

# DEVELOPING A MEMORANDUM OF UNDERSTANDING FOR SCHOOL- JUSTICE PARTNERSHIPS

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Presented by Chief Judge Steven Teske of Clayton County, GA

Hosted by the National Council of Juvenile and Family Court Judges (NCJFCJ)



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- *Points of view or opinions expressed in this webinar are those of the presenter(s) and do not necessarily represent the official position or policies of Office of Juvenile Justice and Delinquency Prevention or the U.S. Department of Justice.*

# Objectives

- Increased understanding of School-Justice Partnerships
- Increased understanding of the importance of memorandum of understanding (MOU) in decreasing school-based arrests and referrals to juvenile court
- Increased understanding of how to develop an MOU in local jurisdictions



# The Message Matrix: Its Purpose and Function

- To capture the who, what, how, and why of a school justice partnership; and
- Develop a common agenda, or statement that describes the problem, goals, and collective vision;
- To share with community and media;
- To provide direction and training to those charged with the responsibility of operationalizing the common agenda; and
- To keep stakeholders on the same page.



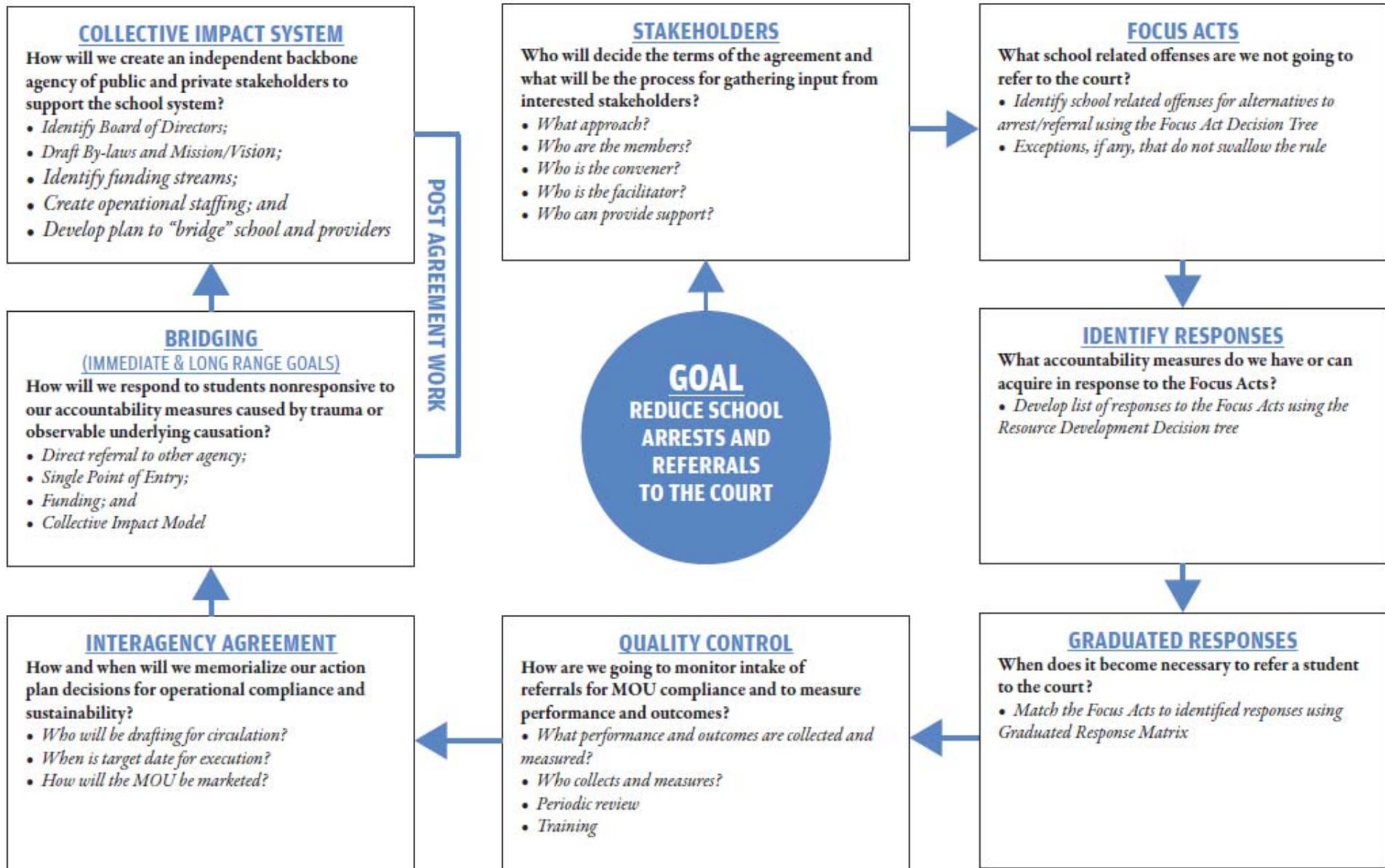


## Developing a Memorandum of Understanding (MOU) for School-Justice Partnerships: Technical Assistance Tools

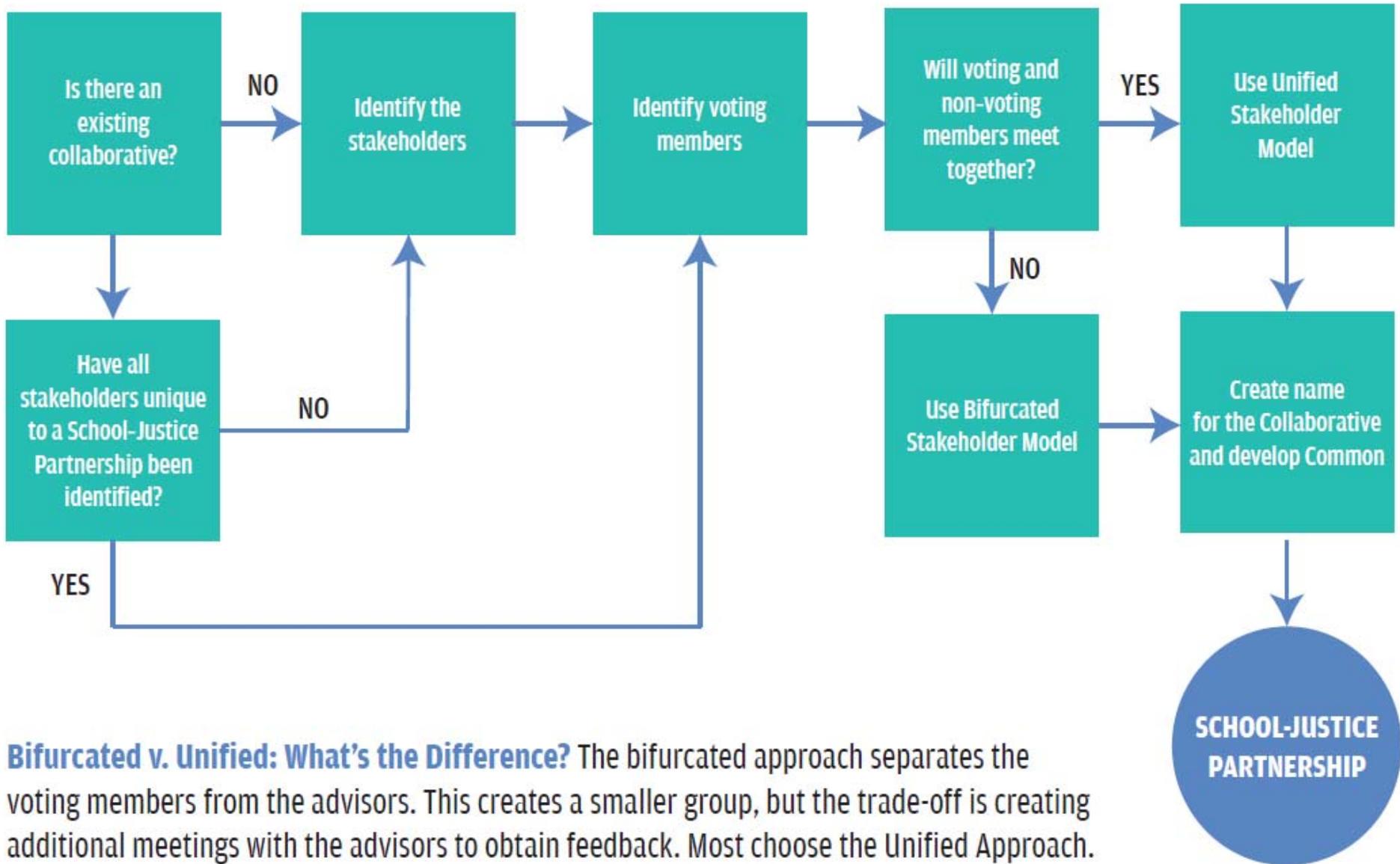
**DEVELOPED BY JUDGE STEVEN TESKE**

Clayton County Juvenile Detention Alternatives Initiative (JDAI) School-Justice Partnership Replication Team

