

Juvenile Justice Coalition of Minnesota

Blueprint of Minnesota's Juvenile Justice System

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For more information, please contact Curt Peterson, JJC Director at (612) 998-7466 or curt@orgdev.org or Cheryl Kreager, JJC Associate Director at (763) 559-1063 or kreagercheryl@yahoo.com. More information is available at the Juvenile Justice Coalition of Minnesota website at www.jjcmn.com.

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Author: Cheryl Kreager

Risk and Resiliency Factors for Children

Approximate Developmental Ordering of Risk Factors Associated With Disruptive and Delinquent

Infancy	Early Childhood	Elementary Age	Adolescence
<p>Emerging During Pregnancy and From Infancy Onward <u>Child:</u> Pregnancy and delivery complications Neurological insult Exposure to neurotoxins after birth Difficult temperament Hyperactivity/impulsivity/attention problems Low intelligence Male gender <u>Family:</u> Maternal smoking/alcohol consumption/drug use during pregnancy Teenage mother High turnover of caretakers Poorly educated parent Maternal depression Parental substance abuse/antisocial or criminal behavior Poor parent-child communication Poverty/low socioeconomic status Serious marital discord Large family size</p>	<p>Emerging From the Toddler Years Onward <u>Child:</u> Aggressive/disruptive behavior Persistent lying Risk taking and sensation seeking Lack of guilt, lack of empathy <u>Family:</u> Harsh and/or erratic discipline practices Maltreatment or neglect <u>Community:</u> Television violence</p>	<p>Emerging From Mid-Childhood Onward <u>Child:</u> Stealing and general delinquency Early onset of other disruptive behaviors Early onset of substance use and sexual activity Depressed mood Withdrawn behavior Positive attitude toward problem behavior Victimization and exposure to violence <u>Family:</u> Poor parental supervision <u>School:</u> Poor academic achievement Repeating grade(s) Truancy Negative attitude toward school Poorly organized and functioning schools <u>Peer:</u> Peer rejection Association with deviant peers/siblings <u>Community:</u> Residence in a disadvantaged neighborhood Residence in a disorganized neighborhood Availability of weapons</p>	<p>Emerging From Mid-Adolescence Onward <u>Child:</u> Weapon carrying Drug dealing Unemployment <u>School:</u> School dropout <u>Peer:</u> Gang membership</p>

Resiliency Factors

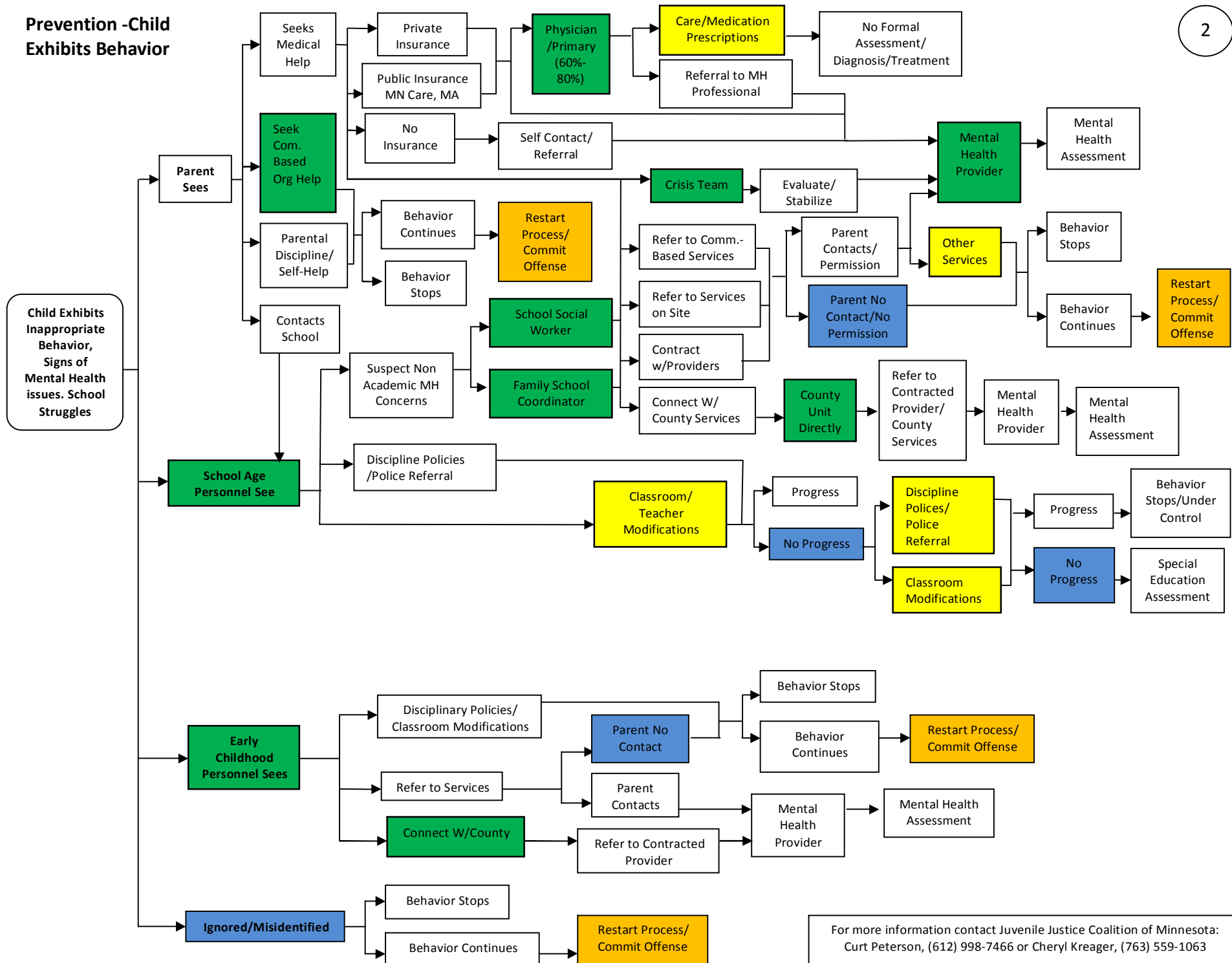
<p><u>Child Has:</u> Trusting Relationships Rules & Structure at Home Role Models Encouragement to be Autonomous Access to health, education, welfare & security services</p>

