

**Report of the Prince George's County Juvenile Court and
School Safety Workgroup**

January 21, 2015

Chair:

Theresa Grant, Department of Family Services

*Chapter 439, 2014 Laws of Maryland (HB 1035)
MSAR 10062*

Table of Contents

Introduction.....	3
Background - State and County School Discipline Reform Efforts	3
Additional Relevant Considerations	5
Reduction in School-based Arrests.....	9
Conclusion	10
Appendix 1.....	11
Appendix 2.....	14
Appendix 3.....	29

Introduction

Chapter 677, 2013 Laws of Maryland (HB 1338) established the Prince George's County Juvenile Court and School Safety Workgroup. A report of that workgroup was submitted to Prince George's County Delegation in December 2013.

Chapter 439, 2014 Laws of Maryland (HB 1035)¹ continued the legislative authorization of the existing workgroup, modifying its membership and further charging that it develop recommendations on other relevant issues determined by the workgroup to warrant further review, study, or change. Theresa Grant, Acting Director, Prince George's County Department of Family Services, and Ann Wagner-Stewart, Deputy State's Attorney, co-chaired the workgroup.²

The workgroup reconvened in June 2014, focusing its efforts through December 2014 on the refinement and finalization of the draft Collaborative Action Plan developed during its 2013 meetings and reviewing outstanding issues and concerns regarding the feasibility of a pre-arrest youth diversion mechanism in Prince George's County. The agreed purpose of the contemplated plan is to establish a school-level diversion mechanism in Prince George's County Schools for certain minor youth misbehavior that is currently subject to arrest and referral to DJS and the juvenile court.

At the time this report was submitted, workgroup members identified as plan signatories have not reached a final agreement with respect to the terms of the current draft diversion plan.³ However, the workgroup has played a key role in bringing partners and stakeholders together. It fostered new and existing relationships, evaluated progress in existing initiatives, and highlighted the importance of diverting youth from the juvenile justice system.

The workgroup met six times between June and December 2014.

Background - State and County School Discipline Reform Efforts

The work of this workgroup, which focused specifically on law enforcement response to student misbehavior, coincided with broader Statewide school discipline reform efforts that focused in part on a reduction of out of home suspensions and other administrative disciplinary responses.⁴ Prince George's County Schools released a comprehensive Student Rights & Responsibilities Handbook at the start of the 2013-2014 school year in response to school discipline regulations

¹ See Appendix 1.

² Ann Wagner-Stewart was appointed as a judge of the District Court for Prince George's County in August, 2014, and announced her departure as co-chair in September.

³ See Appendix 2.

⁴ See *The Maryland Guidelines for a State Code of Discipline*, July 22, 2014. The reform contemplates school-based arrests and referrals to the juvenile justice system by requiring local school systems to report data on these arrests and referrals beginning with the 2015-2016 school year. MD. CODE REGS. 13A.08.01.12(F).

proposed at the time by the Maryland State Board of Education. The Handbook aligned with the proposal, which aimed to shift the focus of school discipline Statewide, moving uniformly away from “zero-tolerance” disciplinary practices. It contemplated a variety of responses to school-based misbehaviors, including law enforcement and school security responses.

In January 2014 the Maryland State Board of Education finalized the revised regulations,⁵ which require local school boards, among other things, to adopt school discipline policies that adhere to enumerated requirements:

The policies and regulations at a minimum shall: (1) Reflect a discipline philosophy based on the goals of fostering, teaching, and acknowledging positive behavior; (2) Be designed to keep students connected to school so that they may graduate college and career ready; (3) Describe the conduct that may lead to in-school and out-of-school suspension or expulsion; (4) Allow for discretion in imposing discipline; (5) Address the ways the educational and counseling needs of suspended students will be met; and (6) Explain why and how long-term suspensions or expulsions are last-resort options.⁶

Prince George’s County Schools published an updated Student Rights and Responsibilities Handbook for the 2014-15 school year. The County conducted extensive training for school personnel on the behavioral response mechanisms prescribed by the Handbook and the available school-based behavioral intervention resources it outlines. Notably, the 2014-2015 Student Rights & Responsibilities Handbook restricts law enforcement responses and juvenile justice system involvement for student misbehavior:

Reporting a student to law enforcement or to the juvenile justice system. Schools must only refer a student to law enforcement when the immediate safety of the student and/or other school community members is threatened. This generally occurs in only the most serious and extreme acts of criminal activity. Parents/guardians must be immediately contacted.⁷

⁵ See MD. CODE REGS. 13A.08.01, regulations .11, 12,.15, and .21.

⁶ MD. CODE REGS. 13A.08.01.11(A).

⁷ 2014-2015 Student Rights & Responsibilities Handbook, p. 20. This standard implements the regulatory requirement that “[s]chool officials . . . promptly report to the responsible law enforcement agencies all delinquent acts coming to their attention whether occurring on or away from the school premises which involve students attending the particular school,” MD. CODE REGS. 13A.08.01.15A, but that “[d]elinquent acts do not include

Given the additional and potentially conflicting graduated behavioral responses,⁸ standards for referral to law enforcement, and associated duties prescribed by the proposed Collaborative Action Plan, it is clear that school policy and Plan reconciliation and training and cross-training for school administrators, implementing staff, students and parents would be necessary to successful implementation of a harmonious diversion Plan in light of the existing reform efforts. Staff who are responsible for implementing behavioral responses in the county's Student Rights & Responsibilities Handbook must understand how to simultaneously and uniformly implement the behavior response procedures proposed by the draft Plan.

Additional Relevant Considerations

In accordance with the legislative mandate, the workgroup identified and considered the following issues in refining and working toward agreeing to and implementing a collaborative plan to divert youth from formal arrest and juvenile court action.

All of the workgroup members and other collaborators agree to the importance of avoiding youth referrals to DJS and the juvenile court for certain school-based misbehavior. However, prospective Collaborative Action Plan signatories and stakeholders must unanimously agree to the terms of a diversion plan to move forward with necessary training and implementation strategies in light of some concerns raised during workgroup discussions.

Stakeholder and community implementation, training and buy-in

One identified consideration is the need for community understanding and buy-in. Currently, the Department of Juvenile Services considers all complaints from law enforcement, school personnel and private citizens. The majority of referrals to DJS in each county consist of referrals from law enforcement. The Department's intake function reduces referrals to juvenile courts by serving as a post-arrest, pre-adjudication diversion mechanism. The proposed collaborative plan would modify this process by creating a new *pre-arrest* diversion mechanism for certain limited school-based offenses that is specific to Prince George's County, carried out by school personnel (including Prince George's County Schools Department of Security Services personnel) and law enforcement (including County police officers designated as School Resource Officers). It would therefore add an additional layer of diversion from the juvenile justice system unique to Prince George's County, which would have to be implemented simultaneously with the procedures and responses outlined in the Prince George's County Schools Student Rights & Responsibilities Handbook.

conduct which has been traditionally treated as a matter of discipline to be handled administratively by the particular school. . .” MD. CODE REGS. 13A.08.01.15B.

⁸ See, e.g., 2014-2015 Student Rights & Responsibilities Handbook. at p. 25 (establishing graduated responses for offenses involving alcohol, controlled dangerous substances, and tobacco).

The workgroup discussed DJS's role in considering citizen complaints in the event parents and guardians of student victims or offenders elect to bypass a diversion mechanism employed at the school level. Workgroup members agreed that parents and guardians of youth who become subject to the plan as drafted must understand and agree to the diversion process. Parents refusing to participate in pre-DJS diversion may lack sufficient information to file a complaint with DJS. DJS advises that processing complaints from parents and guardians instead of police could pose practical difficulties, including providing proper identification of suspected offenders and other offense-specific details, which would have to be reported by parents, guardians, and potentially other non-law enforcement individuals. Nevertheless, the workgroup members agreed that citizen complaints to DJS may increase if the draft plan were implemented, and that this would be an important post-implementation statistic to monitor as an indicator of community support. The members agreed that preliminary community outreach is key to successful implementation of the initiative.