<p><b><u>WHY REDUCE SCHOOL-BASED REFERRALS TO THE COURT?</u></b>          (List the positive outcomes associated with reducing school-based court referrals and replacing with a graduated response program)</p>	<p><b><u>COMMON AGENDA: WHAT IS THE SHARED VISION FOR CHANGE?</u></b>          (The group will develop a statement that describes the problem, goals, and the collective vision for solving it. Example: Keeping Kids in School, Out of Court, and on to a positive healthy future)</p>	<p><b><u>WHO ARE THE PARTNERS/STAKEHOLDERS?</u></b>          (List the public and private organizations who can contribute to achieving the common goal and common agenda)</p>	
	<p><b>GOAL: REDUCE SCHOOL-BASED REFERRALS TO COURT BY DEVELOPING A GRADUATED RESPONSE PROGRAM</b></p>		
<p><b><u>WHAT SUPPORTS THE WHY?</u></b>          (List the research and evidence that shows School-Justice Partnerships reduce school-based referrals to court and are positive for students, schools and the community.)</p>	<p><b><u>WHAT IS YOUR NAME?</u></b>          (The group will create a name for the collaborative if one has not been created. Example: School-Justice Partnership)</p>	<p><b><u>HOW WILL THE PARTNERS ACCOMPLISH THE GOAL?</u></b>          (List the strategies and techniques used by others to achieve the common agenda)</p>	



# SCHOOL-JUSTICE GOVERNANCE DECISION TREE



**Bifurcated v. Unified: What's the Difference?** The bifurcated approach separates the voting members from the advisors. This creates a smaller group, but the trade-off is creating additional meetings with the advisors to obtain feedback. Most choose the Unified Approach.