<p><u>Child Is:</u> Lovable with an endearing temperament Loving, empathetic & altruistic Proud of self Autonomous & responsible Filled with hope, faith & trust</p>
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<p><u>Child Can:</u> Communicate Problem solve Gauge the temperament of self & others Seek trusting relationships</p>
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Prevention -Child Exhibits Behavior



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School Discipline Policies / Truancy (Example of Responses – Robbinsdale School District)

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Policies & Specific Responses to Behavior vary According to District, but should Follow MN Statutes Regarding School Discipline

Student Engages in Behavior that Violates School Conduct Policy

- Non-Criminal Offenses (Not Referred to Police):**
- * Scholastic dishonesty
 - * Disruptive behavior
 - * Dress code violations
 - * Misuse of OTC, prescription drugs
 - * Gambling
 - * Insubordination
 - * Nuisance objects
 - * Pushing, shoving, scuffling
 - * Records or Identification Falsification
 - * Refusal to Identify Oneself to Staff Member
 - * Transportation violations
 - * Careless or reckless operation of vehicle
 - * Technology and Telecommunications Misuse

- Criminal Offense (Could be referred to Police):**
- * Abuse, Verbal/Non-Verbal
 - * Arson
 - * Assault, physical
 - * Bomb Threat
 - * Bullying, Harassment, Offensive Behavior
 - * Burglary
 - * Chemicals or Alcohol Possession, Use or Under Influence
 - * Distribution or Sale or Intent to Distribute or Sell Alcohol, Chemicals, etc.
 - * Explosives, Possession, Use or Misuse
 - * False Fire Alarms or 911 Calls
 - * Fighting
 - * Fire Extinguisher, Unauthorized Use
 - * Fireworks, Ammunition
 - * Gang/Gang like activity
 - * Harassment, racial, sexual, religious or sexual orientation
 - * Hazing
 - * Robbery or Extortion
 - * Sexual, Inappropriate Behavior
 - * Sexual Misconduct, Non-Consensual
 - * Theft, Receiving or Possessing Stolen Property
 - * Threats toward another Person
 - * Tobacco Possession or Use
 - * Trespassing
 - * Vandalism, Minor & Major Acts
 - * Weapon

- Response Dependent on:**
- * Age of Student
 - * Prior Number of Offenses
 - * Seriousness of Offense
 - * District Policies
 - * If Student has an IEP
 - * District or School Resources
 - * Philosophy of School & District Leadership
 - * Teacher Classroom Management Skills

- Potential Responses:**
- * Classroom modifications/Teacher Discipline
 - * Individual school disciplinary action
 - * Restitution
 - * Parent/Teacher Conference
 - * Referral to Chemical/Tobacco Health Specialist
 - * Referral to School Behavior Program
 - * Referral to Community-Based Organization
 - * Alter Attire to comply with dress code
 - * Loss of bus riding privileges
 - * Class room removal
 - * Loss of school privileges
 - * Inability or suspension from extra curricular activities
 - * Suspension
 - * Expulsion

Student W/ IEP - IEP Team Meets to Determine if Behavior Result from Disability or Not

If Disability Related – Revise & Monitor IEP

If Non-Disability Related – Follow School Discipline Policies

- Potential School Responses:**
- * Classroom modifications/Teacher Discipline
 - * Individual school disciplinary action
 - * Restitution
 - * Parent/Teacher Conference
 - * Referral to Chemical/Tobacco Health Specialist
 - * Referral to School Behavior Program
 - * Referral to Community-Based Organization
 - * Class room removal
 - * Loss of school privileges
 - * Inability or suspension from extra curricular activities
 - * **Referral to Police**
 - * Suspension
 - * Expulsion

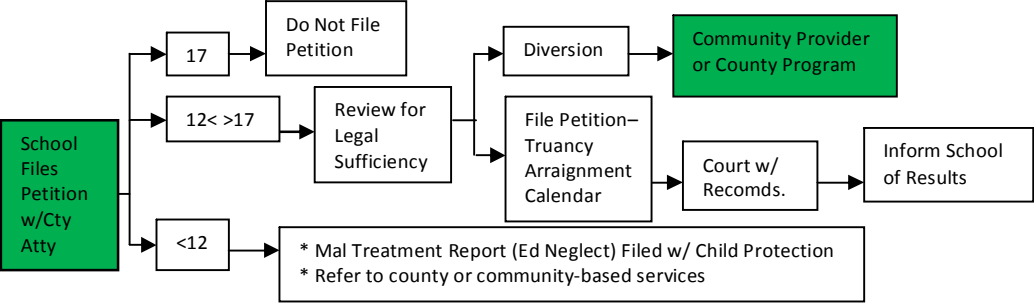
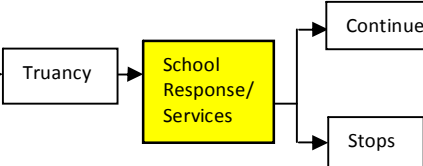
Behavior Stops/ Under Control