Prince George's County Schools has identified an available resource for the community outreach and education component of implementation, should the members agree to the terms of the plan as drafted.⁹ The workgroup members considered the need for a mechanism to deliver information to offenders and victims that would serve to educate them and potentially increase youth and family buy-in to the pre-DJS diversion process. All of the pre-arrest decision makers would have a role in understanding and educating youth and families of the components of the plan.

Although a majority of school-based incidents that would qualify for diversion under the terms of the plan as drafted are handed by School Security Services, school administrators, and law enforcement personnel, all of these stakeholders would be required to jointly develop and utilize a mechanism to track youth offenses for the purpose of carrying out their respective responsibilities under the terms of the plan. Because the draft plan extends diversion eligibility to youth involved in eligible offenses in select locations off school grounds,¹⁰ County law enforcement personnel beyond those designated as School Resource Officers would also be responsible for carrying out the provisions of the agreement as drafted. This is a critical component of implementation, as the workgroup members agreed that consistency in implementation is of paramount importance. Therefore, training would be required of all county law enforcement, School Security Services personnel, and school administrators to realize the intended uniform application of the draft Plan to eligible behavior. The workgroup continued discussions on the need for a shared local data management tool for plan implementers to have

⁹ At the time this report was submitted, a revised draft plan (MOU) had not been signed.

¹⁰ "An 'eligible school-based offense' can occur while traveling on the bus to or from school and/or during regularly scheduled school hours, as well as at such other times and places, including, but not necessarily limited to, school-sponsored events, field trips, and athletic functions, where appropriate public school administrators have authority over students or the behavior has a direct effect on the order and general welfare of the school." Draft Collaborative Action Plan, section II. B.

ready access to information during behavioral incidents to determine whether the offense is a first, second, or subsequent school-based, offense and the status of any prior diversion referrals.

The Department of Family Services (DFS) noted the potential for additional costs involved in taking this consideration into account in administering and monitoring diversion referrals given the breadth of the plan and the anticipated volume of referrals. DFS has been working internally to prepare and align necessary resources to administer the assessment and referral function, but no consensus was reached as to the Department's capacity to handle the expected volume of referrals given the available data.

Eligibility

Some members and participants expressed concern during workgroup discussions regarding the application of the contemplated diversion mechanism to youth already involved with or under the supervision of DJS or the juvenile court, particularly for serious offenses. While an ineligibility component to the diversion mechanism was proposed, a strategy for implementation of that component was not identified.¹¹

Another identified consideration is the proper handling of youth with Individualized Education Plans (IEPs), particularly when any misconduct may be a manifestation of the youth's disability. The workgroup members discussed potential conflict in the handling of this behavior under the terms of the contemplated action plan and individual youth IEPs. The members agreed that the educational component of behavioral programming must remain separate from the diversion component.

Restitution

The draft action plan does not contemplate uniform procedures for the pursuit and enforcement of restitution for victims.

The Student Rights & Responsibilities Handbook implements State regulations that confer the responsibility of principals to require up to \$2,500 in restitution, financial or otherwise, for the destruction or damaging of school or personal property when an offender is not referred to DJS.¹² Under the terms of the proposed plan, restitution for school-based diversion offenses would be handled either privately by the offender and victim, facilitated by a diversion resource to which an offender is referred, or by the principal within his or her authority. Case by case coordination among involved entities would be required in this effort if a new diversion mechanism were established.

¹¹ Under the terms of the proposed plan, implementing school and law enforcement personnel would have to know immediately whether a misbehaving student is under the supervision of DJS for an adjudicated felony offense at the time of the school-based misbehavior, which would disqualify the student from diversion eligibility. This information is protected by strict statutory confidentiality requirements.

¹² See MD. CODE REGS. 13A.08.01.11(D).

Victims of diversion-eligible offenses may be required to file a complaint with DJS to pursue informal pre-court or formal court options to enforce claims to restitution. The workgroup participants considered the role of the Department of Family Services, alone or in conjunction with the selected diversion program, in handling claims for restitution; however, there was no consensus as to the Department's ability to administer or coordinate the restitution function. The group identified few available remedies should restitution be unsuccessfully handled during the period of diversion, and determined that the juvenile court or DJS may ultimately need to be involved.

Diversions Resources

As noted above, school-based arrests are referred to DJS intake for pre-adjudication diversion services. Among the diversion programs currently utilized are the Neighborhood Youth Panel, Community Public Awareness Council (C-PAC), Community Conferencing, and Teen Court. Additionally, DJS continues to divert youth via the Children in Need of Supervision (CINS) initiative.¹³ Prince George's County Schools has also utilized school-based structured mediation as a diversion tool. The Department of Family Services (DFS), under the terms of the plan as drafted, is the identified administrator of the proposed assessment and referral mechanism following receipt of referrals for eligible offenses from school administrators and law enforcement. DFS would receive all complaints of alleged eligible school-based offenses before any arrest and refer the offender to an appropriate diversion resource¹⁴ to address each offender's need, avoiding the post-arrest diversionary role of DJS for these identified offenses.

National Council of Juvenile and Family Court Judges involvement

Workgroup strategy and implementation discussions to date included a site visit by representatives of the National Council of Juvenile and Family Court Judges (NCJFCJ), which was coordinated and facilitated by the Prince George's County Circuit Court. NCJFCJ selected Prince George's County as one of 16 sites for technical assistance including a review and discussion of strategic planning considerations following the release of its 2014 school-based diversion practice guide.¹⁵ The guide "is intended to provide the Multi-System Collaborative in

¹³ The Prince George's County Department of Family Services, as of June 2014, facilitated diversion programming for more than 100 CINS participants, with funding provided for up to 75 participants (see Appendix 3). The Department is funded to serve 125 CINS participants in FY2015 and year to date has served 70. Nearly 300 providers in the County have been identified and vetted by DFS for CINS participants.

¹⁴ DFS notes that a number of additional county resources exist for family and youth not limited to those mentioned above. While nearly 300 County providers have been vetted by DFS, there are others not known to DFS. DFS is represented on the Commission for Children, Youth, and Families, which serves as the LMB. The role of the LMB includes conducting community needs assessments, program planning, and program implementation and monitoring. The Commission also tracks County trends on various child well-being indicators.

¹⁵ Deal, T., Ely, C., Hall, M., Marsh, S., Schiller, W., & Yelderian, L. (2014). *School Pathways to the Juvenile Justice System Project: A Practice Guide*. Reno, NV: National Council of Juvenile and Family Court Judges.

each of demonstration sites with thorough and thoughtful guidance on implementing judicially led collaborations to address ‘school pathways to the juvenile justice system.’”¹⁶

Selected sites were assigned to a Site Facilitator team recruited by the NCJFCJ due to their knowledge of school-court issues and/or experience with team facilitation and strategic planning. One purpose of the site visit was to work with members of this workgroup and additional stakeholders to help identify problematic issues with school referrals to the juvenile court system, to facilitate strategic planning to address those issues, and to promote a collaborative agreement.

Key stakeholders and participants participated in the site visit, during which many of the workgroup participants’ concerns were discussed at length. A report by the Site Facilitator team is forthcoming.

Reduction in School-based Arrests

The Department of Security Services for Prince George’s County Public Schools has reported a continued reduction in school-based incidents and arrests in schools where its staff are located since the 2012-13 school year. The reductions below have coincided with the work of this workgroup:

<i>School year</i>	<i>Criminal incidents on school grounds</i>	<i>Arrests resulting from those incidents</i>	<i>Rate of arrests per incident</i>
2012-13	1,584	989	1 arrest for every 1.6 incidents
2013-14	1,558	607	1 arrest for every 2.6 incidents
2014-15 (YTD) ¹⁷	529 (YTD) ¹⁸	208 (YTD) ¹⁹	1 arrest for every 2.5 incidents (YTD)

A number of youth continue to be referred to DJS for resolution as part of an existing PGCPD-DJS diversion collaboration.²⁰ All youth involved in school-based incidents (delinquent in nature or otherwise) are also subject to school-based administrative action in accordance with the Student Rights and Responsibilities Handbook, which can include mediation and conflict resolution in lieu of or in addition to arrest and referral to DJS.

¹⁶ *Id.* at 2.

¹⁷ As of December 12, 2014.

¹⁸ There were 769 incidents at the same time during the 2013-14 school year.

¹⁹ There were 290 arrests at the same time during the 2013-14 school year.