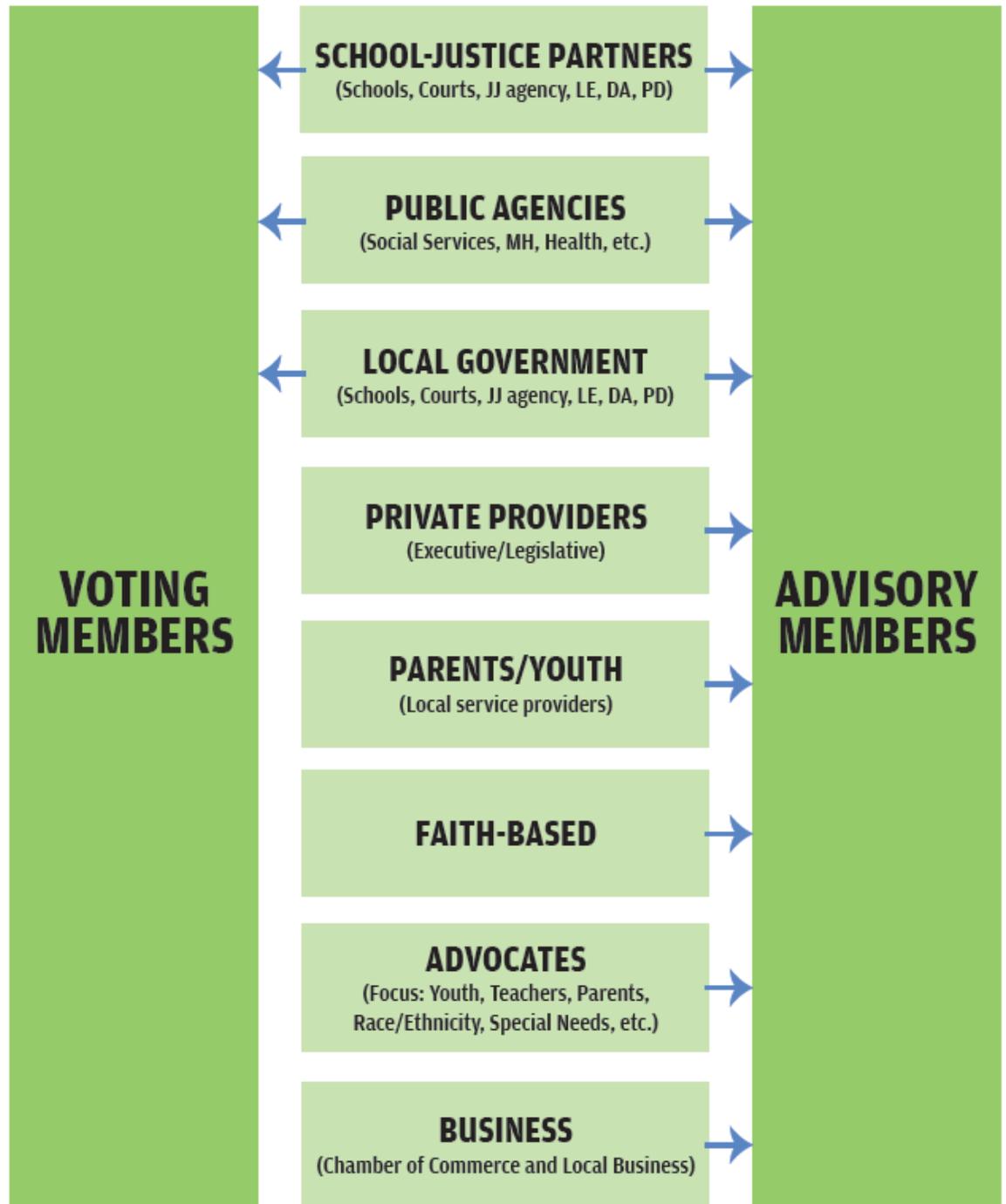
# UNIFIED STAKEHOLDERS APPROACH

**RULE ONE:** School-Justice Partners responsible for school, law enforcement, and court decision-making are mandatory voting members;