Behavior Continues

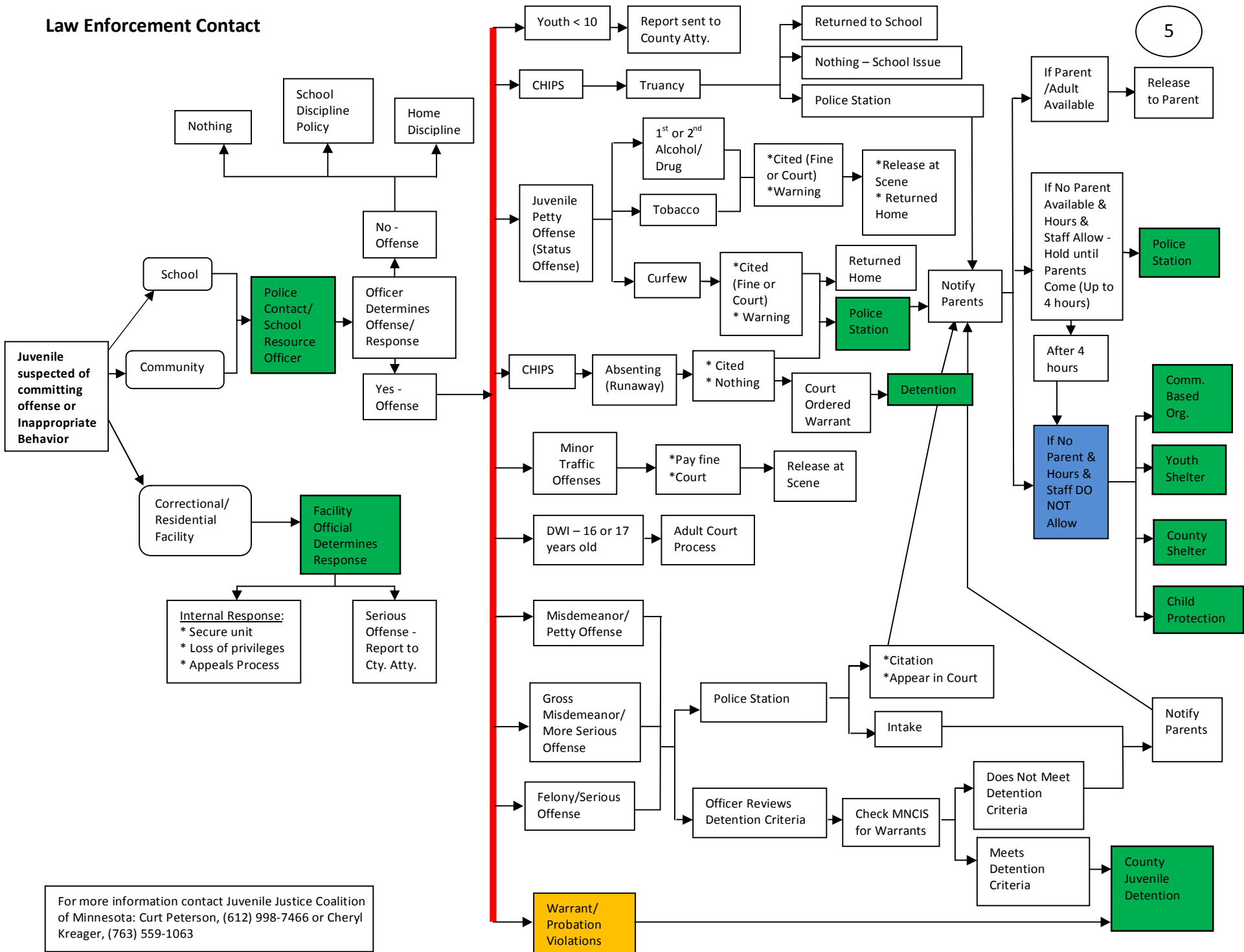
Restart Process

Increase Level of Response

Commit Offense

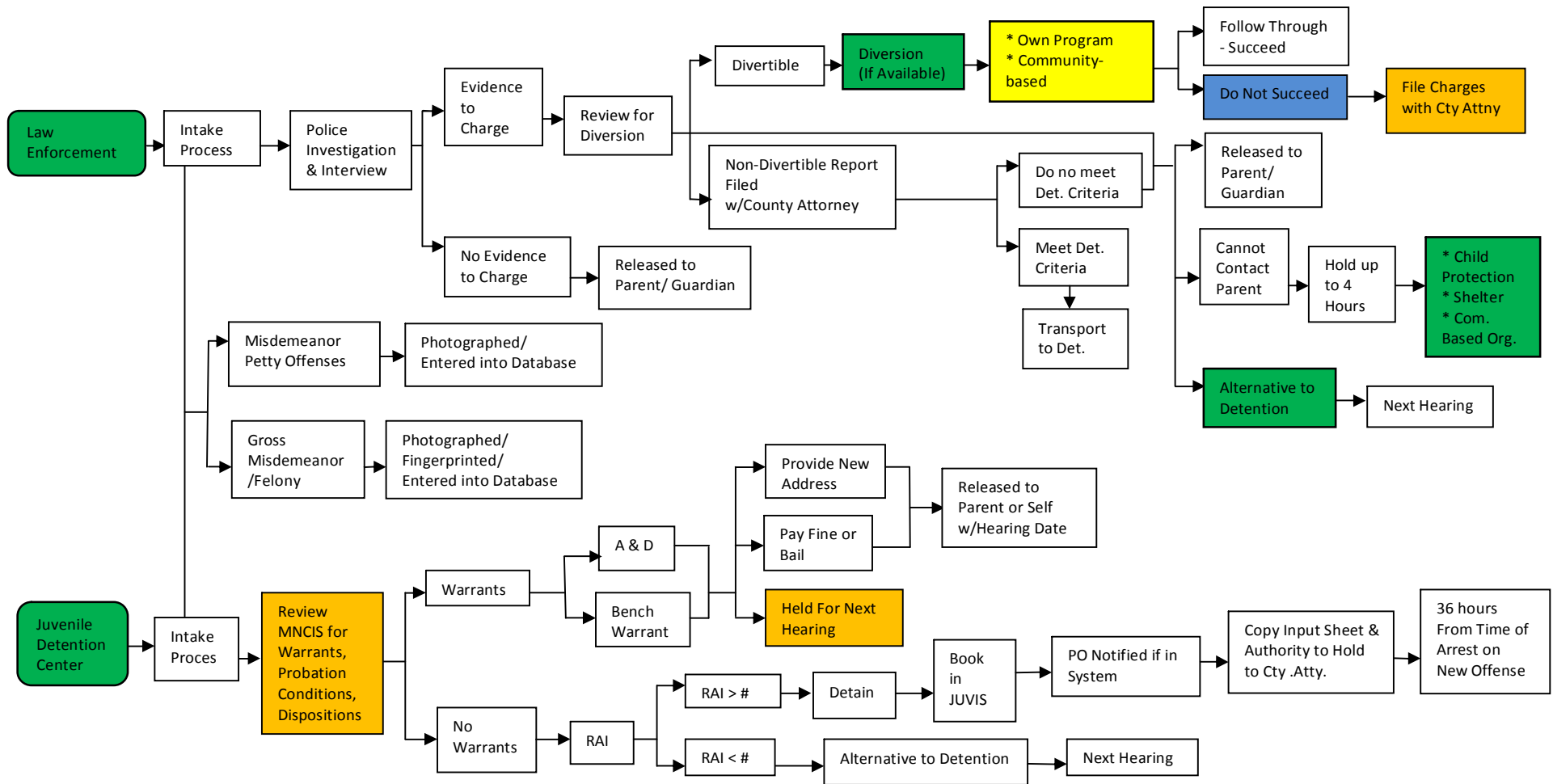


