Welcome to Today's Supportive School Discipline Webinar Series Event!

SCHOOL-POLICE PARTNERSHIPS

This event will start at 3:00 p.m. E.T.

Welcome to Today's Supportive School Discipline Webinar Series Event!

Welcome

Cynthia Pappas, Senior Policy Advisor
OJJDP

SSD Webinar Series

- Increase understanding of exclusionary school discipline & its consequences

- Provide positive alternatives to help ensure student success

- Promote fair & equitable administration of school discipline

Today's Host

Emily Morgan
Senior Policy Analyst
Council of State Governments
Justice Center

Learning Objectives for Today's Event

As a result of participating in this session, participants will be able to:

- Determine if a school-police partnership is necessary in your jurisdiction and define the intended objectives of that school-police partnership.
- Identify the data points schools/community/law enforcement should consider to measure whether your school-police partnership is meeting its intended objectives.
- Establish or refine the appropriate role for school resource officers in your jurisdiction's schools.
- Determine the criteria or process jurisdictions/schools should employ to recruit officers who have the desired qualities and experiences for working with youth in school settings.
- Determine the specialized training that should be provided to school resource officers beyond that required as a peace officer in your jurisdiction.

Polling Question #1

Which of the following best describes your role?

- ❑ State agency administrator
- ❑ School/district administrator
- ❑ School/student support staff
- ❑ Teacher
- ❑ School resource officer
- ❑ Probation/parole officer

- ❑ Law enforcement personnel
- ❑ Judge or court administrator
- ❑ Family member
- ❑ Youth
- ❑ Community stakeholders
- ❑ Other

Polling Question #2

- Are school resource officers or school security utilized in the schools in your jurisdiction?
    - ▫ Yes, in all of our schools
    - ▫ Yes, only in our middle and high schools
    - ▫ Yes, only in our high schools
    - ▫ No, resource officers are not utilized in any of our schools

Agenda

1	**Overview of School Discipline Consensus Report**	**Emily Morgan, Council of State Governments**
2	**Considerations for Effective School-Police Partnerships**	**Lisa Thurau**
3	**Voice from the Field**	**Michael Eaton, Denver Public Schools**
4	**Voice from the Field**	**William "Bill" Nagle, Denver Police Department**
5	**Voices from the Field**	**Daniel Kim, Padres Y Jovenes Unidos**

Today's Guests

Lisa Thurau
Executive Director
Strategies for Youth

Daniel Kim
Director of Youth Organizing
Padres Y Jovenes Unidos

William "Bill" Nagle
District 4 Commander
Denver Police Department

Michael Eaton
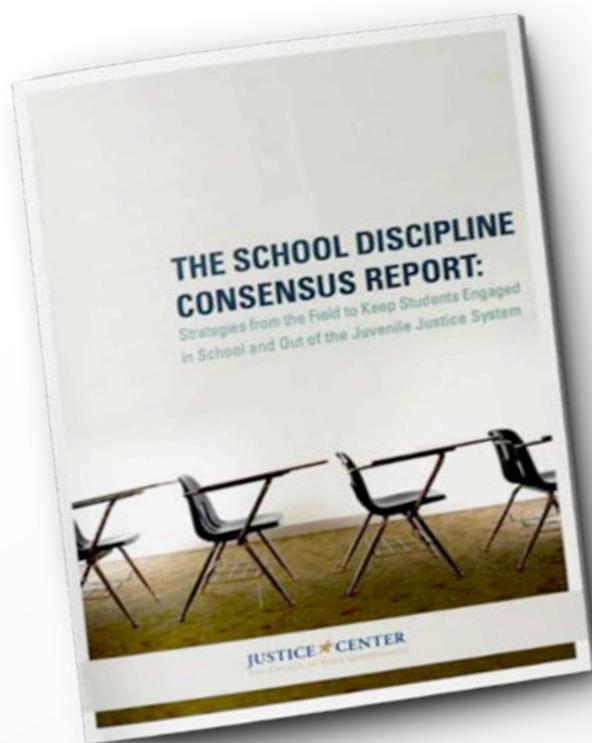Chief of Safety and Security
Denver Public Schools

Overview of School Discipline Consensus Report

Emily Morgan

Senior Policy Analyst, Council of State Governments, Justice Center

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School Discipline Consensus Report: Strategies from the Field to Keep Students Engaged in School and Out of the Juvenile Justice System

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Safe Supportive Learning
Engagement | Safety | Environment

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National **nonprofit**, **nonpartisan** membership association of state government officials

Represents **all three** branches of state government

Provides **practical** advice informed by **the best available evidence**

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Overview

School Discipline is a Hot Topic Nationally

School Discipline Consensus Report Provides Valuable Resource for the Field

Spotlight: School-Police Partnerships

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Groundbreaking Texas Study Pushed States to Scrutinize Approaches to School Discipline