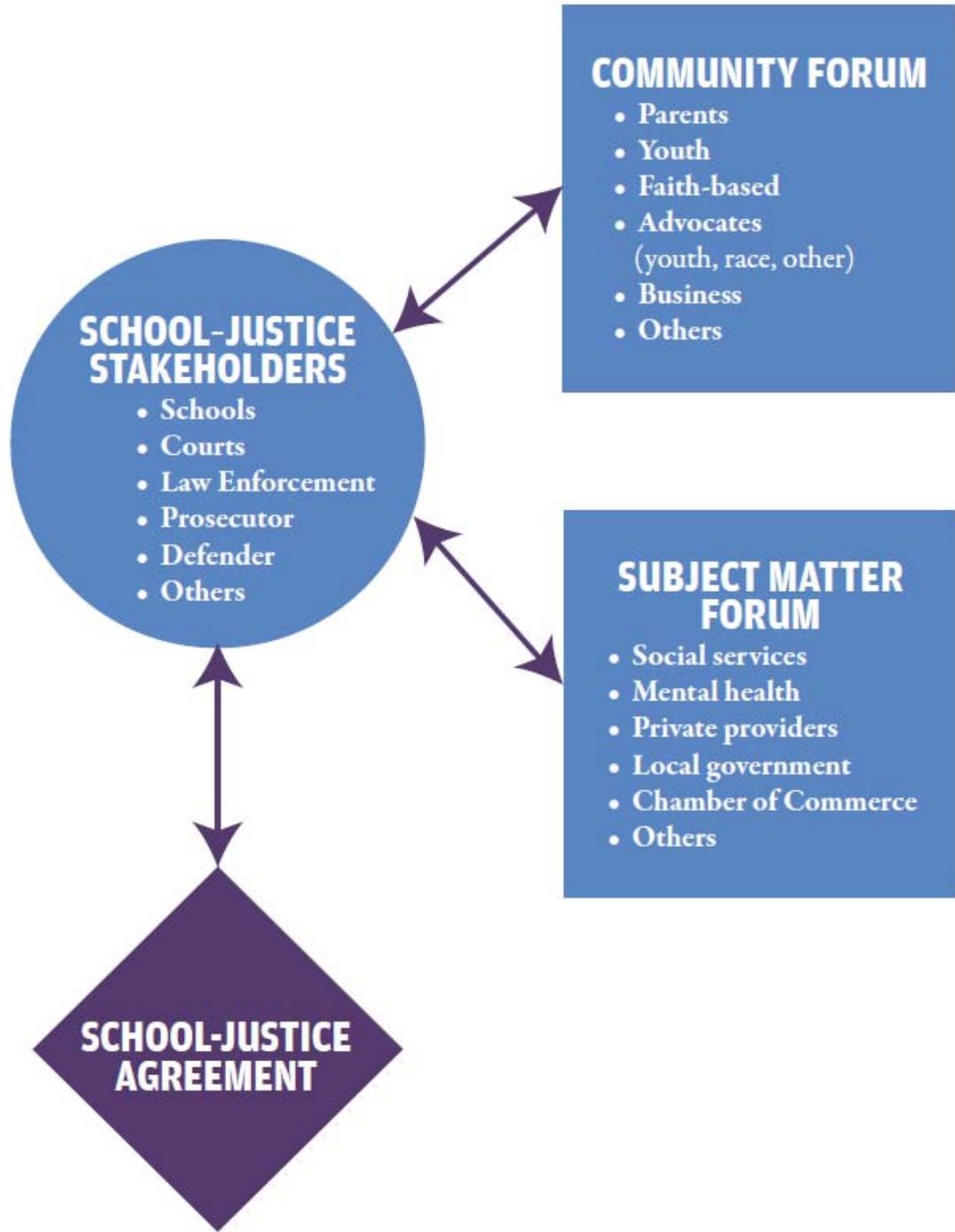
**RULE TWO:** May include those providing financial or in-kind support with voting authority;

**RULE THREE:** All others are advisory members; and

