETING

TO: NAME
DATE: MONTH DAY, YEAR
SUBJECT: SCHOOL JUSTICE PARTNERSHIP FOR XYZ COUNTY
STRATEGIC PLANNING MEETING // ESSENTIAL PARTNERS

You are cordially invited to a strategic planning meeting relating to the development of a School Justice Partnership (SJP) designed to keep XYZ County kids in school and out of court. The SJP is a group of community stakeholders — including school administrators, the law enforcement community, court system actors, juvenile justice personnel, and others — that will develop and implement effective strategies to reduce law enforcement intervention in school-based misconduct.

Currently, many student misconduct issues are addressed through exclusionary discipline practices such as suspension, expulsion, and referrals to the justice system. But research shows that these responses are harmful and counterproductive. Our objective is to provide a mechanism to constructively address student misconduct when and where it happens, helping students succeed in school and preventing negative outcomes for both our youth and the XYZ County community as a whole.

- **MEETING DATE:**
- **TIME:**
- **LOCATION:**
- **ROOM:**

If you want to learn more about school justice partnerships prior to the meeting, the [School Pathways to the Juvenile Justice System Project: A Practice Guide](#) is a great starting point. In addition, a copy of a sample agreement is attached for your reference so that you can familiarize yourself with the concept of an SJP prior to the meeting.

Jane Doe has agreed to act as the facilitator for the meeting, and will help ensure that all community partners are heard. You are an essential community partner, and we look forward to having your input and perspective help to build the foundation for an effective School Justice Partnership in XYZ County.

Please RSVP to [NAME] by calling XXX-XX-XXXX or emailing [EMAIL ADDRESS] by no later than [MONTH DAY, YEAR]. You may direct any questions to sjp@nccourts.org.

Best regards.

NOTE: INCLUDE A LIST OF ALL INVITED PARTICIPANTS AS AN ATTACHMENT.