Nearly **60%** of all middle and high school students experienced suspension

And **15%** of all students were disciplined 11 or more separate times
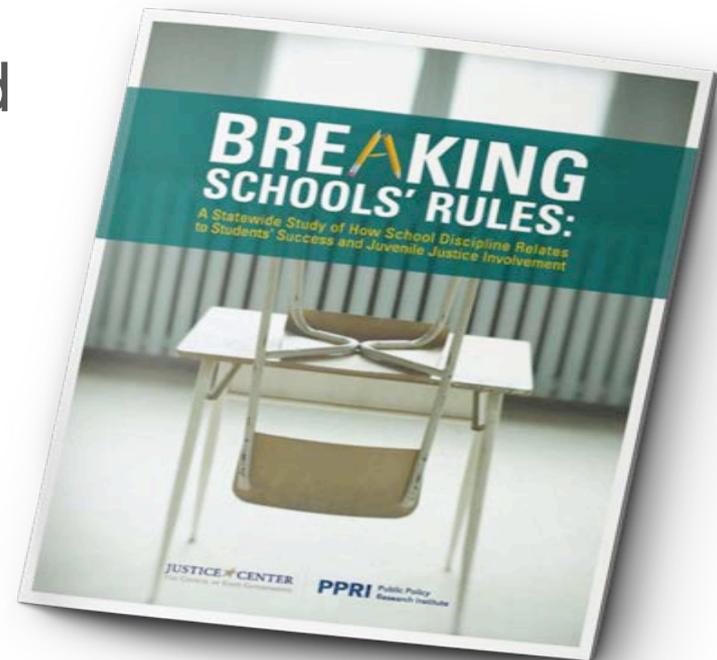
* Breaking Schools' Rules, 2011, Council of State Governments. Students were followed through grades seven through twelve.

Realizing Top Goals Requires a Strategy to Improve School Discipline

Make young people feel welcome and supported in school

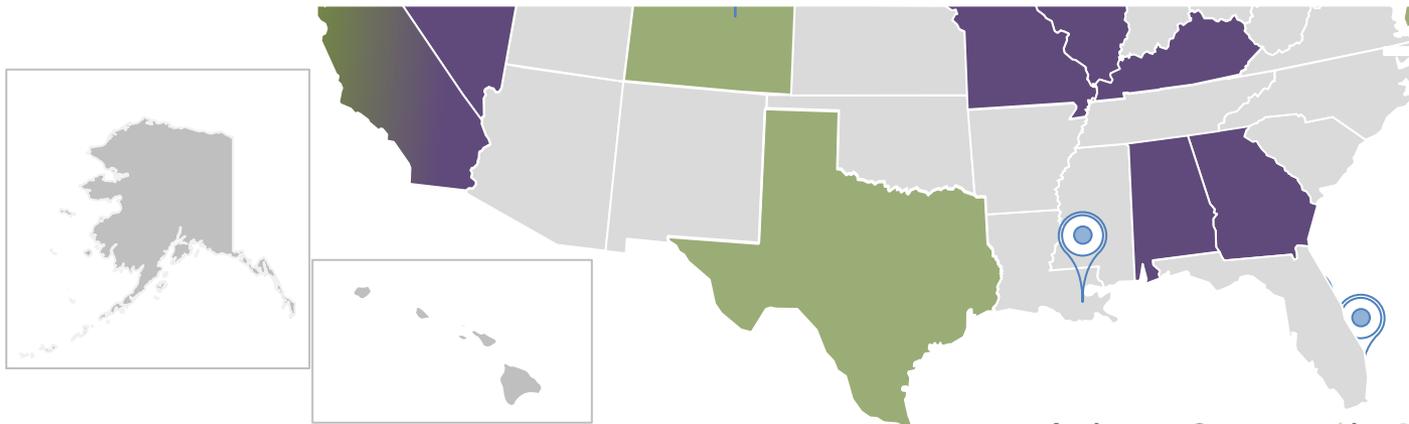Close the achievement gap between white students and students of color

Improve high school graduation rates

Reduce the number of youth locked up in juvenile correctional facilities for minor offenses

School Districts and States Taking Action

Over a **dozen** big city school districts have recently overhauled their school codes of conduct.

At least **8 states** in 2012/2013 passed legislation to improve school discipline

As of October 2013, **13 states** have statutes directing schools to improve school climate

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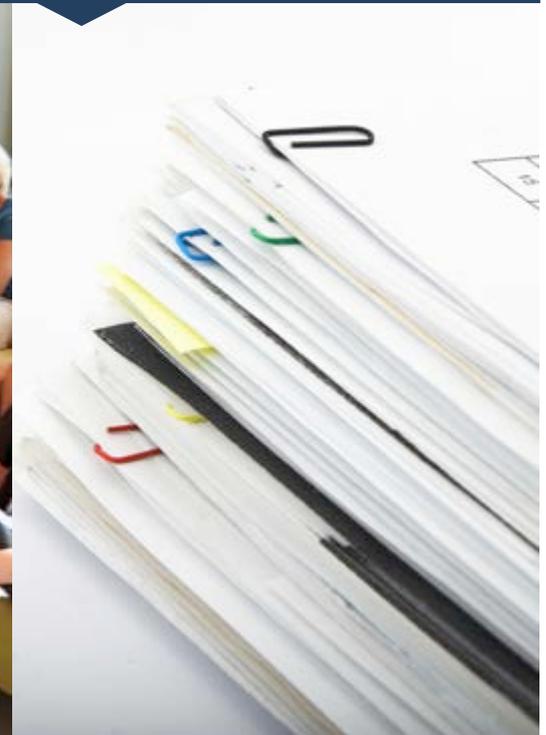# Overview

School Discipline is a Hot Topic Nationally

School Discipline Consensus Report Provides Valuable Resource for the Field

Spotlight: School-Police Partnerships

Field-Driven and Practical

Consensus-Based

Comprehensive

Partners and Funders

Consensus Project Participants

Consensus Project Participants

Conditions for Learning

By creating welcoming, supportive, and secure learning environments, schools can reduce the likelihood that students will misbehave and improve educators' ability to manage student behavior.