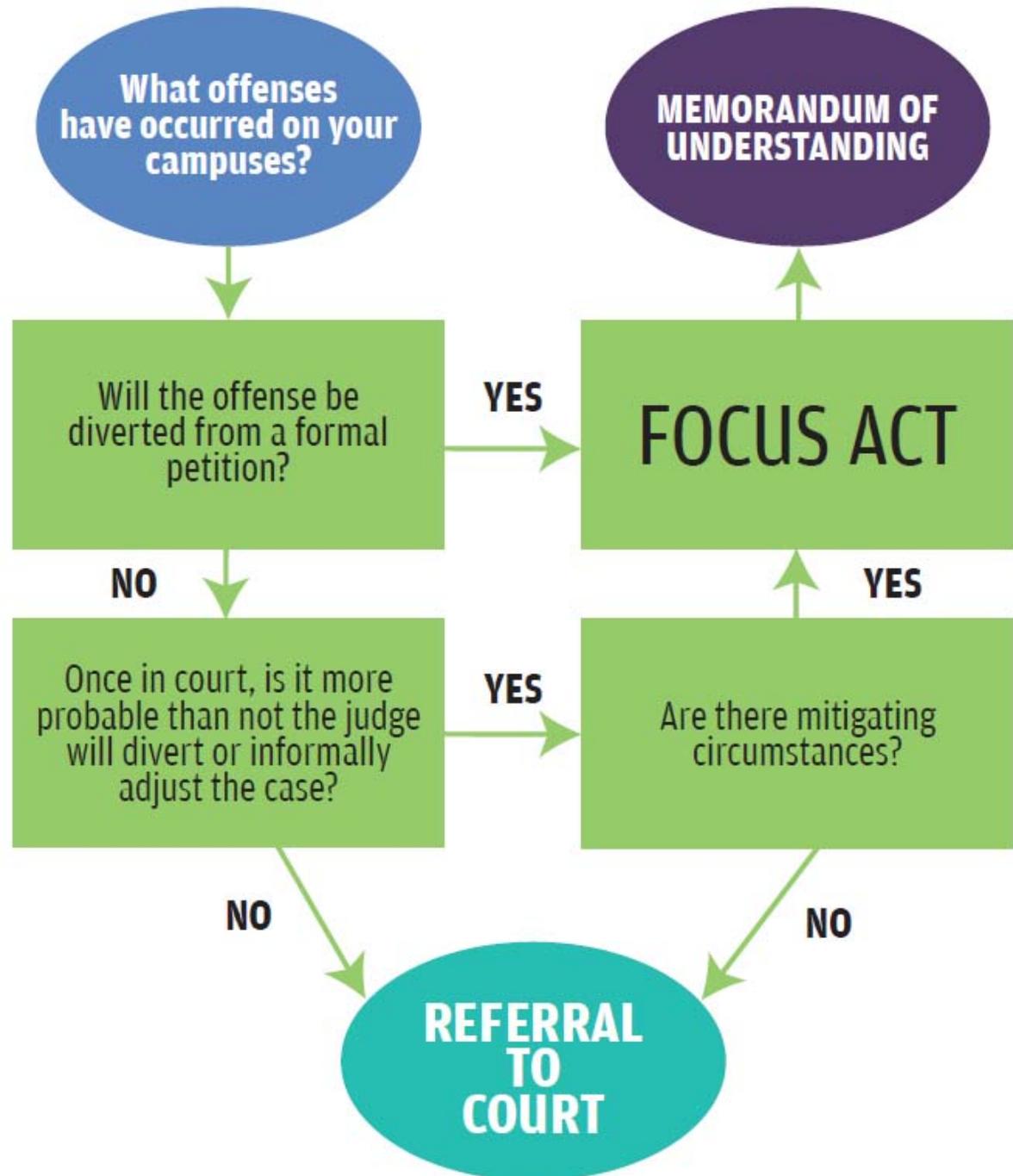
**RULE FOUR:** School-Justice voting members may veto decisions contrary to regulations or the law (unless subsequently changed by the proper authority).



