

## **{Q&A with presenters} Engaging Educators in School-Justice Partnerships Webinar**

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**What are other ways that SROs can be utilized in schools to [ Indiscernible ] students from being arrested and placed in the court system?**

*Kevin Bethel, Senior Policy Advisor, Stoneleigh Foundation Fellow*

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

**How do you actually get school engagement? What are some of your suggestions on getting the schools on board with the sort of activities?**

*Dr. William Hite, Superintendent, The School District of Philadelphia--*

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

**A participant asked about do you write on school campus making sure that you go to all lengths to make sure that those rights are upheld. Can you discuss what happened in Fulton County around due process and rights of students?**

*Deana Holiday Ingraham, Director of Student Discipline Prevention and Intervention, Fulton County Schools*

>> Due process is definitely what we put in the forefront of all decisions. We build the capacity of administrators around understanding what do processes required for short-term suspension. Which is the conversation with the student about the information you had and an opportunity for them to refute it, share their side, before a suspension decision and before a discipline decision is made. We spent quite a bit of time talking with them and coaching them through that as well as due process. [ Indiscernible - muffled speaker ] that is when the disciplinary hearing processes required and we have to hold that within 10 days and so our office coordinates that hearing process to ensure that the hearing is held within the 10 day time period or more importantly that we also have that discipline team meeting prior to the hearing -- like a mediation to try to talk through what happened and make sure the parents and students understand their rights and that if they want to agree before the hearing to waive the hearing that's fine but they don't have to that they have a right to have a hearing. Then we explain to them what their rights are at the hearing that there will be evidence presented they have opportunity to present evidence for themselves that they can have an attorney if they want making sure that they are aware of those rights. All of those rights are included in our disciplinary hearing notice letters to the parents giving of them notice about the hearings. Again it shares their rights there and again at the discipline team meeting that mediation opportunity is wanting to make sure that they understand what those rights are so they don't feel pressured into make a decision.

**Are there specific models that are evidence-based that have worked?**

*Theresa Bohannon, Senior Policy Analyst, NCJFCJ*

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

**How do get families included in partnerships? Does anybody have any suggestions about bringing families onto these partnerships?**

*Kevin Bethel, Senior Policy Advisor, Stoneleigh Foundation Fellow*

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

*Dr. William Hite, Superintendent, The School District of Philadelphia--*

>> I will just add to that, one of the things we have to do is also work on the trust issue between many of the families who have had bad experiences with organizations like DHS and when we are saying DHS is

going to be a part of the support structure then many may take a very cautious approach to that. Part of this is being very clear on exactly what we are attempting to do, the problem that we are trying to -- being clear about what we are trying to avoid that in the circumstances are student arrest in exposing individuals to those services that could then be helpful that really gives that the root cause of the problem that we are seeing that's manifested itself through behaviors. Part of it calls for a lot of engagement, a lot of information sharing and a lot of living room talks or front porch talks with families about the types of resources that are available and that those resources are there in support of what their children need versus a structure that's coming in to make a decision about whether or not a child stays in the home.

*Kevin Bethel, Senior Policy Advisor, Stoneleigh Foundation Fellow*

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

*Deana Holiday Ingraham, Director of Student Discipline Prevention and Intervention, Fulton County Schools*

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

**Who gets the ball rolling on this after them I'm assuming was somebody is asking is does the start on the school end and or on the court end?**

*Theresa Bohannon, Senior Policy Analyst, NCJFCJ*

>> I think the message from NCJFCJ is it really doesn't matter who started as long as people are meeting consistently and you have -- you can potentially have a judge as a convener part of pathways was judicially led collaborative but that doesn't mean it necessarily has to be that model. If you look to Philadelphia was police driven and that's fine. It can be school driven it really doesn't matter as long to bring the stakeholders together in a room and meeting consistently and having respect for each stakeholder and what they provide. I think that's what really gets this work moving along.