Targeted Behavioral Interventions

Some students who are repeatedly involved in their schools' discipline systems may require additional supports and interventions including those that address unmet behavioral health, academic, or other needs.

School-Police Partnerships

Working collaboratively, schools and local law enforcement can ensure schools are safe and that students are not arrested for minor misconduct.

Courts and Juvenile Justice

Recognizing the negative long-term consequences of involvement in the juvenile justice system, every effort should be made to keep students in school and out of court, particularly through diversion of students who commit minor school-based offenses.

Overview

School Discipline is a Hot Topic Nationally

School Discipline Consensus Report Provides Valuable Resource for the Field

Spotlight: School-Police Partnerships

Determine Most Appropriate Partnership

Review partnership models

- Examine variations of officer or security presence, authority, and city/county/state examples (see p. 199-200 in report)
- Identify potential funding sources to support partnership model

Examine data with diverse group of stakeholders to determine needs/goals

- Review safety data from police, schools, and other sources
- Consider stakeholder perceptions of:
    - Emotional and physical safety
    - Officers in schools
    - Appropriate roles for officers
- Determine the goals of the school-police partnership
- Identify the best partner model

Collaborative Decision-Making Tool

OFFICERS IN SCHOOLS: A COLLABORATIVE DECISION-MAKING TOOL

I. **Review Safety Data:** School leaders and police should use measurable and observable data from a variety of sources that can provide a clear and accurate picture of the school's safety needs. Quantitative data can include numbers of crimes reported by students and school personnel; arrests; tickets (where applicable); calls for service to law enforcement agencies; crime data on and around the school grounds; and disciplinary data including suspensions and expulsions. Any survey or incident data that has been collected on bullying incidents, student drug or alcohol use, or gang activity should also be reviewed.

ISSUES FOR CONSIDERATION:

School safety needs are important factors in determining whether routine patrol responses, more formal school-police interactions, the placement of officers on campus, or other types of partnerships between schools and police are needed. The consideration of the police role should be made in the context of other school- and district-wide initiatives as well. The school safety data that can be collected is extensive, but may be readily available from existing police or school sources. Local leaders can prioritize data on arrests, police calls for service, and disciplinary actions stemming from conduct that resulted in physical harm if capacity for more extensive data collection is limited.

Data collection is merely a first step in assessing baseline crime and disorder. Information from surveys and assessments of school climate, behavioral health interventions, and other strategies that improve safety should also be considered. Although schools are generally safe environments, the questions provided in this self-assessment tool can help identify the extent of individual schools' criminal and gang/drug activity, as well as the need to address students' risky behaviors and behavioral health.

A. Does the school have a safety/security plan?
    1. If so, when was this plan developed, and how often is it reviewed and/or revised?
    2. Are school-based officers part of the safety/security plan, and if so, in what way?
B. What does the data say about the crime and safety problems a school may have based on the following potential indicators?
    1. Total number of arrests on campus
        a) any information on frequent locations for incidents (e.g., cafeteria, parking lot, classrooms)
        b) offense types

Clarify When to Engage School-Based Officers

Ensure officers' role is clearly defined and understood by all stakeholders

- Establish criteria for requesting police involvement
- Provide guidance on police arrest or alternative actions
- Train teachers, administrators, staff, and police about when officers should be involved in school-based incidents and alternatives to arrest

Review data to ensure policies are being properly followed

- School data (e.g., incident, referral, attendance, disciplinary, and repeated offense)
- Police data (e.g., calls for service to local police agency, crime reports, and arrests)

Behavior Response Matrix: Buffalo Public Schools

INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND LEVELS OF RESPONSE					
KEY: USE LOWEST LEVEL INDICATED FIRST					
Level 1: Classroom Support and Student Support Team – may be appropriate when student has no prior incidents and interventions have not been put in place	**Level 2:** Appropriate Administration – may be appropriate when supports have been put in place in the classroom to address behavior but the behavior has continued to negatively affect the learning of the students and others	**Level 3:** Short Term Suspension – may be appropriate when interventions and supports have been put in place but the behavior is escalating (repeated offenses)		**Level 4:** Request for Long Term Suspension – may be appropriate when student's behavior seriously affects the safety of others in the school	
INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	**LEVEL 1**	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**MAY BE REFERRED TO POLICE**
Verbal or Physical Threat to Student					
• Threatening or aggressive language or gestures directed toward another student	●	●	●		
Weapons, Firearms and Explosives (at school, school-sponsored activities or when involved in incidents affecting the safety or welfare of the school community)					
• Explosives (possession, sale, distribution, detonation or threat of detonation of any incendiary or explosive material or device including firecrackers, smoke bombs. Flares or any combustible or explosive substances or combination of substance or articles, other than a firearm)			●	●	● **MUST Be Referred to Police**
• Firearms (possession of a firearm as defined in 18 USC 921 of the federal code – i.e., handguns, rifles, shotguns and bombs)				●	● **MUST Be Referred to Police**
• Other guns (possession of any gun, of any kind, loaded or unloaded. operable or inoperable, including any object that is a look alike of a gun, other than a firearm – i.e., BB guns, pellet guns, water guns, etc.)			●	●	●
• Other weapons (possession of any implement which could cause bodily harm, other firearm, or other gun) Expulsion for no less than one calendar year is mandated by state law for firearms violation, but can be modified on a case-by-case basis by Buffalo Public Schools.			●	●	● **MUST Be Referred to Police**