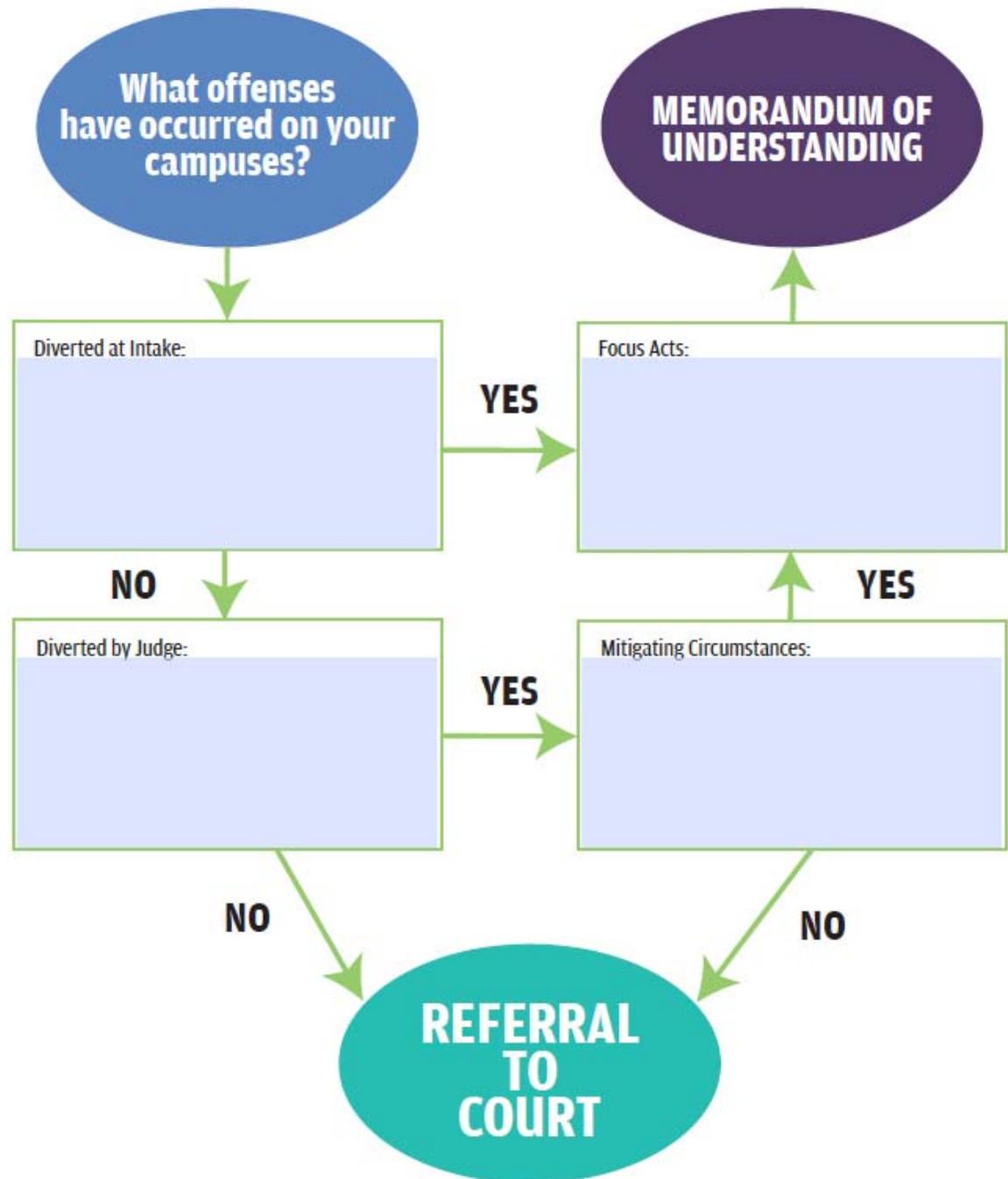
# BIFURCATED STAKEHOLDER GROUP



# FOCUS ACT DECISION TREE

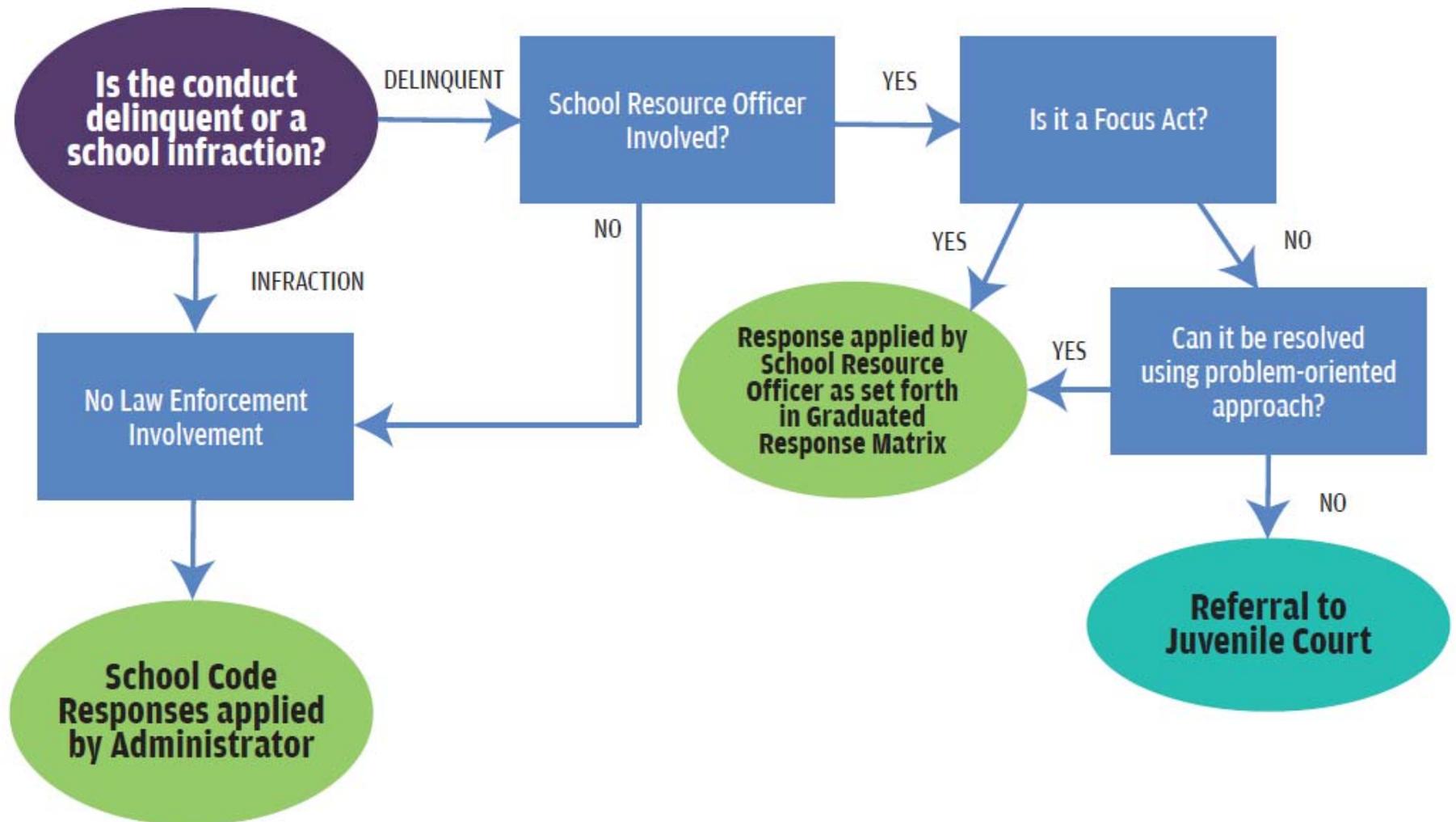


# FOCUS ACT DECISION TREE WORKSHEET



# ROLE CONFLICT AVOIDANCE DECISION TREE

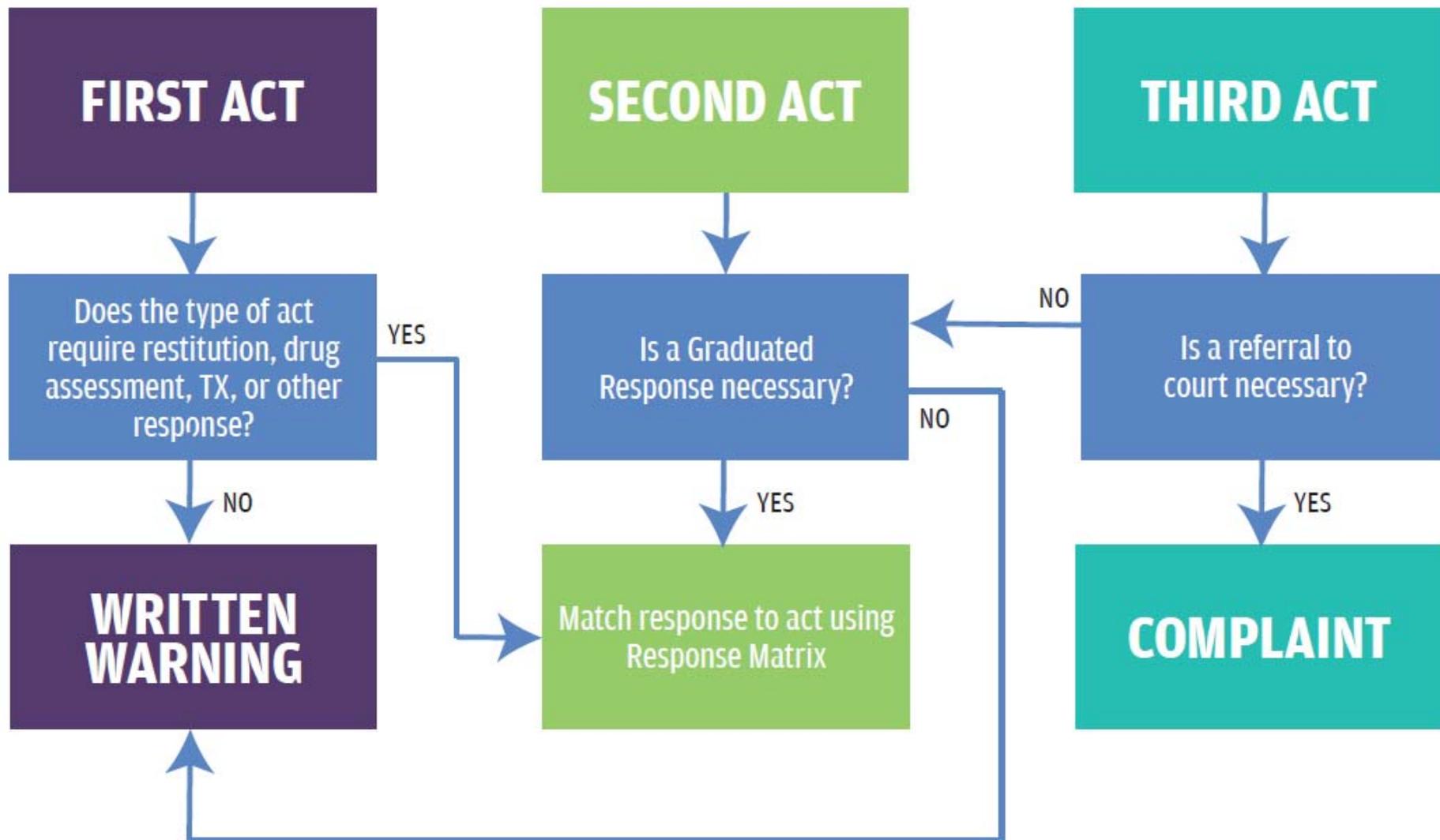
This decision tree is designed to aid school-justice partnerships with developing written guidelines that clearly distinguish the role of school police and school administrators to avoid role conflict that results in the unintended criminalizing of school rules. This process also aids in developing least restrictive responses when the infraction is delinquent in nature. As suggested in this process, SRO's should be given discretion at every decision point to resolve delinquent acts using a problem-solving model if possible.



