

SCHOOL TO JUSTICE PARTNERSHIPS

JUDGE CALVIN HILL, HONORABLE CHIEF DISTRICT COURT JUDGE, 28TH JUDICIAL DISTRICT



BUNCOMBE COUNTY
**JUSTICE RESOURCE
ADVISORY COUNCIL**

*Leveraging best practices to increase system efficiency,
promote public safety, and community wellness.*

A NORTH CAROLINA ADMINISTRATIVE OFFICE OF THE COURTS (NCAOC) INITIATIVE

The NCAOC issued a report recommending statewide implementation of the School Justice Partnership, which will be an important component of successful implementation of North Carolina's Raise the Age legislation.

WHAT IS A SCHOOL TO JUSTICE PARTNERSHIP?

- ❑ A group of community stakeholders who develop and implement effective strategies to address student misconduct
- ❑ Convened by Chief District Court Judges, with authority delegated by the AOC Director who has been authorized to prescribe policies and procedures for school justice partnerships
- ❑ The goal is to reduce in-school arrests, out-of-school suspensions, expulsions and referrals to the justice system
- ❑ While prioritizing disciplinary and justices responses when needed for protecting safety and addressing violence

WHY IS A SCHOOL TO JUSTICE PARTNERSHIP IMPORTANT?

- ❑ Currently, many student misconduct issues are addressed through exclusionary discipline practices such as suspension, expulsion, and referrals to the justice system.
- ❑ Research shows that these responses are counterproductive.
- ❑ **School Justice Partnerships 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

- Most student misconduct is best addressed through classroom, in-school, family, and community support 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.
- Referral to the justice system should not be the only pathway for students to receive appropriate in-school and community resources.
- 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.

MEMORANDUM OF UNDERSTANDING

- ❑ If local stakeholders wish to proceed with a developing a School Justice Partnership, stakeholders would adopt memorandum of understanding (MOU) specifying ways to better address student misconduct:
 - ❑ Based on data-driven and research-based approaches
 - ❑ Graduated response model for addressing school-based misconduct
 - ❑ Guidance on strategies within the school system and the community
 - ❑ Guidance on when best to utilize referrals to the justice system
 - ❑ Strategies to minimize disparate impact

RESPONSE STRATEGIES

Develop and implement effective and graduated responses strategies to address student misconduct such as:

- 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
- Referral to local management entity or county mental health program



SCHOOL JUSTICE PARTNERSHIPS
TRANSFORM THE RELATIONSHIP
BETWEEN POLICE OFFICERS AND
STUDENTS FROM AUTHORITY
AND PUNISHMENT TO MENTOR
AND RESTORATION.

— JUDGE ELIZABETH TROSCH, MECKLENBURG COUNTY

MORE INFORMATION

- <https://www.nccourts.gov/programs/school-justice-partnership>

REQUEST FOR BOARD ACTION

- Authorize County Board Chair and County Manager to sign the Memorandum of Understanding