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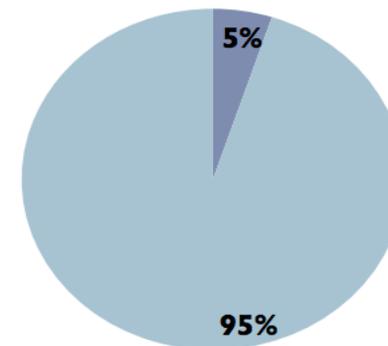
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School Based Diversion Initiative: Connecticut

Results: Delinquency Referrals to Juvenile Court

2011-2012 School Year (Sept. –Feb.)

40%

60%
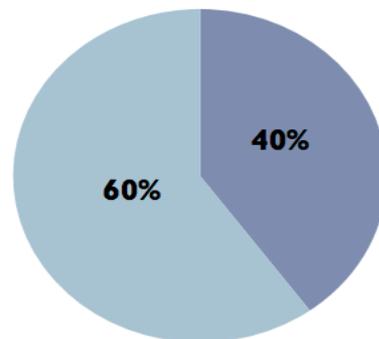
2012-2013 School Year (Sept. –Feb.)

5%

95%

■ School-based referrals   ■ Other referrals

▶ Source: Connecticut Court Support Services Division.

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Recruit, Select, and Train Appropriate Officers

Recruitment and Selection

- Identify appropriate selection criteria
- Use range of recruitment methods
- Engage in a rigorous selection process
- To the extent possible, include educators in the interview and decision-making process

Training and Supervision

- Provide pre-service and in-service training for officers on a range of topics related to working in schools and with youth
- Promote opportunities for cross-training of police and school personnel
- Tailor supervision and evaluation of officers to their defined roles and goals

Colorado POST Training for SROs

Peace Officers Training Program

- 40-hour training

- Incorporates elements of crime prevention, intervention, and enforcement

- Topics include: risk assessment and emergency planning; trends in school policing and mitigation of "school-to-prison pipeline: bullying, suicide, and drug-abuse prevention; and critical incidents.

- Specialized training: Safe2Tell, active shooter training

- All municipal and county law enforcement agencies in the state must have at least one person trained in this curriculum, with goal of scaling up to reach all officers

Formalize Partnership in a Written Agreement

Elements of effective MOUs

1. Goals and objectives
2. Roles and responsibilities of all parties
3. The selection, employment, training, logistics, and oversight of school-based officers
4. Legal issues (e.g., information sharing, searches and interviews, etc.)
5. Data collection and reporting
6. Evaluation procedures for the partnership
7. Cost-sharing or funding
8. Terms of the MOU and schedule for review and/or renewal

School-Police Collaborative Agreement: Broward County, FL

Main Provisions:
- Requires use of the discipline matrix to determine appropriate response to misbehavior
- Recommends that first-time, low-level offenses be handled at school, even if their act meets the technical definition of a misdemeanor
- Promotes use of alternatives to arrest, while preserving officer discretion
- Directs all parties involved in discipline to consider a student's age, history or other potentially mitigating factors
- Describes training and data collection requirements

COLLABORATIVE AGREEMENT ON SCHOOL DISCIPLINE
THIS AGREEMENT is made and entered into as of this 5 day of November, 2013, by and between

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
(hereinafter referred to as "SBBC"),
a body corporate and political subdivision of the State of Florida
whose principal place of business is
600 Southeast Third Avenue, Fort Lauderdale, Florida 33301
and

CHIEF JUDGE OF THE SEVENTEENTH JUDICIAL CIRCUIT
whose principal place of business is
201 SE 6th Street, Ft Lauderdale, Florida 33301
and

OFFICE OF THE STATE ATTORNEY
whose principal place of business is
201 SE 6th Street, Ft Lauderdale, Florida 33301
and

LAW OFFICE OF THE PUBLIC DEFENDER
whose principal place of business is
201 SE 6th Street, Ft Lauderdale, Florida 33301
and

SHERIFF OF BROWARD COUNTY, FLORIDA
whose principal place of business is
2601 West Broward Boulevard, Fort Lauderdale, Florida 33311
and

CITY OF FORT LAUDERDALE
FORT LAUDERDALE POLICE DEPARTMENT
whose principal place of business is
1300 W Broward Boulevard, Fort Lauderdale, Florida 33312
and

FLORIDA DEPARTMENT OF JUVENILE JUSTICE
whose principal place of business is
2737 Centerview Drive, Tallahassee, Florida 32399
and

FORT LAUDERDALE/BROWARD BRANCH NAACP
whose principal place of business is
1100 Sistrunk Boulevard, Fort Lauderdale, Florida 33311
and

JUVENILE JUSTICE ADVISORY BOARD

and in collaboration and consultation with a committee of stakeholders that include representation from the Broward Teacher's Union, Broward Principals' and Assistants' Association, District Advisory Council, Diversity Committee, Children's Services Council of Broward County, State Representative Perry Thurston, State Senator Christopher Smith, and State Representative Gwyndolen Clarke-Reed for the purpose of establishing a cooperative relationship between agencies involved in the handling of student misbehavior.