Law Enforcement Contact

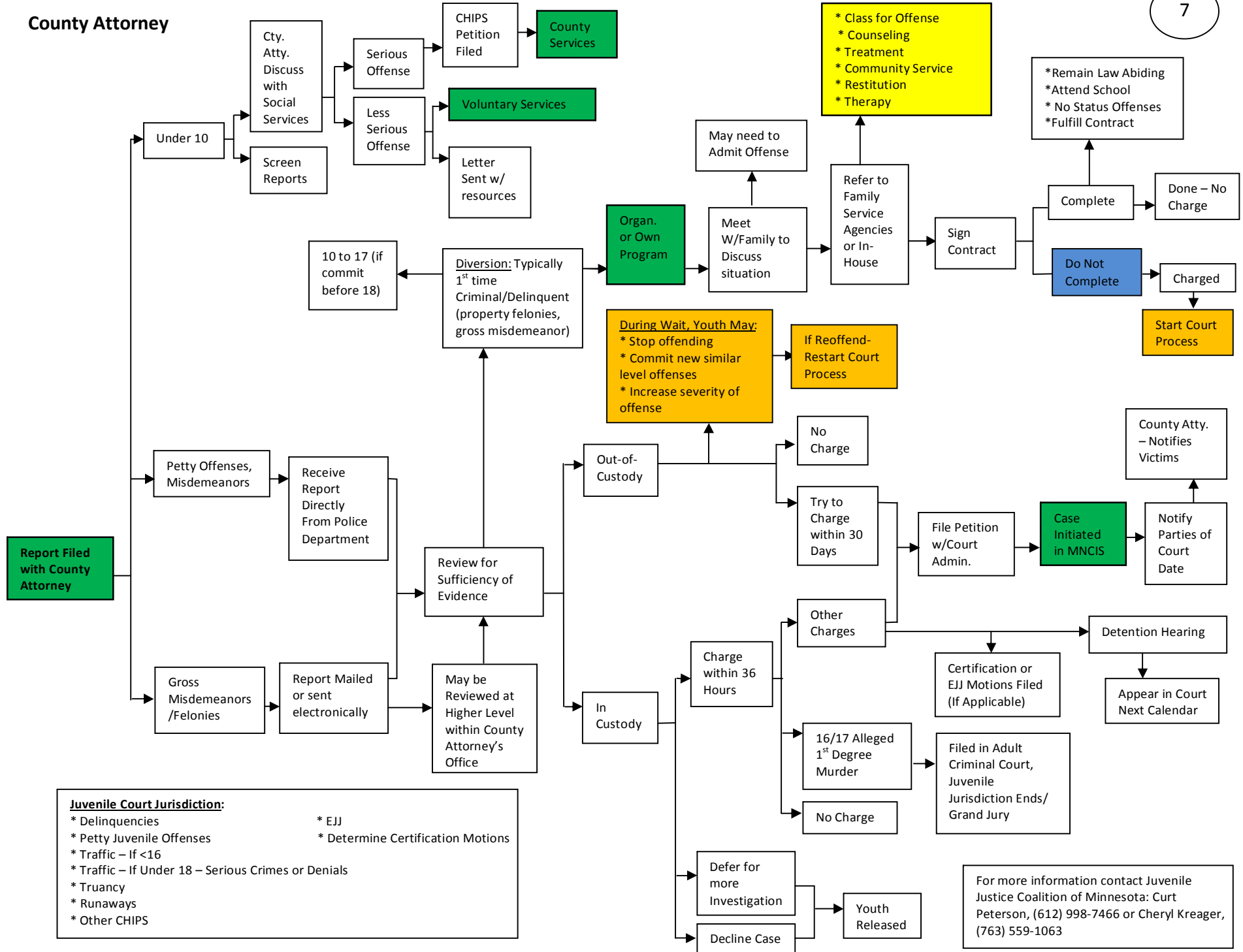


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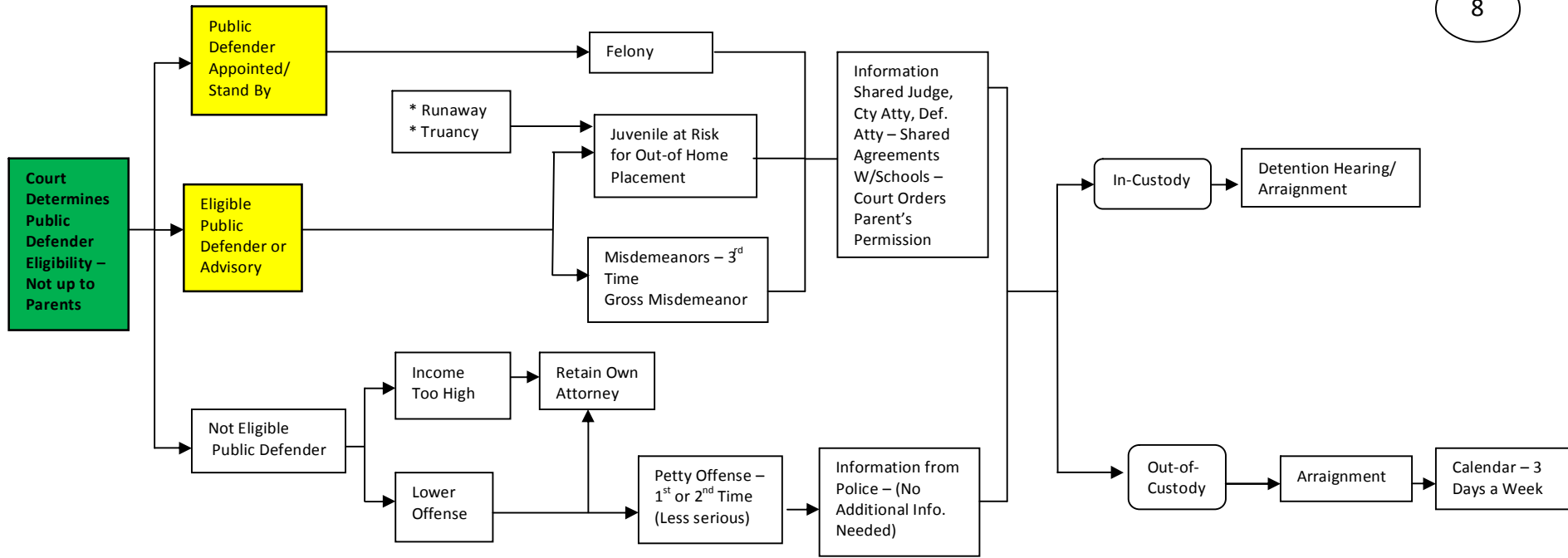
County Attorney