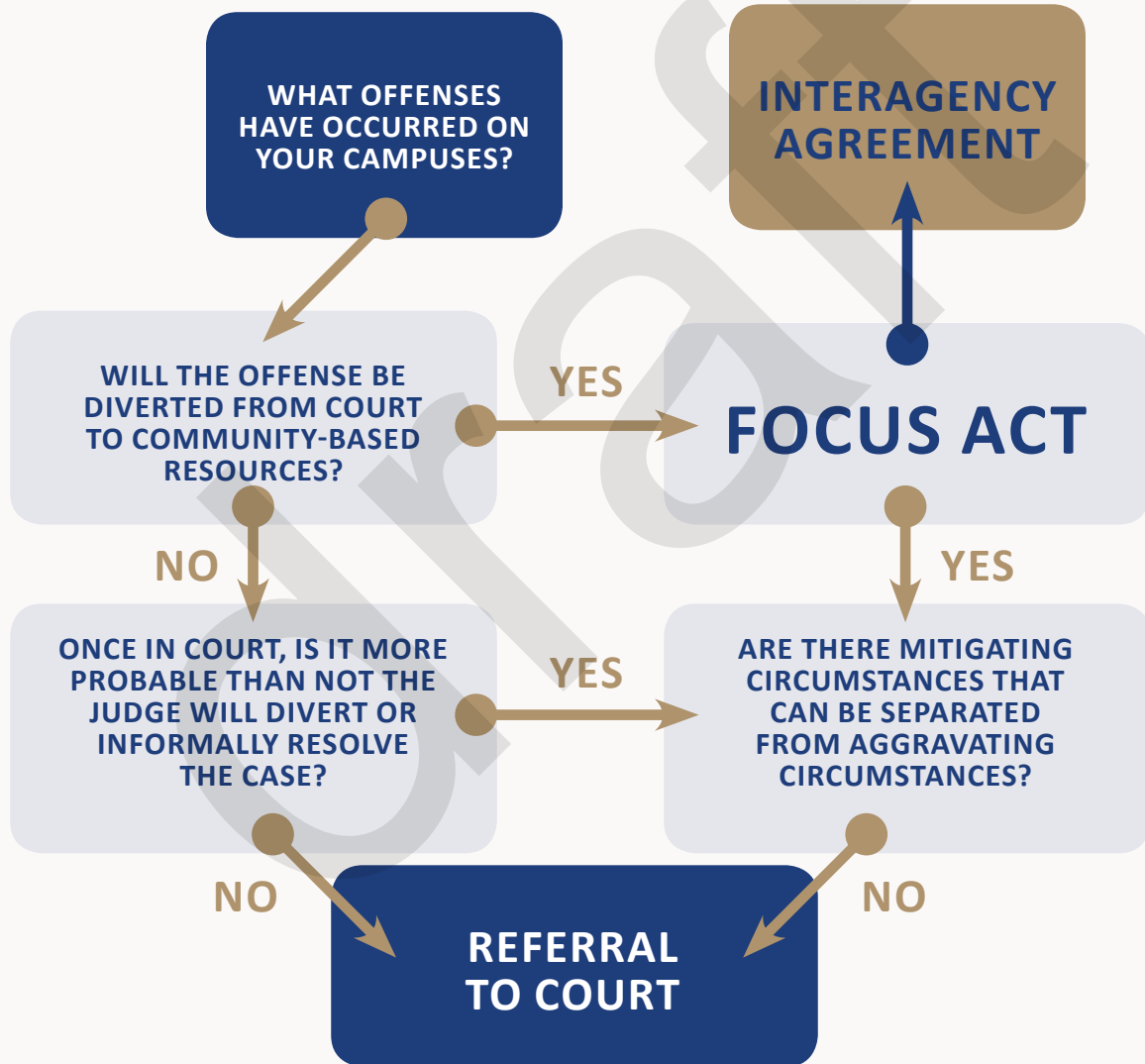
APPENDIX
ATTACHMENT G:
FOCUS ACT DECISION TREE

&

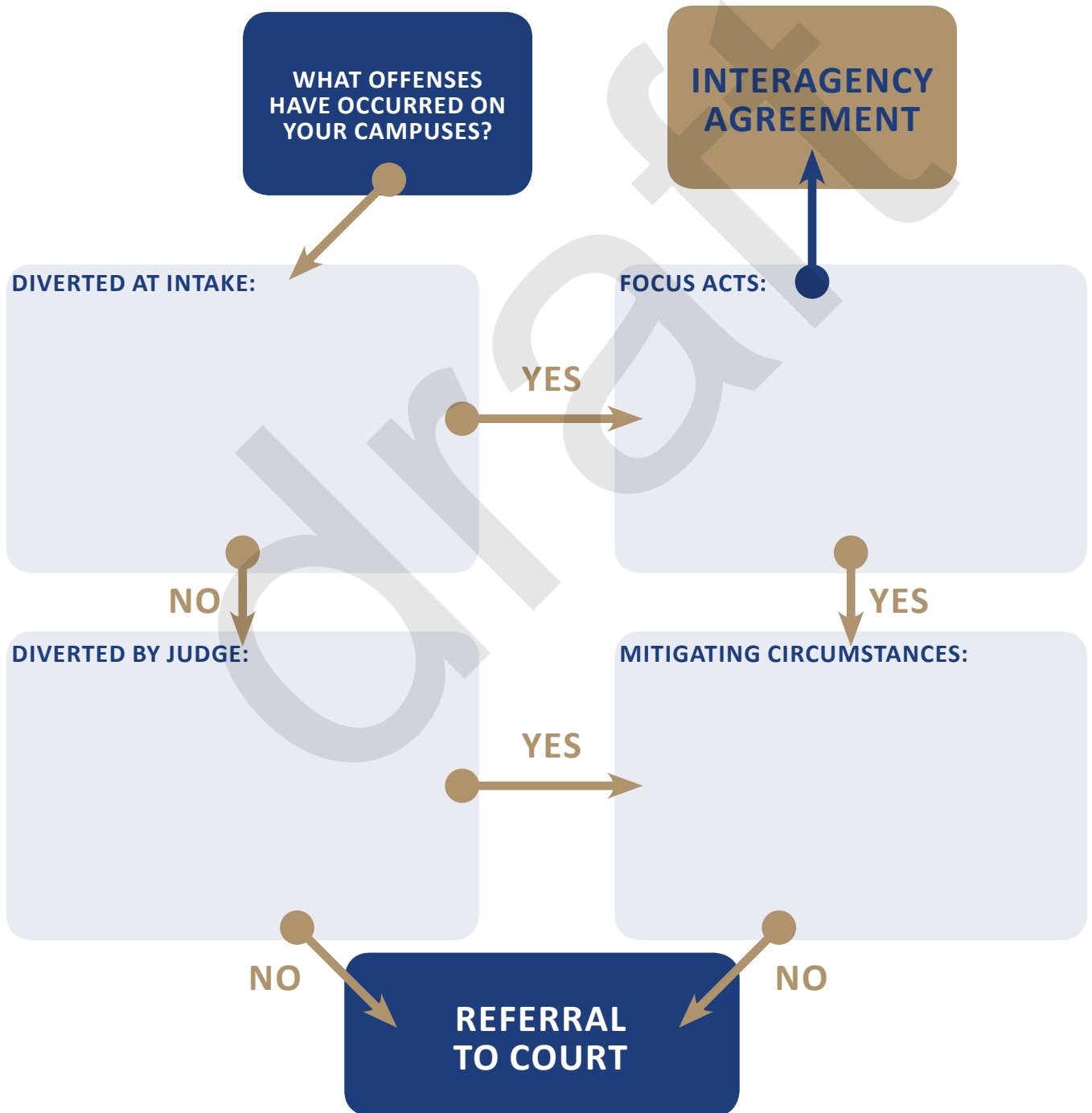
FOCUS ACT DECISION TREE WORKSHEET

draft

FOCUS ACT DECISION TREE



FOCUS ACT DECISION TREE WORKSHEET



APPENDIX
ATTACHMENT H:
RECOMMENDED LIST OF FOCUS ACTS

draft

SCHOOL JUSTICE PARTNERSHIP
RECOMMENDED FOCUS ACTS
XYZ COUNTY

- **Simple Assault** [G.S. 14-33(a) / Class 2 misdemeanor]
- **Communicating Threats** [G.S. 14-277.1 / Class 1 misdemeanor]
- **Misdemeanor Larceny** [G.S. 14-72 / Class 1 misdemeanor]
- **First-degree Trespass** [G.S. 14-159.12 / Class 2 misdemeanor]
- **Second-degree Trespass** [G.S. 14-159.13 / Class 3 misdemeanor]
- **Injury to Real Property** [G.S. 14-127 / Class 1 misdemeanor]
- **Defacing a Public Building, Statue, or Monument** [G.S. 14-132 / Class 2 misdemeanor]
- **Injury to Personal Property** [G.S. 14-160 / Class 1 or 2 misdemeanor]
- **Misdemeanor Damaging a Non-Government Computer** [G.S. 14-455(a) / Class 1 misdemeanor]
- **Misdemeanor Littering** [G.S. 14-399 / Class 3 misdemeanor]