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Thank You!

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For more information, contact Emily Morgan (emorgan@csg.org)

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Polling Question #3

How do you think students see the role of an SRO in a public school?

a) parental figure

b) law enforcement agent

c) teacher

d) Mentor

e) some of the above

f) all of the above

Considerations for Effective School-Police Partnerships

Lisa Thurau
Executive Director
Strategies for Youth

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Overview

1. Status of Research in 2015

2. Factors Determining School/Police Interactions In Today's Context
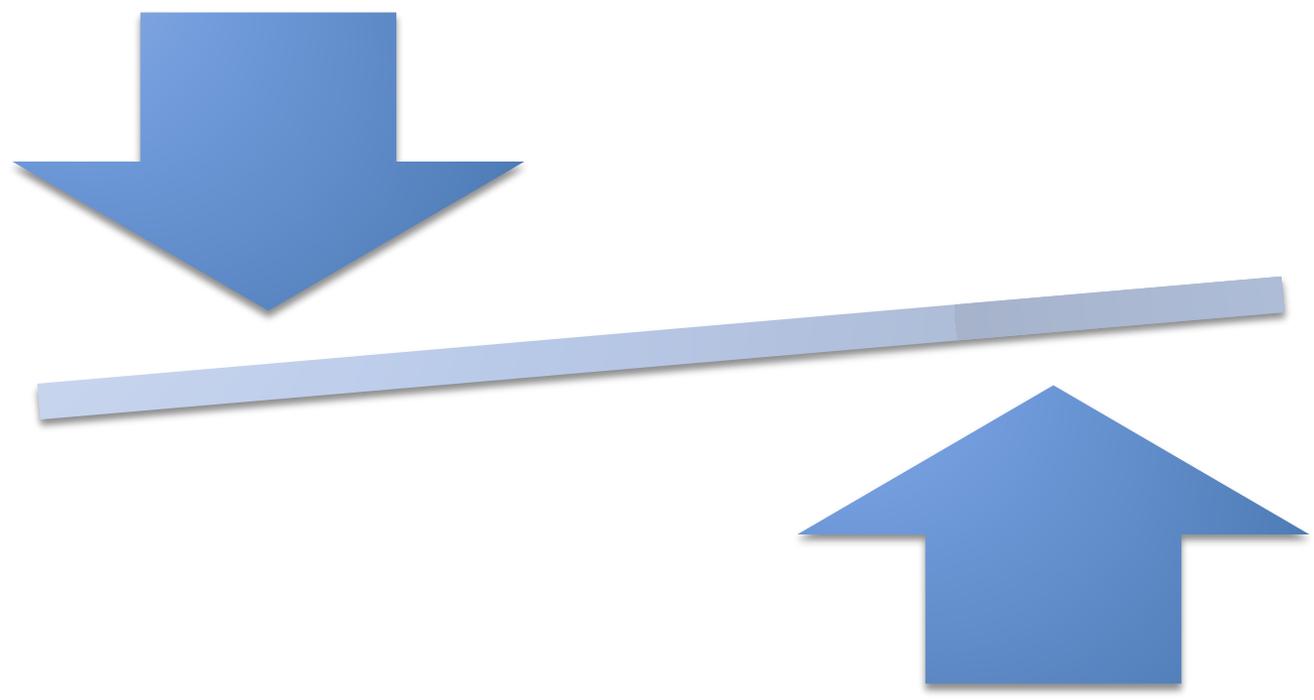
3. Issues Key to School/Police Partnerships that Minimize Arrest

1. Status of Research on SROs In Schools in 2015

Researching Complexity

- Interaction of Systems
- Research in Context
- Temporal Issues
- Variables Considered
- Role of Cultural Difference
- Method of Data Collection

Research Findings

Research Findings in a Nutshell

Positive Impacts of SROs:

- Male role models/positive authority figures
- Reduce arrests for serious/minor offenses,
- Increase students' sense of safety,
- Involving parents and advocates in system design increases likelihood it will be effective.

Negative Impacts of SROs:

- Harass, target, provoke, cause fear, over-arrest/cite children and students
- Increase sense of fear and heighten lack of safety leading to truancy, increase in drop-outs
- Involved in instances of traumatizing use of force in schools
- Increased arrests

2. Factors Determining School/Police Interactions In Today's Context Current

6 Determinative Contextual Factors

1. Post-Newtown Responses
2. Resources
3. The Law
4. Accountability
5. Commitment to Best Practices
6. Community Involvement & Perceptions of Law Enforcement Legitimacy

Post-Newtown Response

- Legislative responses affect allocation of SROs and armed guards
- Legislation affects expectations of and directives for SROs

Resources

- Municipal police department resources
- School districts' priorities
- Impacts on availability of resources for student support

"By robbing Peter, he paid Paul…" --Rabelais

Accountability

- USDOE expects data to be collected by schools and police
- Data will be reviewed at state and federal levels
- Oversight of SROs by police departments likely to increase

Systems' Commitment to Best Practices

- Identification of PBIS/crisis intervention
- Trauma-informed practices
- Sufficient resources to implement effective responses

Community Perception of Law Enforcement Agency's Legitimacy

- Some communities fear law enforcement
- No community is a monolith; segments of communities are in conflict

3. Key Issues in All School/Police Partnerships

1. Goal of Dealing with Students
2. Selection of Officers
3. Role & Responsibility of Officers & School Staff Regarding Use of Officers
4. Team Involvement
5. Code of Conduct
6. Training
7. Oversight & Accountability

1. Goal/Philosophy

- What's the underlying goal of the school system's treatment of youth?
- How will that goal/philosophy be translated by involvement of police? by the partnership?
- How will the partners develop and maintain consensus in distinguishing between discipline/crime?
- What costs are involved? Who will pay them?