- Juvenile Court Jurisdiction:**
- * Delinquencies
 - * Petty Juvenile Offenses
 - * Traffic - If <16
 - * Traffic - If Under 18 - Serious Crimes or Denials
 - * Truancy
 - * Runaways
 - * Other CHIPS
 - * EJJ
 - * Determine Certification Motions

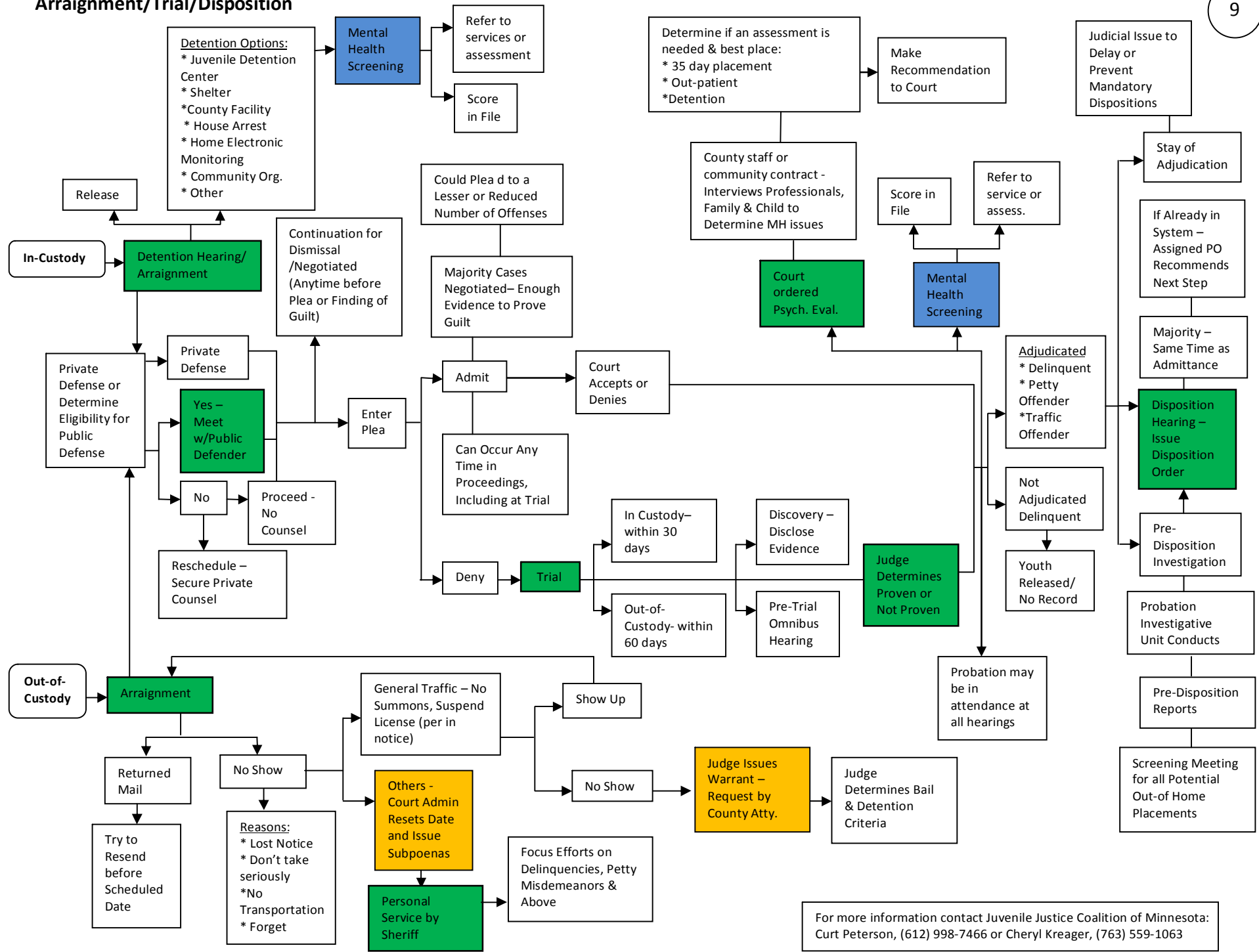
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Public Defender