²⁰ The JOINS program, a successful law enforcement diversion program in Baltimore County, also involves DJS intake staff as a “hub” for its diversion referrals.

The Security Services office continues its collaboration with school administrators to resolve certain disputes prior to referring to DJS in schools where its staff are present. After each dispute, security staff are required to ensure that all involved parties attempt to participate in a conflict resolution session performed by school-based administration, pupil personnel workers or staff mediation specialists. School Security Services continues to employ a collaborative approach in its aim to reduce school-based incidents and arrests, including maintaining partnerships with stakeholders including police, DJS, the State's Attorney's Office, the Department of Family Services, and community groups.

Although the County has seen a limited reduction in school-based incidents and arrests, the workgroup members agreed that subjectivity still exists in school-based disciplinary responses, causing disparate disciplinary responses among County students.

Conclusion

Since beginning its commission in June 2013, the Prince George's County Juvenile Court and School Safety Workgroup members and other stakeholders have made great strides in fostering collaboration and a continuing reduction in arrests for school-based youth transgressions.

At the time of this report, the workgroup's collaborative plan is in draft form. The workgroup agreed to meet in early 2015 to further refine and pilot a diversion mechanism in select County schools.

Appendix 1

MARTIN O'MALLEY, Governor

Ch. 439

Chapter 439

(House Bill 1035)

AN ACT concerning

**Prince George's County Juvenile Court and School Safety Workgroup –
~~Continuation, Membership, Membership~~ and Duties**

PG 305-14

FOR the purpose of altering the membership and duties of the Prince George's County Juvenile Court and School Safety Workgroup; requiring the Workgroup to report its findings and recommendations to the Prince George's County Delegation on or before a certain date; ~~extending the termination date of the Workgroup;~~ and generally relating to the Prince George's County Juvenile Court and School Safety Workgroup.

BY repealing and reenacting, with amendments,
Chapter 677 of the Acts of the General Assembly of 2013
Section 1(b), (f), and (g) ~~and 2~~

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That the Laws of Maryland read as follows:

Chapter 677 of the Acts of 2013

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That:

(b) The Workgroup consists of the following members:

(1) the Chair of the Prince George's County Delegation to the House of Delegates, or the Chair's designee;

(2) the Chair of the Prince George's County Delegation to the Senate, or the Chair's designee;

(3) the Chair of the Prince George's County Council, or the Chair's designee;

(4) a representative from the Prince George's County Police Department, appointed by the Prince George's County Chief of Police;

(5) a representative from Prince George's County Public Schools, appointed by the Superintendent of Prince George's County Public Schools;

(6) a representative from the Prince George's County Office of the Sheriff, appointed by the Sheriff of Prince George's County;

(7) a representative from the Department of Juvenile Services appointed to the Prince George's County region, appointed by the Secretary of Juvenile Services;

(8) a representative from the Office of the Public Defender serving District 5 who works in the Juvenile Protection Division, appointed by the District Public Defender;

(9) a representative from the Office of the State's Attorney for Prince George's County who works in the Juvenile Division, appointed by the Prince George's County State's Attorney;

(10) a member of the Prince George's County School Board, appointed by the chair of the School Board;

(11) a school psychologist working in Prince George's County, appointed by the President of the Maryland School Psychologists' Association;

(12) the Director of Security Services for Prince George's County Public Schools; and

(13) [the following] TWO members appointed by the Prince George's County Executive[:

(i) a representative from the Commission for Children, Youth and Families (Local Management Board); and

(ii) a representative of the Prince George's County Department of Family Services].

(f) The Workgroup shall:

(1) review and analyze school arrest and referral data collected by the Department of Juvenile Services and the Prince George's County school system and based on that data, identify the most common offenses for which students are arrested and referred to juvenile court;

(2) recommend interagency policies to reduce the number of school-based arrests and referrals for certain misdemeanor offenses to the Department of Juvenile Services and the juvenile court by diverting more youth to

school- and community-based programs, with the goal to decrease the overrepresentation of African American youth in the juvenile justice system;

(3) recommend strategies to utilize more fully current resources and expand school- and community-based support services for youth who exhibit behavior problems in school;

(4) recommend a criteria-based, decision making process for referring students to school- or community-based programs and services instead of to the juvenile justice system for misdemeanor-type delinquent acts involving offenses identified by the Workgroup;

(5) recommend criteria for diversion programs developed for juveniles who have been charged with less serious delinquent acts and who the juvenile court believe would benefit from community alternatives in lieu of probation or commitment to the Department of Juvenile Services;

(6) [hold at least two public meetings before October 1, 2013, during which the Workgroup seeks testimony from the public and juvenile advocacy groups] **DEVELOP RECOMMENDATIONS ON OTHER RELEVANT ISSUES DETERMINED BY THE WORKGROUP TO WARRANT FURTHER REVIEW, STUDY, OR CHANGE;** and

(7) develop a Collaborative Action Plan to reduce the number of school-based arrests and referrals to the juvenile court.

(g) On or before December 15, [2013] 2014, the Workgroup shall report its findings, action plan, and recommendations to the Prince George's County Delegation.

~~SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect June 1, 2013. It shall remain effective for a period of [1 year] 2 YEARS and 7 months and, at the end of December 31, [2014] 2015, with no further action required by the General Assembly, this Act shall be abrogated and of no further force and effect.~~

SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect October 1, 2014.

Approved by the Governor, May 5, 2014.

Appendix 2

PRINCE GEORGE'S COUNTY JUVENILE COURT & SCHOOL SAFETY WORKGROUP - COLLABORATIVE ACTION PLAN (DRAFT)

This Action Plan is entered into between the Prince George's County Public Schools ("PGCPS"), Prince George's County Government, Prince George's County Council, and Prince George's County Office of the State's Attorney (collectively referred to as "the Partners") for the purposes of reducing the number of school-based arrests and referrals to the juvenile court.

The Partners agree that students can be held accountable for certain school-based misbehavior without arrest or referral to the juvenile justice system. They agree that students should be given consequences for misbehavior and be taught appropriate conduct and, furthermore, that there are often more appropriate, effective and constructive consequences than arrest and/or referral to the juvenile justice system for certain minor misdemeanor offenses. This Action Plan delineates these offenses, defined in this document as "eligible school-based offenses," to be handled by PGCPS, in conjunction with other Partners, without arrest or referral to DJS- Metro or the Court.

National research shows that decisions to remove a student from school grounds, the arrest of a student, the filing of a delinquent complaint against a student, and the confinement of a student in a juvenile detention center pending his/her court date may not result in improved student behavior or educational outcomes. Hence, the Partners agree that certain behavior, defined below, can be appropriately and effectively responded to at the school level without arrest and/or referral to the juvenile justice system.

I. PURPOSE OF THE ACTION PLAN

In order to further the school district's progress in maintaining positive school climates and safe schools, the juvenile justice system's commitment to providing effective intervention and services to youth, and the County's long-term economic and workforce development goal of a well-educated and well-prepared workforce of County residents, this Action plan seeks to achieve the following goals:

- A. Reduce the number of school-based arrests and referrals for certain misdemeanor offenses to the Department of Juvenile Services and the juvenile court by:
 1. Diverting more youth to school and/or community-based programs, with the goal to decrease the overrepresentation of youth of color in the juvenile justice system; and
 2. Involving parents, legal guardians, custodians and other members of youth's support networks in the process of diverting youth to school and/or community-based programs.

- B. More fully utilize current resources and expand community and school-based support services for youth who exhibit inappropriate behavior in school; and
- C. Create a criteria-based decision-making process for referring students to school or community-based programs and services instead of the juvenile justice system.

The Partners agree the activities outlined in this Action Plan should achieve these goals and that an Action Plan delineating the options of those involved in responding to “eligible school-based offenses” will promote the best interests of the alleged victim(s), the student, the school system, law enforcement and the larger community.

The Partners agree that the procedures of this Action Plan are a collaborative effort among the Partners named herein. Furthermore, the Partners agree that the Plan is intended to ensure consistent, fair and instructive handling of students accused of committing eligible school-based offenses, while allowing each student’s case to be addressed on an individual basis, so that the various factors that affect the student can be taken into account.