2. Selection of Officers

- Partnership?
- Structural challenges
  - ▫ Seniority
  - ▫ Union Deployment
- Consistency in assignment and deployment

3. SRO & Team Roles

- "SROs' roles & responsibilities in school environment
- Defining limits
- School staff, teachers' and administrators' roles & responsibilities for asking for police involvement.

4. Team Approach

- Role adherence/flexibility/Recognize who plays which roles best
- Avoid delegation of "the heavy" role solely to police
- Frequent, regular check-ins as a team for joint accountability.
- Value input

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5. Code of Conduct

- Is it logical? Consistent?
- Seek involvement of community/parents/ students
- Reflect philosophy/goal of school
- Teach students the code of conduct

6. Training

WHAT:

- Child & Adolescent Development
- Impacts of Chronic Exposure to Trauma
- Demographic Factors
- Cultural Factors Influencing Youth
- Juvenile Law
  - Understand limited responses of juvenile courts
  - Special Education Protections
- Implicit Bias
- ADR/RJ Training

6. Training (continued)

HOW:

Cross training with school team members

- Involve experts
- Repeatedly, annual
- Clarify legal constraints
- Identify sources of disparate treatment of children and train to those subjects

7. Oversight & Accountability

- Establish parameters for evaluation of SRO, and SRO feedback at regular intervals
- Establish counts for application of rules
- Input from youth and families

CIVIL RIGHTS Data Collection

Wide-ranging education access and equity data collected from our nation's public schools.

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Accountability

DATA COLLECTION

- **Focus on *HOW adults are responding to youth*;**
  - Count referrals by teachers & administrators to SROs by (1) Age/Race/Gender of Youth, (2) Kind of dispute/issue, (3) Resulting action
  - Application of Code of Conduct
- **Analyze data routinely by different team members**
  - Require "juncture" analysis
  - Assign team members to figure out solutions for adult responses

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The Law

- Legislatures' response to events
- Legally mandated arrests
- Legally mandated police/guard involvement

Resources: The Teen Brain

- National Geographic: Teenage Brains
  http://ngm.nationalgeographic.com/2011/10/teenage-brains/dobbs-text
- Time Magazine: Secrets of the Teen Brain
  http://content.time.com/time/covers/0,16641,20040510,00.html
- MacArthur Foundation: Models for Change
- http://www.modelsforchange.net/uploads/cms/documents/pdf
- National Institutes for Mental Health: Teen Brain Under Construction
- http://www.nimh.nih.gov/health/publications/the-teen-brain-still-under-construction/index.shtml
- Lawrence Steinberg, *Age of Opportunity: Lessons from the New Science of Adolescence*, 2014, Houghton Mifflin Harcourt.

Resources

PBS: Frontline Documentaries

"The Teen Brain":

http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/

"The Merchants of Cool":

http://www.pbs.org/wgbh/pages/frontline/shows/cool/

How We Think About Youth:

Positive Youth Justice, Butts et Al.

http://www.njjn.org/uploads/digital-library/resource_1548.pdf

Resources

Perceptions of Order & "Safety" in School Settings

- Astor, Ron Avi et al., "School Violence and Theoretically Atypical Schools: The Principal's Centrality in Orchestrating Safe Schools," ***American Education Research Journal***, 2009.

- Education Development Corporation, *Creating Supportive Environments that Promote Student Safety and Academic Achievement."* (2013)

- Catherine Kim, *White Paper: Policing In Schools: Developing A Governance Document For School Resource Officers In K-12 Schools,* (2009) ACLU http://www.aclu.org/racial-justice/policing-schools-developing-governance-document-school-resource-officers-k-12-schools

- Wald and Thurau, *First, Do No Harm,* www.strategiesforyouth.org/publications

Questions?
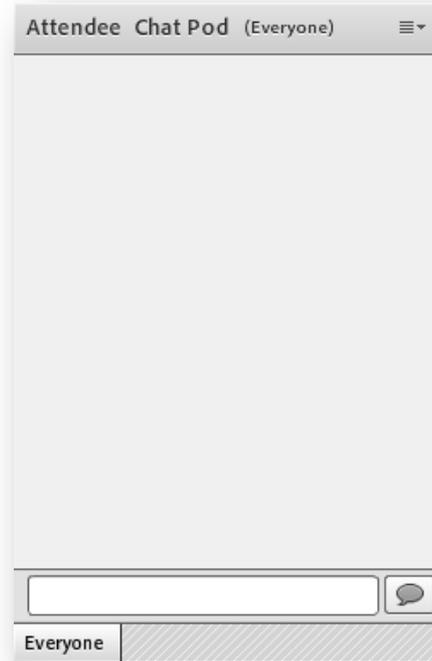
Attendee Chat Pod (Everyone)

Everyone

If you have a question for the presenters, please type it in the Attendee Chat Pod during the Webinar.