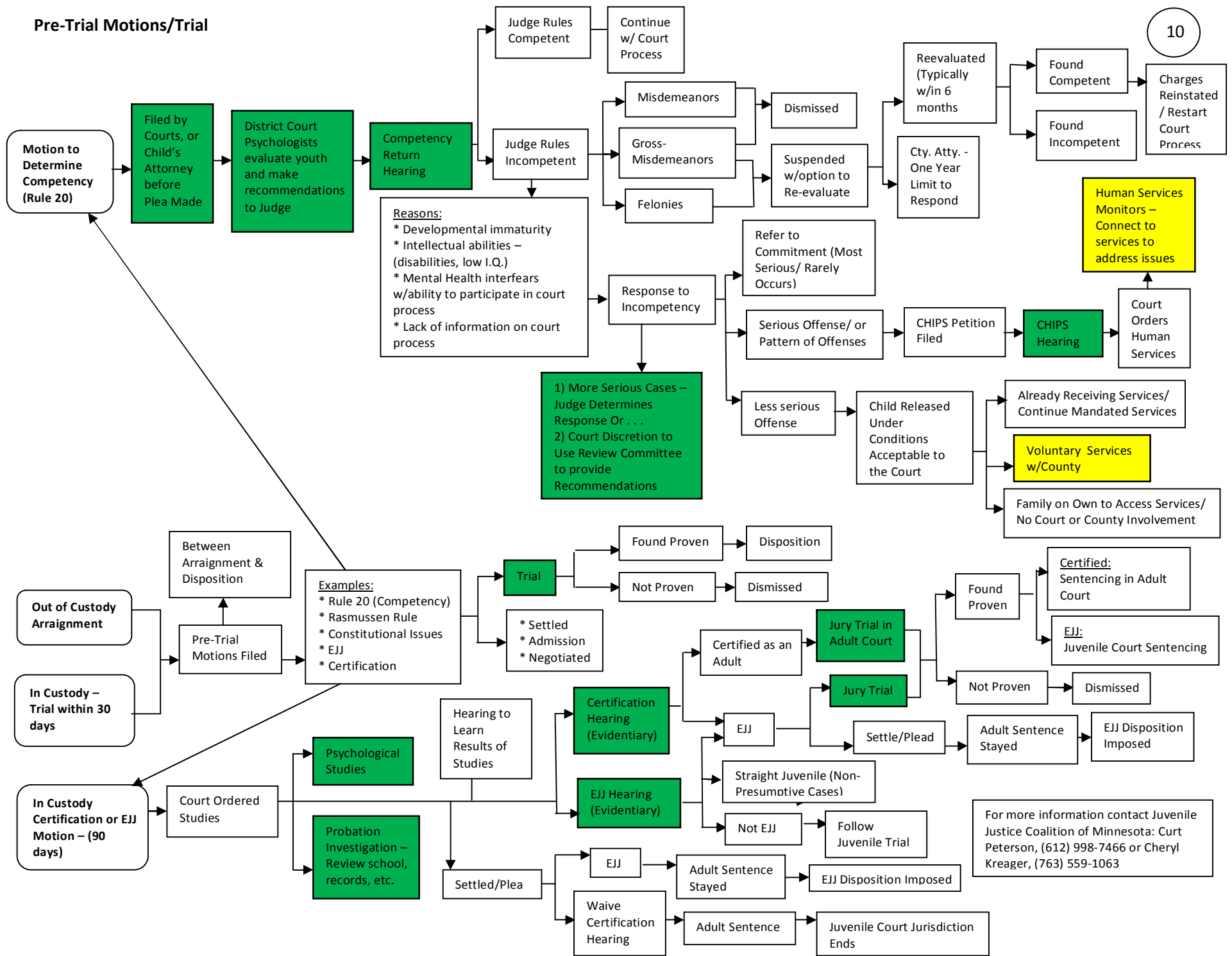
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Arraignment/Trial/Disposition