- **Disorderly Conduct** [G.S. 14-288.4 (excluding (a)(8), disrupting funeral) / Class 2 misdemeanor]
- **Disorderly Conduct in a Public Building** [G.S. 14-132 / Class 2 misdemeanor]
- **Throwing Objects at Sporting Events** [G.S. 14-281.1; Class 3 misdemeanor]
- **Simple Affray** [G.S. 14-33(a); Class 2 misdemeanor]
- **Resisting, Delaying, or Obstructing an Officer** [G.S. 14-223; Class 2 misdemeanor]
- **Possession of Weapons Other Than Firearms and Explosives on School Grounds** [G.S. 14-269.2(d); Class 1 misdemeanor]
- **Misdemeanor Possession of a Controlled Substance** [G.S. 90-95(a)(3) / Class 1, 2, or 3 misdemeanor]
- **Misdemeanor Possession of Drug Paraphernalia** [G.S. 90-113.21 / Class 1 misdemeanor]
- **Possession of Marijuana Paraphernalia** [G.S. 90-113.22A / Class 3 misdemeanor]
- **Purchase, Possession, or Consumption of Alcohol by a Minor** [G.S. 18B-302(b) / Class 1 or 3 misdemeanor]
- **Purchase or Receipt of Cigarettes or Tobacco Products by a Minor** [G.S. 14-313(c) / Class 2 misdemeanor]