Polling Question #4

- Who has supervision or on-sight responsibility of the law enforcement in your schools?
  Local/regional law enforcement
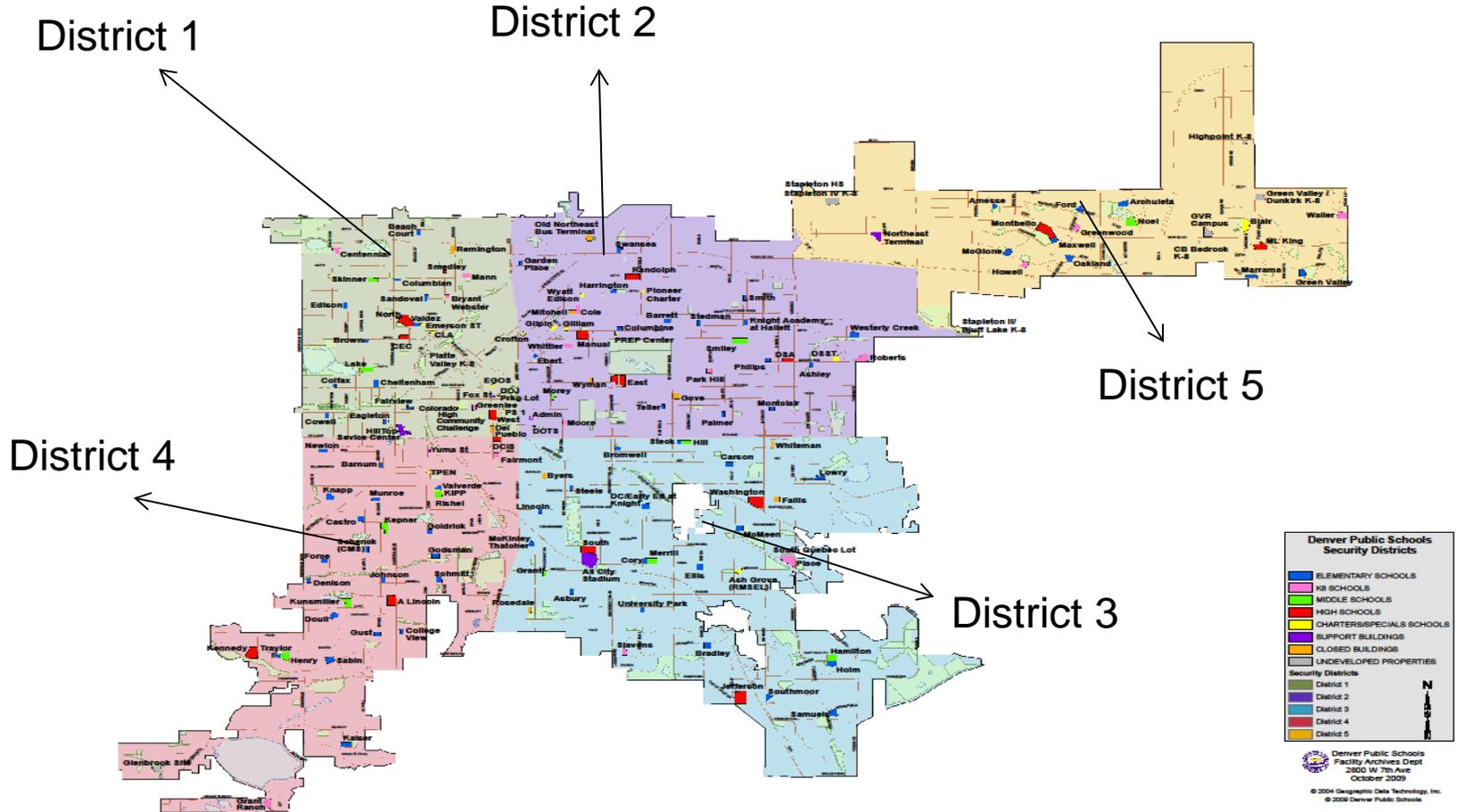 School district or school building administer
  Other

Voice From the Field

Michael Eaton
Chief of Safety and Security
Denver Public Schools

Patrol Districts

School Resource Officer Program

School	Number of Officers
North H.S.	1
Lake	1
East H.S.	2
Manual/Bruce Randolph	1
Thomas Jefferson	1
George Washington	1
South H.S.	1
Lincoln H.S.	1
JFK H.S.	1
Montbello/MLK	2
Kepner MS	1
CHU	1
West H.S.	1
Total	**15**

- **Visible law enforcement presence in high schools**

- **Conduct criminal investigations**

- **Intelligence gathering on gang and other criminal activity**

- **Liaisons between DPS and criminal justice system**

- **Develop partnership with campus communities**

Process

- Formed District Task force comprised of:
  - ▫ Safety and Security
  - ▫ Community Engagement
  - ▫ Legal
  - ▫ Student Services
  - ▫ Academic Leadership
- Conducted a thorough needs assessment and gap analysis.
- Held community meetings with parents and partners such as Padres Jovenes Unidos to:
  - ▫ Obtain feedback on current state of SRO resources
  - ▫ Parent and community priorities regarding police/student interactions
  - ▫ Importance of campus culture in the selection and interaction of the assigned police SRO

Process (continued)

- Conducted a statistic-based analysis of the SRO partnership and school safety needs assessment.
- Met with Denver Police Leadership across the City and engaged in thoughtful dialogue regarding the data and information we had previously collected – agreements were formulated during this process.
- IGA draft process begins and agreement finalized.