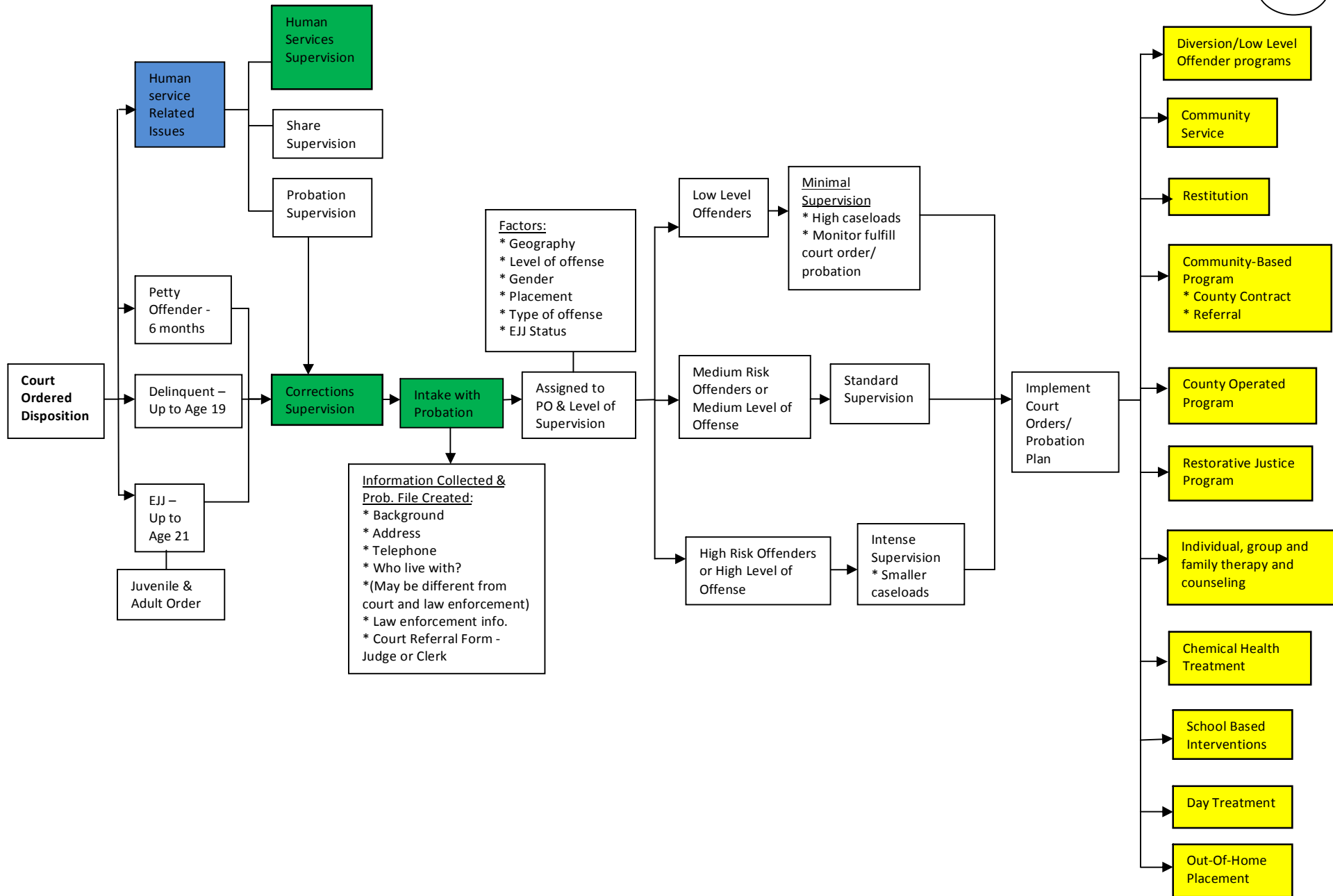


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Pre-Trial Motions/Trial

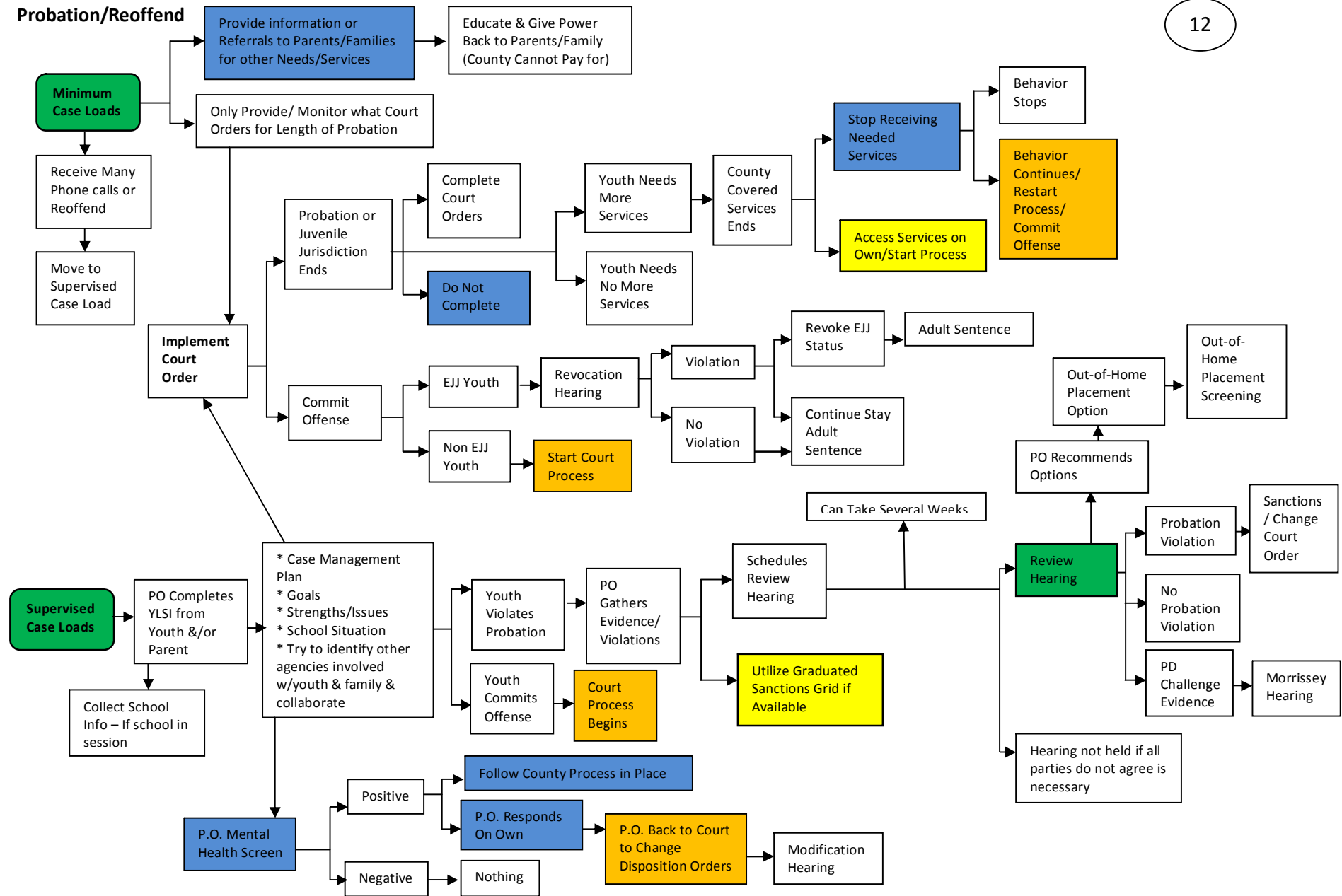


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Probation/Reoffend



Out-of-Home Placement

Red Wing - MN Juvenile Correctional Facility (Males Only)

Commit Criteria:
 *Serious Offender
 *Chronic Offender
 *Sex Offender

Committed to MN Dept. of Corrections Commissioner

County Jurisdiction
 * Per Diem Rate

Characteristics of Youth:
 * Ave. 7-8 failed placements
 * Last stop before Adult Prison
 * Some no family
 * Some family don't want
 * Increase in MH/CD needs (47% on medication)
 *85% significant chemical involvement

- Chemical Dependency Cottage (2)
- Sex Offender Cottage (1)
- Behavior Disorders Cottage (2)
- MH/Transition Cottage (1)
- Capacity - 185 beds (Ave. 150 youth)

Structured & Scheduled Day
Daily Individual & Group Programming Address Issues - All Progress Through 5 Levels and Transition

Treatment Intervention throughout day by Staff

School - Age or Need Diploma/GED

Youth with Diploma or GED - Work at Facility & Earn \$ for Restitution

Attend School Daily (Operated by Corrections)

Vocation Focus (mandatory):
 * Wood Working
 * Metal Printing (computers)

County Operated Facility

Individual to Specific Facility

Woodland Hills - Duluth (Residential Treatment Facility)

MN Department of Corrections - Females

High Needs Youth → 10 - 14 months

- Foster Care
- Group Home

In State Residential Facilities

- Mental Health Treatment
- Chemical Health Treatment
- Sex Offender Treatment
- Behavior Issues
- Offense Type

Out-State Facilities
 *Services Not Available in State

Individual to Specific Facility

Length of Placement Varies

Services and treatment plans individualized to facility and youth

Educational services provided by School District where located

Youth tend to improve grade level abilities, make-up credits, be diagnosed with an IEP, etc.