This Action Plan also represents a strategy to reduce the overrepresentation of African-American youth, and other youth of color, who are involved in Prince George’s County’s juvenile justice system. As such, this Plan seeks to ensure that policies and practices of the Partners are appropriate and fair without discrimination based on students’ race, ethnicity, national origin, gender, sexual orientation, disability or religion.

II. DEFINITIONS

This Action Plan creates a graduated response for responding to certain student misbehavior at the school level. Specifically, it allows PGCPs Administration and School Security Personnel to refer students who are accused of certain eligible school-based offenses, defined below, to school or community-based programs, without first requiring an arrest or referral to the juvenile justice system. This Plan does not limit their discretion to refer students who are accused of other offenses not listed below.

As used in this Action Plan, the term:

- A. “Student” refers to an individual enrolled in the Prince George’s County Public School System. The terms “juvenile” and “youth” are used interchangeably with “student”.
- B. “Eligible school-based offenses” refer to violations of the Prince George’s County Public School System Student Rights and Responsibilities Handbook, which are also misdemeanor offenses under the Maryland Criminal Law Code. Eligible school-based offenses include:
 - 1. ***Mutual Affray (between students) (without injury)*** – (Related PGCPs Student Rights and Responsibilities Handbook violations include: Physical aggression with another student, Group fight causing material disruption to the school day; Md. Criminal Law Ann Code §3-203 Assault in the 2nd degree)

2. **Theft (less than \$1000)** – *(Related PGCPS Student Rights and Responsibilities Handbook violations include: Theft below \$500, Theft above \$500; Md. Criminal Law Ann Code § 7-104 Misdemeanor Theft)*
3. **Vandalism/Destruction of Property** – *(Related PGCPS Student Rights and Responsibilities Handbook violations include: Destruction of property valued below \$500, Destruction of property valued above \$500; Md. Criminal Law Ann Code § 6-301)*
4. **Use or possession of alcohol/tobacco/marijuana (less than 10 grams)** – *(Related PGCPS Student Rights and Responsibilities Handbook violations include: Alcohol – under the influence, use and possession, Tobacco use, Use/possession of illegal drugs or paraphernalia including imitation or prescription; Md. Criminal Law Ann Code §10–108 and §10–119 and §5-601)*
5. **Trespassing** - *(Related PGCPS Student Rights and Responsibilities Handbook violations include: Trespass; Md. Criminal Law Ann Code § 6-401 Trespass on Posted Property and Md. Educ. Ann Code §26-102)*
6. **Disturbing the peace and disorderly conduct** – *(Related PGCPS Student Rights and Responsibilities Handbook violations include: Inciting others to violence or disruption, Refusal or willful failure to respond to or carry out a reasonable request by authorized school personnel; Md. Criminal Law Ann. Code §10-201 and Md. Educ. Ann Code §26-101)*

An “eligible school-based offense” can occur while traveling to or from school, including while waiting at the bus stop, and/or during regularly scheduled school hours, as well as at such other times and places, including, but not necessarily limited to, school-sponsored events, field trips, and athletic functions where appropriate public school administrators have authority over students or the behavior has a direct effect on the order and general welfare of the school.

- C. A “PGCPS School Administrator” refers to the individuals employed by the PGCPS who are responsible for supporting teaching and learning by maintaining a safe and orderly environment, enforcing the Student Rights and Responsibilities Handbook and ensuring the fair, consistent and prompt resolution of concerns and infractions.
- D. A “School Resource Officer” or “SRO” is a specially selected and trained member of the Prince George’s County Police Department, or a local municipal police agency, who is assigned to a PGCPS school. These individuals partner with PGCPS Department of Security Services personnel, students, staff and visitors to provide a safe and orderly learning environment.
- E. “PGCPS School Security Personnel” refers to the individuals employed by PGCPS who are commissioned and certified police officers with powers of arrest. They are

responsible for investigating and prosecuting all criminal acts occurring on school grounds, assisting administrators with the enforcement of the Student Rights and Responsibilities Handbook and providing a security presence essential to maintaining a safe and orderly environment.

- E. “Warning Notice/Referral Form” is a document issued to a student and his/her parent/guardian as a formal citation for misbehavior that could be charged as a delinquent act. Warning Notice/Referral Form places a student on notice that s/he may be subject to more severe consequences upon the commission of another similar act and/or the unsuccessful completion of the assigned diversion program. More severe consequences include referral to a school or community-based diversion program or referral to DJS-Metro. (See Attachment A).
- G. “Community or School-based diversion program” means a program, which shall be designated as an alternative to arrests and referrals to DJS-Metro. The goal of the program shall be to: provide the student with education, treatment, and supportive services; offer appropriate consequences for delinquent behavior and acknowledge successful completion of the program; prevent future incidents and referrals to the juvenile justice system and involve students’ parents, guardians, custodians and/or other members of the students’ support network. The program shall have one or more of the following components: educational, workforce development, mental health, substance abuse, restorative justice, and/or restitution. Specific community and school-based diversion programs for each eligible school-based offense shall be identified, approved, and monitored by the Partners or their designees on, at a minimum, a quarterly basis. The joint committee shall evaluate the community and school-based diversion programs on criteria including, but not limited to, program and student outcomes and capacity. If a conflict of interest is identified during a review of community and school-based diversion programs, that Partner has the responsibility to leave for the duration of the discussion of that program.
- H. “J-1 Form” refers to the multi-use document to be utilized by PGCPs School Security Personnel for documenting eligible school-based offenses defined by Subsection II (B)(1-4) and the second and subsequent offenses for eligible school-based offenses defined by Subsection II (B)(5-6). Utilizing the J-1 form for documentation purposes does not constitute an arrest and/or referral to DJS-Metro or the Court. Only upon notification that the student failed to complete the assigned diversion program shall the J-1 be forwarded to the PGPD and DJS-Metro and a petition requested for the incident underlying the referral to the diversion program.
- I. “J-2 Form” refers to the short form document to be utilized by PGCPs School Security Personnel for documenting the first offense for eligible school-based offenses defined by Subsection II (B)(5-6). Utilizing the J-2 form for documentation purposes does not constitute an arrest and/or referral to DJS-Metro or the Court.
- J. “Parents/Guardians/Custodians right to file charges” means that parents/guardians have a right to request the filing of criminal charges in any matter in which their

child is a victim. A school official, PGCPs School Security Personnel and/or an SRO's decision to divert a youth to a community/school-based program does not exclude parents/guardians/custodians from filing complaints alleging delinquency. It is recommended that charges filed by parents for eligible school-based offenses should be adjudicated via Conflict Resolution.

III. TERMS OF ACTION PLAN

A. *Graduated Responses to Eligible School-Based Offenses*

Subject to the exceptional circumstances described in Subsection III (E), the Partners agree that students who have allegedly committed an eligible school-based offense shall not be arrested and/or referred to DJS-Metro unless the student has failed to complete the diversion program as instructed within the program's designated timeline and/or has committed a subsequent similar offense during the current school year.

Subject to the exceptional circumstances described in Subsection III (E), the Partners agree that the response to the alleged commission of these eligible school-based offenses by students should be determined by using a system of graduated sanctions, disciplinary methods, and/or educational programming before an arrest or a referral is made to DJS-Metro or the Court. The Partners agree that a student who is accused of committing an eligible school-based offense must receive a Warning Notice/Referral Form and referral to a community or school-based program prior to an arrest or referral to DJS-Metro.

Subject to the exceptional circumstances described in Subsection III (E), before PGCPs School Security Personnel or an SRO make an arrest and/or refer a student to DJS-Metro for an eligible school-based offense (defined in section II.B above), the School Security Personnel or SRO shall first receive documentation from PGCPs that the student previously received a Warning Notice/Referral Form and referral to a school or community-based diversion program. PGCPs and DFS will maintain records that identify referral dates and/or services offered in compliance with this Action Plan, and shall respond to an eligible school-based offense and fulfill the responsibilities of this Action Plan within a timeframe in accordance with PGCPs and DFS policy.