NOTES



SCHOOL JUSTICE PARTNERSHIP
RECOMMENDED FOCUS ACTS
XYZ COUNTY

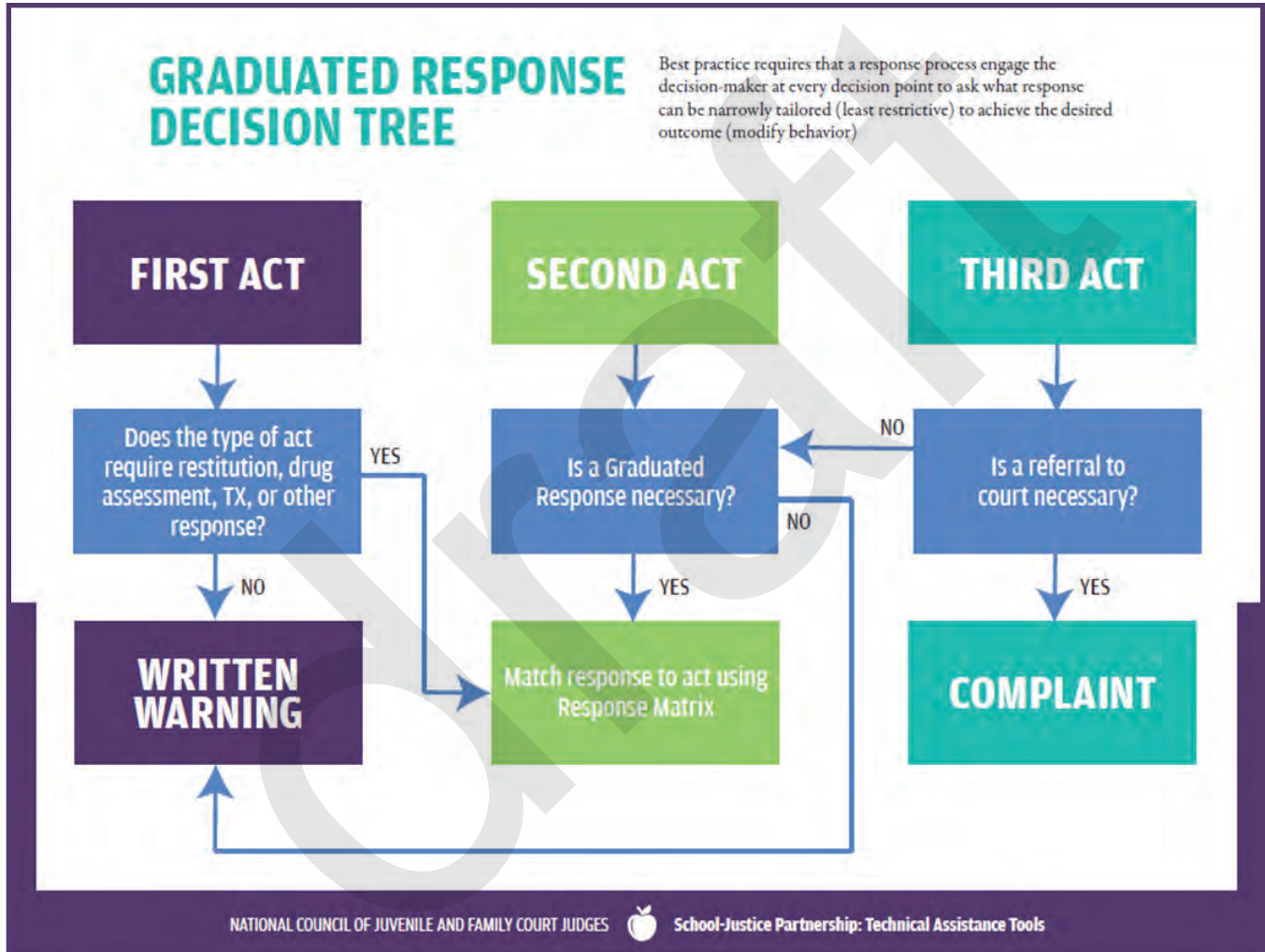
NOTES

draft

APPENDIX
ATTACHMENT H:
GRADUATED RESPONSE DECISION TREE

draft

GRADUATED RESPONSE DECISION TREE



APPENDIX
ATTACHMENT J:
SAMPLE DATA COLLECTION PLAN

draft

APPENDIX
ATTACHMENT K:
SAMPLE MEDIA ADVISORY

&

SAMPLE PRESS RELEASE FOR SIGNING
CEREMONY

draft

MEDIA ADVISORY

FOR IMMEDIATE RELEASE

Month Day, Year

SCHOOL JUSTICE PARTNERSHIP LAUNCHES FOR STUDENTS IN XYZ COUNTY

PROGRAM TO FOCUS ON KEEPING KIDS IN SCHOOL AND OUT OF COURT

CITY / TOWN NAME — Local court, school, law enforcement, juvenile justice, and county officials will launch the School Justice Partnership (SJP) in a signing ceremony on [DATE]. The SJP aims to keep kids in school and out of court by reducing law enforcement involvement in minor misconduct at schools.