Funding:
 * Third Party Billing
 * County Per Diem Rate
 * Additional Fund Raising

Youth unsuccessful at completing program

Youth successfully completes Program

Court Hearing

Staffing/ Individual county process

Detention to await new placement

Home to await new placement

Home - community-based program

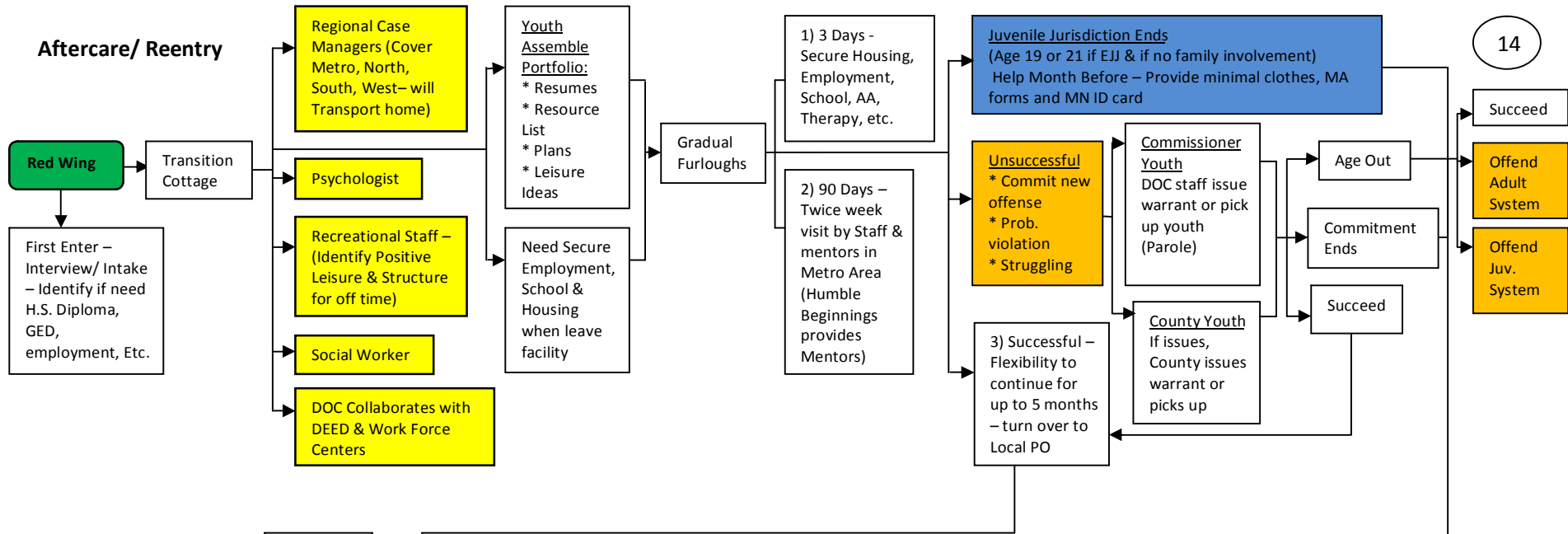
Procedure starts again

New placement

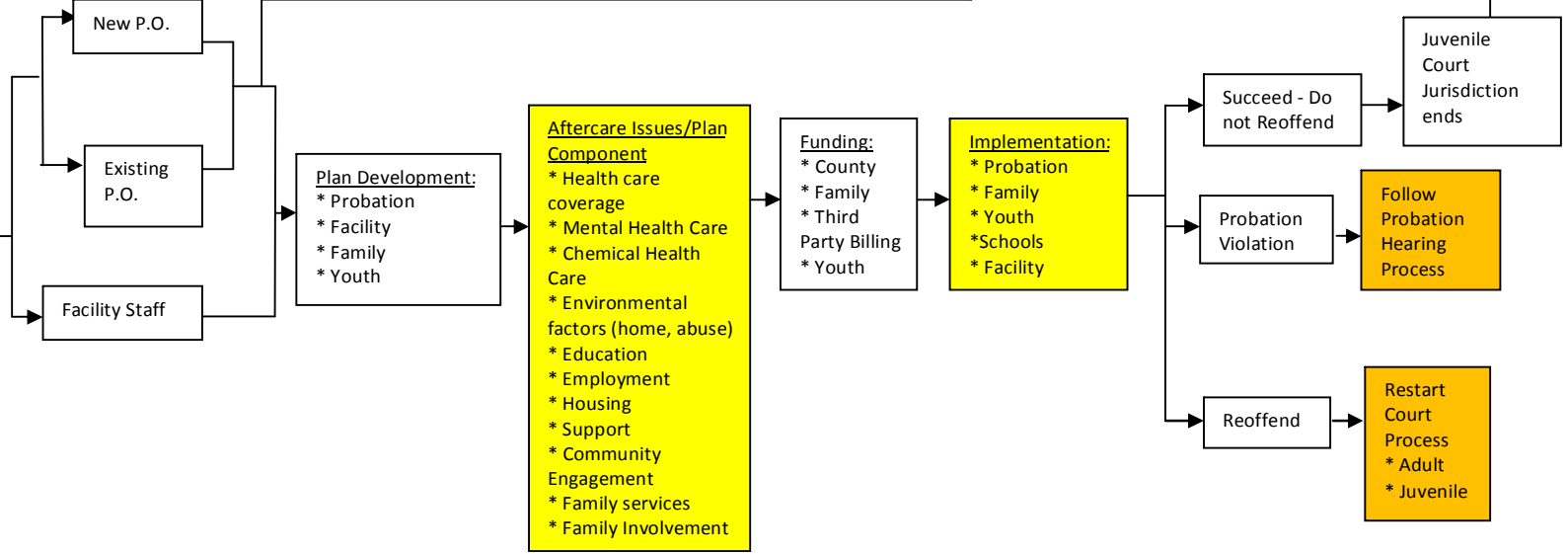
Transition & Aftercare services

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Aftercare/ Reentry



Placement Facility



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