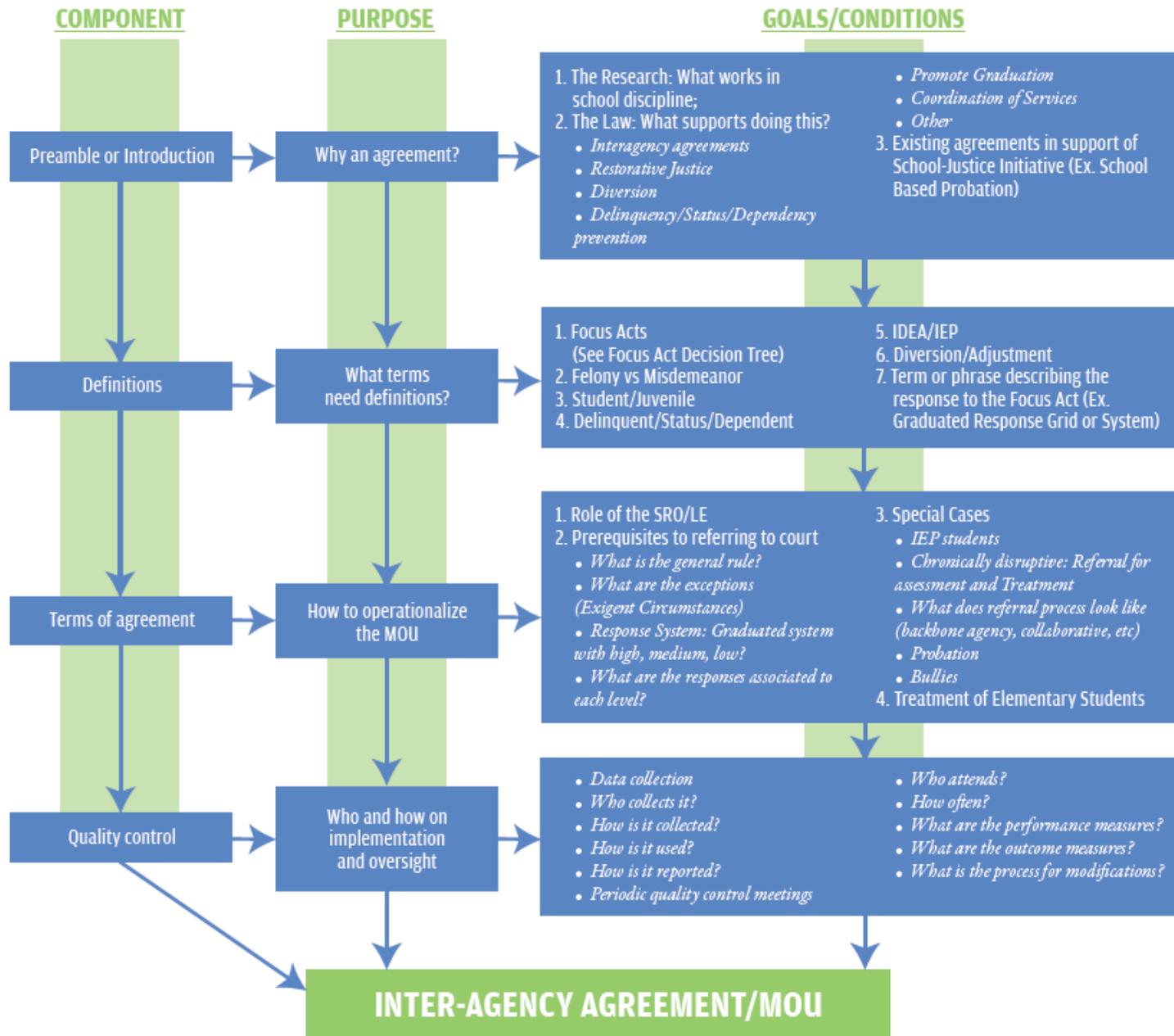


# GRADUATED RESPONSE DECISION TREE

Best practice requires that a response process engage the decision-maker at every decision point to ask what response can be narrowly tailored (least restrictive) to achieve the desired outcome (modify behavior)



# SCHOOL-JUSTICE AGREEMENT DECISION TREE



# ACTION STEP ONE: STAKEHOLDER GROUP

**GOAL:** Who will decide the terms of the agreement, how will we gather input from interested stakeholders, and what will we call this group?

STEPS	WHO	DEADLINE
1. Identify the stakeholder approach (Who votes v. who advises).		
2. Identify Common Agenda (Mission: Keeping Kids in School, Out of Court, and...).		
3. Identify the stakeholders and their roles according to the approach (This may include those providing a supporting role e.g. assist convener, identify meeting place and time, etc.).		
4. Create a name for the group.		
5. Identify the convener(s).		
6. Identify the facilitator.		

# ACTION STEP TWO: FOCUS ACTS

**GOAL:** What school related offenses are we not going to refer to the court?

STEPS	WHO	DEADLINE
1. Identify school related offenses for alternatives to arrest/referral using the Focus Act Decision Tree.		
2. Exceptions, if any, that do not swallow the rule.		
3. Develop clear guidelines defining the role of police on campus using the Role Conflict Avoidance Decision-Tree.		

# ACTION STEP THREE: IDENTIFY RESPONSES

**GOAL:** What accountability measures do we have or can acquire in response to the Focus Acts?

STEPS	WHO	DEADLINE
1. Develop list of responses to the Focus Acts using the Focus Act Response Matrix.		

# ACTION STEP FOUR: GRADUATED RESPONSES

**GOAL:** When do we refer a student to the court?

STEPS	WHO	DEADLINE
1. Using the Graduated Response Decision Tree as a guide, develop a Graduated Response Matrix.		

# ACTION STEP FIVE: QUALITY CONTROL

**GOAL:** How are we going to monitor intake of referrals for MOU compliance and to measure performance and outcomes?

STEPS	WHO	DEADLINE
1. What performance and outcomes will be measured?		
2. What data will be collected?		
3. Who collects the data and measures performance and outcomes?		
4. Who provides oversight to ensure daily compliance?		
5. How often will group review status of protocol?		
6. Who provides training and how often?		

# ACTION STEP SIX: INTERAGENCY AGREEMENT

**GOAL:** How and when will we memorialize our decisions for operational compliance and sustainability?

STEPS	WHO	DEADLINE
1. Who will draft the MOU for circulation?		
2. What is the date for execution?		
3. How will the MOU be marketed?		

# ACTION STEP SEVEN: BRIDGING (POST-AGREEMENT WORK)

**GOAL:** How will we respond to students nonresponsive traditional responses and require clinical type or other involved services?

STEPS	WHO	DEADLINE
1. Develop direct referral system to other agencies.		
2. Create Single Point of Entry.		
3. Identify funding streams.		
4. Develop Independent Backbone Agency (optional).		

# ACTION STEP EIGHT: COLLECTIVE IMPACT SYSTEM

**GOAL:** How will we create an independent backbone agency of public and private stakeholders to support the school system?

STEPS	WHO	DEADLINE
1. Identify Board of Directors.		
2. Draft by-laws and mission/vision.		
3. Identify funding streams.		
4. Create operational staffing.		
5. Develop plan to “bridge” school and providers.		

# QUESTIONS & ANSWERS

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Thank you for joining us today!

For more information please visit  
[www.schooljusticepartnership.org](http://www.schooljusticepartnership.org)