1. **First Offense.**

- a. **This section applies to eligible school-based offenses as defined by Subsection II (B)(1-4), which include: mutual affray without injury between students; theft less than \$1000; vandalism/destruction of property; and use or possession of alcohol/tobacco/marijuana (less than 10 grams):**

A student accused of committing an eligible school-based offense defined by Subsection II (B)(1-4) shall be referred to the Department of Family Services, by PGCPs, for the assignment of a mandatory community or school-based diversion program requiring student and parents/guardians/custodians

participation. The student shall receive a Warning Notice/Referral Form that informs the student and the parents/guardians/custodians that any additional similar eligible school-based offenses and/or failure to complete the program as instructed within the program's designated timeline will result in the filing of a complaint to DJS-Metro, by PGCPs, based on the incident underlying the referral to the diversion program (See Attachments A).

i. Referral to community or school-based diversion program

Upon the commission of an eligible school-based offense defined by Subsection II (B)(1-4), a student shall be referred to the Department of Family Services (DFS), by PGCPs, for the assignment of a mandatory community or school-based diversion program requiring student and parents/guardians/custodians participation. Upon the receipt of the referral, the DFS shall, with the student and their parents/guardians/custodians, assess the case at hand and the student's needs, identify an appropriate diversion program and provide the necessary linkage between the student and the assigned program.

To ensure sufficient compliance with this Action Plan, the DFS shall monitor the progress any student referred and assigned by DFS to a diversion program. The DFS will notify the designated PGCPs School Administrator and Security Personnel upon the successful completion of the assigned program or upon the student's failure to complete the program as instructed within the program's designated timeline.

ii. Documentation

The PGCPs School Security Personnel shall document an eligible school-based offense defined by Subsection II (B)(1-4) by utilizing a J-1 form. The J-1 form, and a copy of the Warning Notice/Referral form that is provided to the student and their parents/guardians/custodians, will remain on file for one year with PGCPs.

Pending the student's completion of the diversion program, the J-1 form and pending petition request and referral to DJS-Metro will be held by PGCPs School and Security Personnel; specifically, the "Petition Request" prompt shall remain unmarked. Upon confirmation from the DFS of the student's successful completion of the assigned diversion program, the PGCPs School Security Personnel shall void the J-1 form and pending petition request and referral to DJS-Metro.

Only upon notification from the DFS that the student failed to complete the assigned diversion program shall the PGCPs School and Security Personnel request a petition for the incident underlying the

referral to the diversion program and forward a copy of the form to the PGPD and DJS-Metro.

b. This section applies to eligible school-based offenses as defined by Subsection II (B)(5-6), which include: trespassing and disturbing the peace/disorderly conduct:

A student who is accused of committing an eligible school-based offense, defined by Subsection II (B)(5-6), for the first time shall receive a Warning/Referral Notice from a PGCPD School Administrator or Security Personnel stating that his or her behavior is in violation of the PGCPD Student Rights and Responsibilities Handbook and the Maryland Criminal Code. This notice shall inform the student and the parents/guardians/custodians that further similar conduct will result in a referral to attend a mandatory community or school-based diversion program (See Attachment A). The student shall also be informed that the form will be sent to the parents/guardians/custodians.

When given a Warning Notice/Referral Form, the student and a PGCPD School Administrator and/or Security Personnel should also engage in a discussion that provides specific instruction as to what the Warning Notice/Referral Form means and what the student can do to improve his/her behavior and redeem him/herself within the school community.

The PGCPD School Administrator and/or Security Personnel shall have the discretion to also utilize a classroom or administrative intervention as delineated in the Student Rights and Responsibilities Handbook.

i. Documentation

PGCPD School Security Personnel shall document an eligible school-based offense, defined by Subsection II (B)(5-6), by utilizing a J-2 form for the first offense. A copy of the J-2, and a copy of the Warning Notice/Referral form that is provided to the student and the parents/guardians/custodians, will remain on file with PGCPD for one year.

2. Second Offense.

a. This section applies to eligible school-based offenses as defined by Subsection II (B)(1-4), which include: mutual affray without injury between students; theft less than \$1000; vandalism/destruction of property; and use or possession of alcohol/tobacco/marijuana (less than 10grams):

A student who commits an eligible school-based offense, defined by Subsection II (B)(1-4), a second time during the same school year may be

referred to DJS-Metro by a PGCPs school administrator, PGCPs School Security Personnel, and/or an SRO by the filing of a complaint. The filing of a complaint does not require that a child be taken into custody. Before PGCPs School Security Personnel and/or an SRO make an arrest, the PGCPs School Security Personnel and/or SRO shall first receive documentation that the student previously received a Warning Notice and a subsequent referral to a school or community-based diversion program for a similar offense committed earlier in that school year.

- b. This section applies to eligible school-based offenses as defined by II(B)(5-6), which include: trespassing and disturbing the peace/disorderly conduct:**

A student accused of committing an eligible school-based offense defined by Subsection II (B)(5-6) for the second time in the same school year shall be referred to the Department of Family Services, by PGCPs, for the assignment of a mandatory community or school-based diversion program requiring student and parents/guardians/custodians participation. The PGCPs administrator and/or School Security Personnel shall follow the procedures defined in Subsections III (A)(1)(a) – III (A)(1)(a)(ii).

3. Third Offense.

- a. This section applies to eligible school-based offenses as defined by Subsection II (B)(1-6):**

A student who commits an eligible school-based offense defined by Subsection II (B)(1-6) a third or subsequent time during the same school year may be referred to DJS-Metro by PGCPs the filing of a complaint. The filing of a complaint does not require that a child be taken into custody. Before PGCPs School Security Personnel and/or an SRO make an arrest, the PGCPs School Security Personnel and/or SRO shall first receive documentation that the student previously received a Warning Notice and a subsequent referral to a school or community-based diversion program for a similar offense committed earlier in that school year.

B. Responsibility to Notify Parents/Guardians/Custodians

In response to all eligible school-based offenses, the PGCPs school administrator and/or School Security Personnel have the responsibility to promptly notify the student's parents/guardians/custodians and the victim or, if a minor, the victim's parents/guardians/custodians of the misbehavior.

The PGCPs school administrator and/or School Security Personnel shall solicit express recognition from the student's parents/guardians/custodians regarding the incident and the potential consequences of further misbehavior. As soon as is appropriate and possible,

the PGCPs School Administrator and/or Security Personnel shall, at a minimum, attempt to contact the parents/guardians/custodians via phone to inform them about the incident and shall mail the completed Warning/Referral Notice to the address on file, requesting its return with the parents/guardians/custodian's signature. It is recommended that the school administrator also hold a conference with the parents/guardians/custodians to further inform them about their child's behavior and engage them in the steps being taking to help the student improve their behavior.

As soon as is appropriate and possible, the PGCPs School Administrator and/or Security Personnel shall, at a minimum, also attempt to contact the victim or, if a minor, the victim's parents/guardians/custodians via phone to inform them about the incident, the steps being taken to address the incident, and the consequences if the student fails to comply with the requirements of the diversion program. The PGCPs School Administrator and/or Security Personnel shall also mail written notification to the address on file, requesting its return with the parents/guardians/custodian's signature.

C. Treatment of Elementary Aged Students

The Partners agree to make diligent efforts to prevent students of an elementary age from entering the juvenile justice system for "eligible school-based offenses" under this agreement, subject to the exceptional circumstances described in Subsection III (E).

Generally, elementary aged students do not possess the requisite knowledge of the nature and seriousness of court proceedings, including what may happen to them at the disposition of the case, to benefit from involvement with the juvenile justice system. The Partners agree that the commission of a delinquent act does not necessitate the treatment of the child as a delinquent, especially elementary age students for whom other interventions may be made available to adequately respond to and address the delinquent act committed by the student.

D. Ineligibility

A student currently under probation or aftercare supervision of DJS for a felony offense included in Md. Code Ann., Education Article §7-303 is ineligible for the procedures delineated under this Action Plan.

E. Exceptional Circumstances

Notwithstanding the graduated response system outlined in Subsection III (A), PGCPs School Security Personnel and/or an SRO has the discretion to make a lawful arrest and/or file a complaint against a student in exceptional circumstances or when parents/guardians exercise their right to file charges. Furthermore, the terms outlined in this Action Plan do not limit a PGCPs School Administrator, Security Personnel and/or an SRO's ability to hold students accountable for their behavior in a consistent, fair, and instructive manner that effectively fulfills the intent of, but is not prescribed within, this Action Plan.