WHO

XYZ County court, school, law enforcement, and county officials, along with representatives from the Executive and Judicial branches of North Carolina state government and other community leaders

WHEN

[Weekday, Month Day, Year, at [Time] a.m.]

Press is invited to attend and should arrive 15 minutes prior to the start time.

WHERE

[Location, Street Address, Floor, Room]

MORE INFORMATION

The School Justice Partnership (SJP) is a group of community stakeholders from schools, law enforcement, and the court system who develop and implement effective strategies to address student misconduct. SJPs work to reduce the number of suspensions, expulsions, and referrals to the justice system by timely and constructively addressing student misconduct when and where it happens, helping students succeed in school and preventing negative outcomes for both youth and their communities. To learn more about School Justice Partnership North Carolina, visit SJP.NCCOURTS.ORG.

###

Media Contacts

Name of Contact – O XXX-XXX-XXXX | M XXX-XXX-XXXX | [email address]

Name of Contact – O XXX-XXX-XXXX | M XXX-XXX-XXXX | [email address]

FOR IMMEDIATE RELEASE

Month Day, Year

XYZ COUNTY STAKEHOLDERS LAUNCH SCHOOL JUSTICE PARTNERSHIP

SJP WILL KEEP KIDS IN SCHOOL AND OUT OF COURT

CITY / TOWN NAME — Sheriff [Insert Name], Superintendent [Insert Name], and Judge [Insert Name] joined local community leaders today to announce the launch of the XYZ County School Justice Partnership (SJP). The SJP aims to keep kids in school and out of court by reducing law enforcement involvement in minor misconduct at schools.

“School-based referrals consistently make up almost half of the referrals to the juvenile justice system,” says Judge [NAME]. “However, most student misconduct is best addressed through classroom, in-school, family, and community strategies, and by maintaining a positive climate within the school rather than involvement of the justice system.”

The SJP is a group of community stakeholders — including school administrators, the law enforcement community, court system actors, juvenile justice personnel, and others — that will develop and implement effective strategies to address student misconduct. Currently, many students are suspended, expelled, and referred to court for minor misconduct which produces harmful outcomes for youth and their communities. Students who are suspended and expelled are more likely to repeat a grade, drop out of school, and engage in higher levels of disruptive behavior. A single suspension also triples the likelihood that a student will enter the juvenile justice system. These negative outcomes disproportionately impact certain students, including youth of color and students with disabilities, who are more likely to be suspended, expelled, and referred to court than their peers.

SJPs, which keep kids in school and out of court, produce better outcomes by timely and constructively addressing student misconduct when and where it happens, helping students succeed in school and learn from their mistakes. By improving individual student outcomes, SJPs will enhance the learning environment for all students.

There is evidence that SJPs work. Judge Steven Teske’s program in Clayton County, Georgia, known as the “Clayton County School Referral Reduction Protocol,” resulted in a 83 percent decrease in referrals to juvenile court, a 43 percent decrease in referrals of youth of color to juvenile court, and a 24 percent increase in graduation rates. Similar programs in Texas and Connecticut also have experienced positive results. In North Carolina, New Hanover County’s SJP resulted in a 47 percent decrease in referrals to the juvenile justice system in its first year. The XYZ County SJP hopes to produce similar outcomes for youth in this community.

MORE INFORMATION

The School Justice Partnership (SJP) is a group of community stakeholders from schools, law enforcement, and the court system who develop and implement effective strategies to address student misconduct. SJPs work to reduce the number of suspensions, expulsions, and referrals to the justice system by timely and constructively addressing student misconduct when and where it happens, helping students succeed in school and preventing negative outcomes for both youth and their communities. To learn more about School Justice Partnership North Carolina, visit SJP.NCCOURTS.ORG.

###

Media Contacts

Name of Contact – O XXX-XXX-XXXX | M XXX-XXX-XXXX | [email address]

APPENDIX
ATTACHMENT L:
TRAINING SCHEDULE

draft

draft



SJP.NCCOURTS.ORG



2018 // TOOLKIT
SJP.NCCOURTS.ORG



SCHOOL JUSTICE PARTNERSHIP
NORTH CAROLINA ADMINISTRATIVE
OFFICE OF THE COURTS
P.O. BOX 2448
RALEIGH, NC 27602
SJP.NCCOURTS.ORG

The School Justice Partnership North Carolina (SJP) program is managed by the North Carolina Judicial Branch's Administrative Office of the Courts.
SJP.NCCOURTS.ORG