IV. HIPAA AND FERPA COMPLIANCE

A. HIPPA:

Each Partner to this Agreement agrees to protect and safeguard any Personal and/or Protected Health Information (“PHI”) that may be accessed, stored or otherwise electronically transmitted to provide services and adhere to Action Plan reporting requirements for this Agreement. Each Partner further agrees that it shall not disclose, transfer, or sell any such information to any party, except as otherwise provided in this Agreement or by law and with the prior written consent of a student, or his/her attorney or guardian, to whom the e-PHI pertains. As deemed appropriate, DFS may require and any Partner shall agree to execute a Business Associate Agreement with the County to secure and maintain the confidentiality of e-PHI and other information made accessible or otherwise available by reason of this Agreement.

B. FERPA:

To the extent that PGCPS receives prior written consent from a parent or adult student to share information from a student’s educational record with a Partner to this Agreement, the Partner shall comply with the limits on re-disclosure and other confidentiality requirements of the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g *et seq.*, 34 C.F.R. 99.30 *et seq.*

V. INDEMNIFICATION

Each Partner to this Action Plan agrees to indemnify, defend and hold harmless, up to the amount of its respective statutory limit, the other Partners from and against all liabilities, losses, damages and expenses, including legal fees, arising out of any third party claims caused as a result of the negligence, gross negligence and/or intentional tortuous act or conduct, omissions to act, or breach of this Agreement by its respective officers, officials, employees or agents in the performance of its duties under this Agreement, to extent allowable pursuant to the Local Government Torts Claim Act, §5-301 Courts and Judicial Proceedings Article, Annotated Code of Maryland, and the Maryland Tort Claims Act, §12-101 *et seq.*, State Government Article, Annotated Code of Maryland

VI. INSURANCE

Each Partner to this Action Plan shall maintain insurance and or/self-insurance to cover any third liability as the result of any operational liability that may occur as a result of negligence, gross negligence and intentional acts.

VII. DURATION AND MODIFICATION OF ACTION PLAN

This Action Plan shall be effective until it is modified. The Action Plan may be modified at any time by a written amendment signed by all of Partners this Agreement.

The Partners and/or their designees, acknowledge and agree to meet on an annual basis to provide oversight of the Action Plan, review relevant statistics, referral forms, and other information and make recommendations to the heads of each agency on any modifications to the Action Plan. The Partners further agree to assess and adjust the protocol on an annual basis, as necessary, including the review and approval of designated diversion programs. The meetings listed above should include all of relevant Partners to this Action and deemed appropriate other stakeholders of interest (“Stakeholders”), such as community-based service providers, education and youth development professionals, education and juvenile justice advocacy organizations, parents and students.

VIII. TERMINATION

Any Partner may terminate its respective duties under this Action Plan by giving thirty (30) business days prior written notice to the other Partners. Notices shall be sent to the following addresses:

Prince George’s County Public Schools
Attention: Dr. Kevin M. Maxwell, Chief Executive Officer
14201 School Lane
Upper Marlboro, MD 20772

Prince George’s County Government
Attention: Nicholas A. Majett, Chief Administrative Officer
County Administration Building, Suite 5032
14741 Governor Oden Bowie Drive
Upper Marlboro, MD 20772

Prince George’s County Council
Attention: Mel Franklin, Chair
County Administration Building, Room 2198
14741 Governor Oden Bowie Drive
Upper Marlboro, Maryland 20772

Prince George’s County Office of the State’s Attorney
Attention: Angela Alsobrooks, State’s Attorney
Courthouse, Room 349M
14735 Main St., Upper Marlboro, MD 20772

(SIGNATURES APPEAR ON THE NEXT PAGE)

BY SIGNING BELOW, the Partners hereto have agreed to the terms and conditions of the Action Plan as set forth in this Agreement on this _____ day of _____, 2014.

Prince George's County Public Schools

Dr. Kevin M. Maxwell
Chief Executive Officer

Date

Prince George's County, Maryland

Nicholas A. Majett
Chief Administrative Officer

Date

Prince George's County Council

Mel Franklin
Chair

Date

Prince George's County Office of the State's Attorney

Angela Alsobrooks
State's Attorney

Date

(SIGNATURES OF REVIEW & APPROVAL APPEAR ON THE NEXT PAGE)

Reviewed and Approval Recommended:

Barry L. Stanton
Deputy Chief Administrative Officer
for Public Safety,
Prince George's County, Maryland

Date

Betty Hager Francis
Deputy Chief Administrative Officer
for Health, Human Services & Education,
Prince George's County, Maryland

Date

Delegate Geraldine Valentino-Smith
District 23A
Maryland House Delegation Representative

Date

Maryland Senate Delegation Representative

Date

Sam J. Abed
Secretary
Maryland Department of Juvenile Services

Date

Delmonica Hawkins
Regional Director
Department of Juvenile Services-Metro Region

Date

Daryl Williams
Chief of Student Services
Prince George's County Schools

Date

(SIGNATURES OF REVIEW & APPROVAL CONTINUE ON THE NEXT PAGE)

Janet M. Hart
Public Defender
Prince George's County, District 5
Maryland Office of the Public Defender

Date

Theresa M. Grant, Acting Director
Prince George's County
Department of Family Services

Date

Mark A. McGraw, Chief of Police
Prince George's County
Police Department

Date

Melvin C. High, Sheriff
Prince George's County Sheriff's Office

Date

The Honorable Shiela R. Tillerson Adams,
Administrative Judge, Seventh Judicial Circuit
and Circuit Court for Prince George's County

Date

The Honorable Herman C. Dawson
Associate Judge
Prince George's County Circuit Court
Juvenile Division

Date

Mark Resnick
School Psychologist Coordinator,
Prince George's County Public Schools
Maryland School Psychologists' Association

Date

(SIGNATURES OF REVIEW & APPROVAL CONTINUE ON THE NEXT PAGE)

Phil Lee
Community Public Awareness Council
(C-PAC)

Date

Rebecca Wagner
Executive Director
Advocates for Children and Youth

Date

Reviewed for Legal Sufficiency

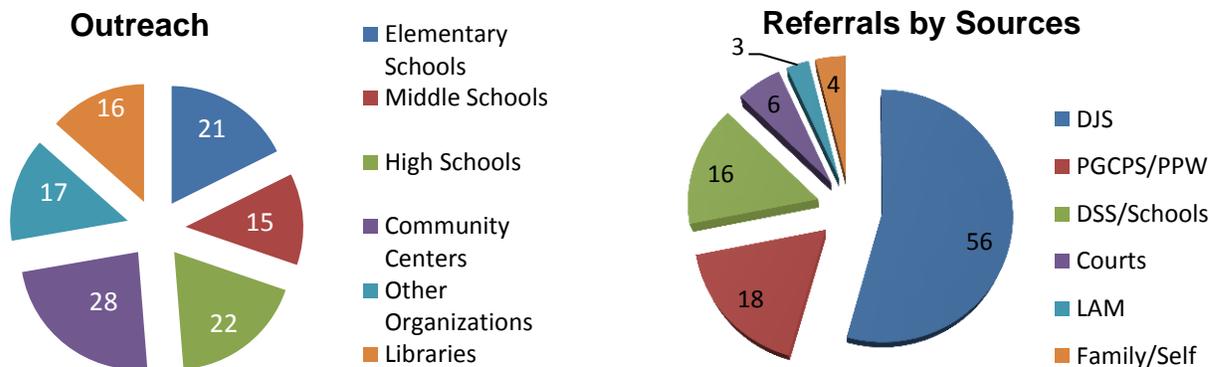
Office of Law

Date

Appendix 3

Children In Need of Supervision (CINS) DIVERSION PROGRAM FY 2014 ANNUAL REPORT

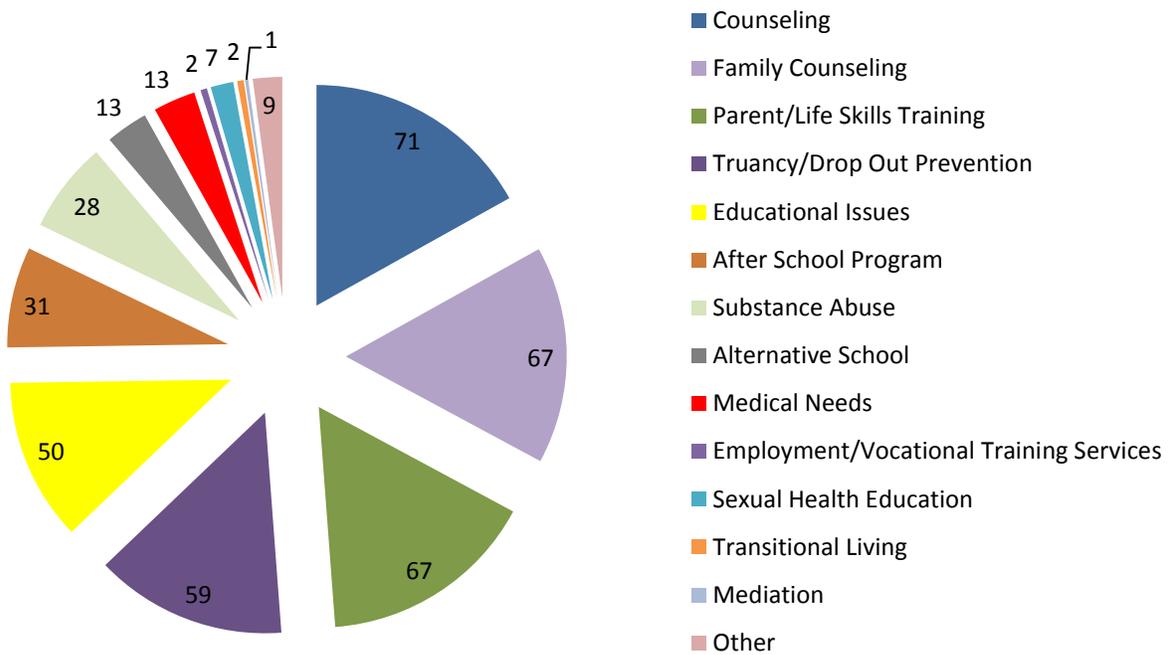
The CINS program is a diversion alternative that serves children and youth at school, in the home and in the community. The CINS program staff consists of a Coordinator, two Masters level case managers, and a bi-lingual assistant. In February, the CINS program began a rigorous outreach effort making contact with 119 organizations including schools, community centers and other child-serving organizations. The CINS program staff provided 825 brochures to potential referral sources.



The participant target for FY 2014 was 75. The program exceeded this goal by 37% with a total of 109 participants. Referrals for the CINS program are received from Department of Juvenile Services (DJS), Public Schools (PGCPS) Pupil Personnel Workers (PPWs), Department of Social Services (DSS) School Resource Officers, Truancy Court, PGCPS School Security, and other community organizations for a myriad of reasons ranging from ungovernable and mentoring needs, to substance abuse and anger management. The CINS team identifies the needs of these youth and their families and connects them to appropriate resources in order to address their issues and redirect delinquent behaviors.

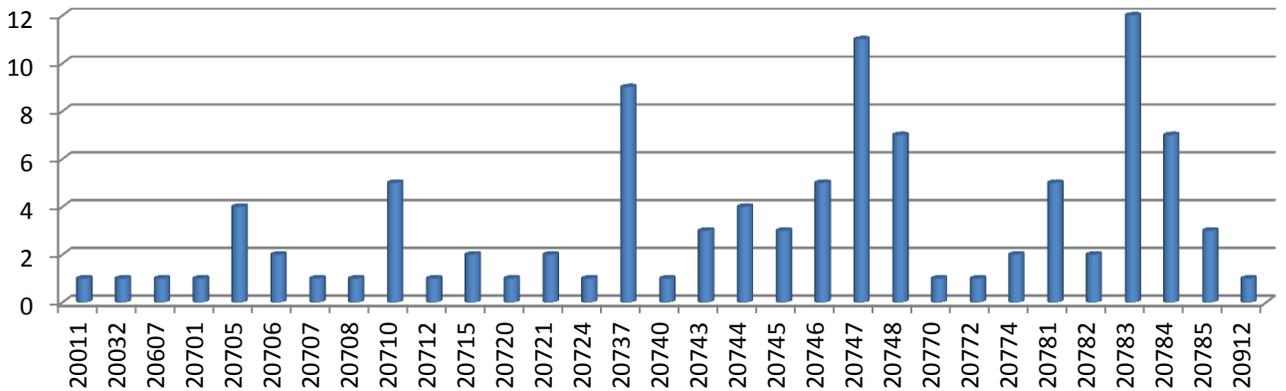
'TEE' was referred to the CINS program by a Pupil Personnel Worker for excessive truancy concerns and school suspensions. At intake, Tee was angry and unwilling to participate. This youth was adamant about dropping out of school and only expressed an interest in wanting to play a sport. Tee's case manager worked with Tee and Tee's family to address their needs and to provide the necessary supports to get Tee motivated, attending school regularly and to improve this youth's behavior. Within 40 days of participating in the CINS program, Tee's Pupil Personnel Worker confirmed that this youth was no longer a truant student. Tee joined the local Boys and Girls Club and is a member of the basketball team. Tee has not been suspended and also helps out with siblings at home.

Participant Needs



The CINS program serves eligible participants from any area of the County; however, a substantial amount of referrals have been from the 20747 (District Heights) and 20783 (Hyattsville) areas. The 20737 (Riverdale) and 20748 (Temple Hills) areas had the second largest amount of referrals but the Southern region has the most number of participants in total.

Referrals By Zipcodes



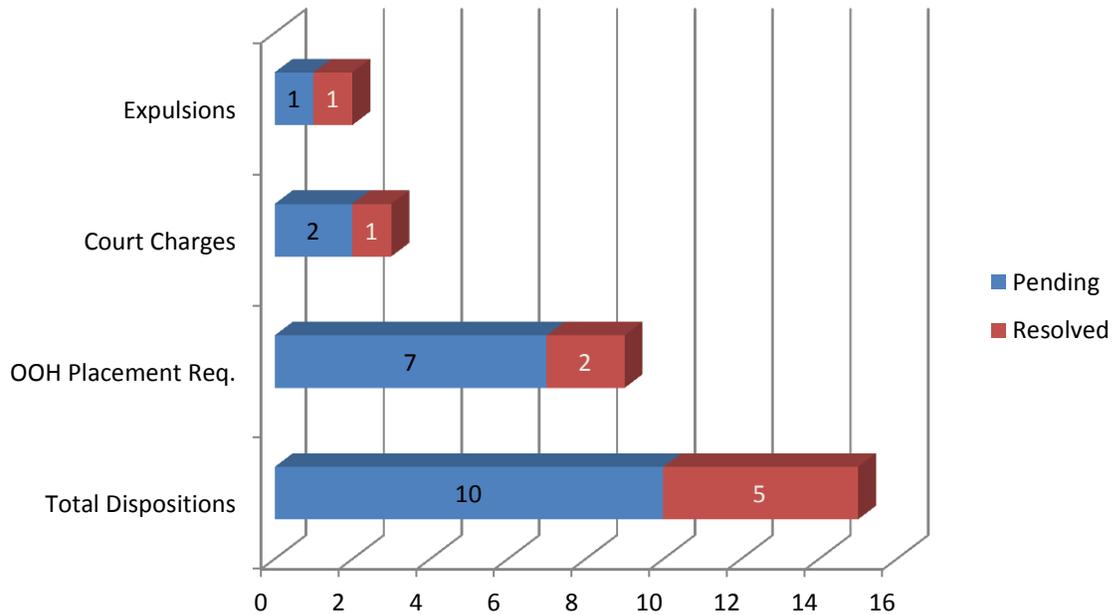
The CINS program's main goal is to divert youth from coming into contact with the juvenile justice system or keep youth who have already had contact with the juvenile justice system from further penetration into the system. The CINS program has had tremendous diversion success. Youth were able to get the proper treatment and care that would otherwise have been incarcerated, expelled, or placed outside of the home if it had not been for the intervention and diversion efforts of the CINS program.

'CHRIS' was referred to the program due to ungovernable and truant behaviors. Chris has a mental health diagnosis and was also non-compliant with the therapists recommended treatment. Chris was driving a vehicle without a permit and was responsible for a car crash during one of Chris' many run-away attempts. This youth was held at the police station while the officer contemplated sending this youth to Cheltenham. The CINS case manager intervened to recommend that this youth attend substance abuse treatment at Mountain Manor and then possibly a therapeutic group home. As a result, the officer released this youth to the parents. Although Chris has intense needs and experiences a lot of crisis, Chris' mother is involved and committed to getting the appropriate services for her youth. This youth's mother also follows through on all service recommendations. Currently Chris is receiving treatment at Adventist treatment center.

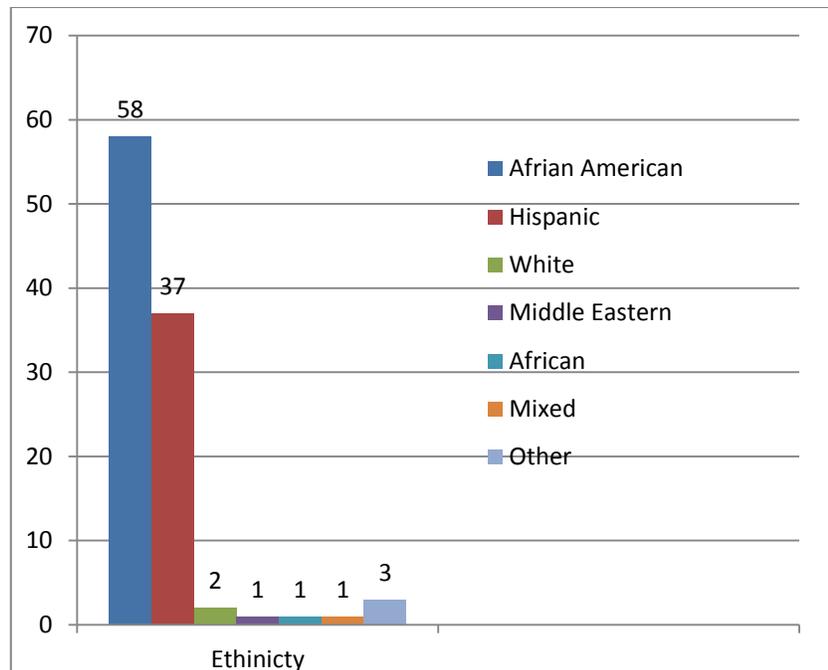
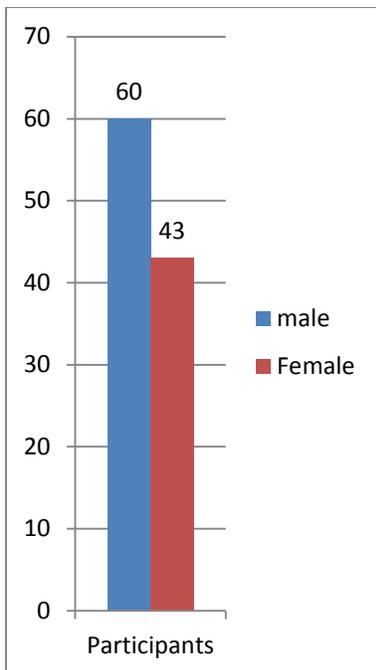
This is just one example of how the CINS program makes the effort to get needed care versus incarceration.

Many of the CINS program participants have pending charges, school expulsions, as well as out of home placement requests upon intake. The CINS program has a 50% success rate with resolving dispositions favorably. There were seven (7) cases with out-of-home placement requests. Five of those cases have been referred to Maryland Choices for wrap-around services and two (2) of the seven cases have been successfully resolved with the youth remaining safely in the home. Two participants have pending police/ court charges and one of those charges has been successfully resolved with the charges dropped. One participant was recommended for expulsion but because of the CINS program, the expulsion was dismissed.

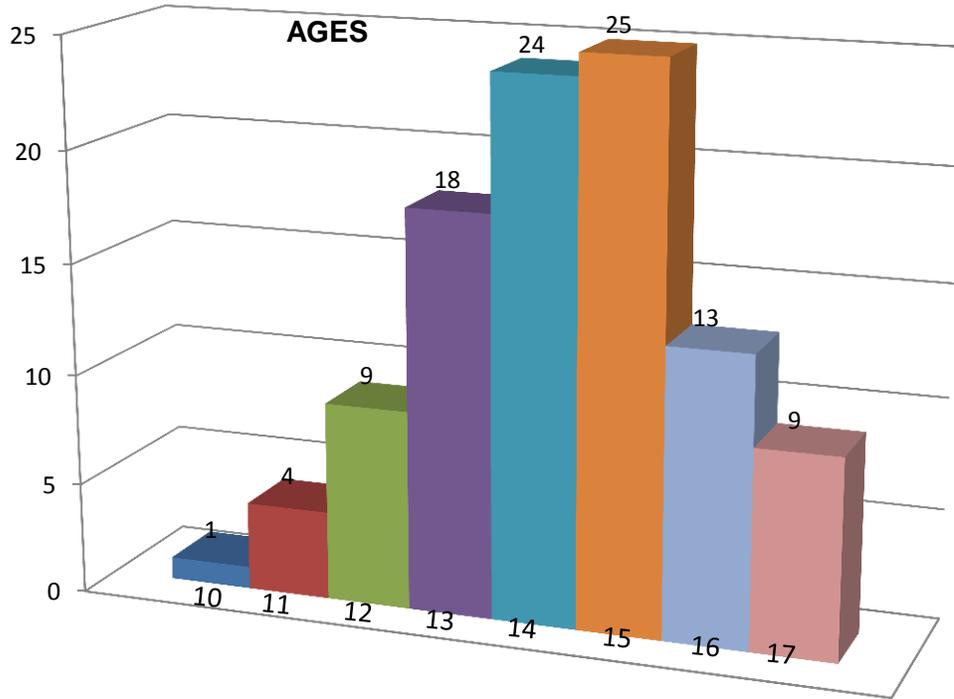
'JAMIE' was referred to the CINS program for negative school behavior and attendance. Jamie was making progress in the CINS program; however, this youth was recommended for expulsion for bringing unlawful contraband into the school building. The CINS case manager worked with Jamie, Jamie's family, as well as the Community Public Awareness Council who handles expulsions to allow the CINS program to serve as an alternative to expulsion for Jamie in order to address this youth's needs. As a result, Jamie no longer had negative school behaviors, completed the school year, and matriculated to the next grade.



The CINS program is a culturally competent program and provides services to English speaking and Spanish speaking families alike. Out of 103 families, 37 of these families are Spanish speaking. While the majority of these cases are males nearly half are female (43). The CINS participants also range in age from 10-17.



'ADRIAN' is seventeen (17) years old and suffers from a substance abuse issue and admitted the desire to make a positive change during the CINS intake. Within 30 days of the CINS program, Adrian agreed to attend Free State Challenge Academy to earn a high school diploma. Adrian will be starting Free State on July 13, 2014 and is scheduled to finish by December, 2014.



Fiscal Year 2014 data shows us that we can anticipate an even greater need for counseling services and parenting support resources. Having these services readily available for program participants would ensure immediate services and eliminate the possibility of a wait list for new CINS referrals. If the rate of referrals remains consistent with FY 2014, the CINS program will need additional funding for a case manager in order to expand its capacity to serve the growing number of families referred for CINS services. To address the need for parent resources, the CINS program will be partnering with community organizations to provide parental component to the CINS program. The CINS program will also have scheduled youth sessions to develop communication and listening, decision making, conflict resolution, and critical thinking skills. Lastly, the CINS program will research the best approach to supporting parents need for transportation to counseling and treatment appointments.

Participants remain in the program for 90 days. A quarter of our participants are nearing the end of their programming and the CINS program has a 100% rate of satisfaction. The CINS program is eager to duplicate its success in FY 2015 further improving services to the 125 participants we are contracted to serve.

****Addendum as of January 2015**

- (1) Follow up has been conducted with 94% of FY 2014 CINS participants, with 92% having no further contact with Department of Juvenile Services, Law enforcement or an Out of Home Placement.**
- (2) As of January 5, 2015 CINS has 70 participants.**