A Statistic Based Analysis of the SRO Partnership and School Safety Needs Assessment

- Identified concerns/problems with existing model and agreement:
  - Limited resources available
  - Not spending enough time at their respective schools due to other department obligations
  - Lack of participation by the school community in the selection process
  - Over dependence on the SRO by school leadership causing the officer to engage in non-criminal matters
  - Lack of consistency in SRO responsibilities
  - Criminalization of the student code of conduct
  - Unknown impact of new legislation regarding training SRO
  - Costs

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Priorities for New IGA

- Resources allocated based upon statistical data such as incident-population ratios, size, type, etc.

- Increased presence in schools – SRO's spend at least 75% of their day in the school engaged with students

- Utilize SRO's as instructors - law related and safety topics

- Participation of school leadership in selection of SRO's to include regular feedback to Denver Police leadership that is included in the SRO's annual performance evaluation.

- Annual meetings between school and police leadership to discuss expectations, communication, responsibilities, etc. Additionally – identified process if a change in SRO is requested.

Priorities for New IGA

- Separating disciplinary and criminal issues so over dependence on the SRO does not occur
- De-criminalizing code of conduct violations – including specific language that promotes utilizing the discipline process first and citations/arrests as a last resort.
- Clear communication channels between SRO and school leadership. SRO is considered a member of the leadership team and is included in all discussions related to student discipline, threat assessments, and safety plans.

Discussion with Michael Eaton

Questions?
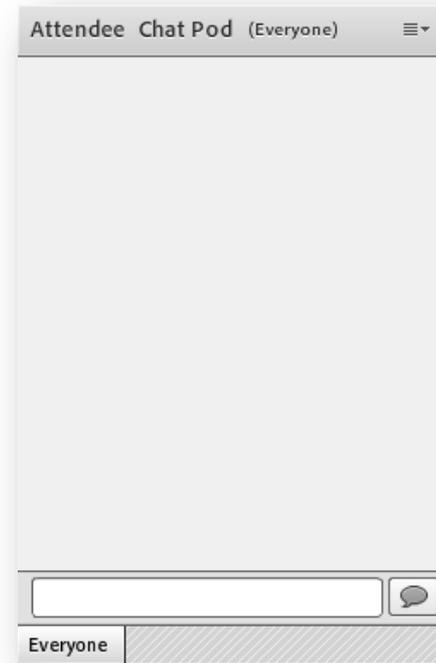
Attendee Chat Pod (Everyone)

Everyone

If you have a question for the presenters, please type it in the Attendee Chat Pod during the Webinar.

Supportive School Discipline
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Voice From the Field

William "Bill" Nagle

District 4 Commander

Denver Police Department

School Discipline Act of 2012 Colorado House Bill 12-1345

• Requires Matrix of Discipline from School
• Requires Notification to school of student arrest or citation
• Requires SRO Training to POST Standards.
• Directs SROs away from involvement in school discipline.
• Requires Data Collection

http://www.leg.state.co.us/clics/clics2012a/csl.nsf/fsbillcont/CD3C8673214EEF8C872579CD00625FE2?Open&file=1345_enr.pdf

Important Issues

- Work to minimize arrest, expulsion and suspension
- Create a positive learning environment for all students
- Recruitment and selection
- Partnership
- Oversight
- Deployment (when, where)

SRO Duties

Per the Department Operations Manual SROs will:

- Act as a **law enforcement liaison**/consultant/ representative with **students, faculty, school staff, administration, parents and the school community.**
- Provide a **liaison between the school and the criminal justice system, including the police department, the courts and corrections personnel** for all crime-related incidents involving students or school staff.

SRO Duties (continued)

Per the Department Operations Manual SROs will:

- **Contribute to the positive police/school/ community relations efforts, especially with students and parents**.
- **Maintain high visibility and initiate interactions with students and staff,** serving as professional and **positive role models**.
- **Assist in the prevention and control of crime**, traffic violations, delinquency and disorder on campus, and in immediate vicinity of school campuses.

SRO Duties (continued)

Per the Department Operations Manual SROs will:

- **Differentiate between disciplinary issues and crime problems and respond appropriately**.
- Do not intervene in concerns that are solely a violation of school rules or policies.
- No liability when acting outside the limits of police authority or duty, such as enforcing rules made in the interest of the Denver Public Schools.

SRO Duties (continued)

Per the Department Operations Manual SROs will:

- **Take appropriate law enforcement action when needed** (still have discretion), in accordance with existing law, conducting preliminary investigations of suspected criminal activity involving students and school personnel, or incidents on school grounds. They will complete follow-up investigations when appropriate, or refer the matter to the appropriate bureau or unit.

SRO Duties (continued)

Per the Department Operations Manual SROs will:

- Assist the faculty and administration in the **development of emergency management plans** for the school population, in an effort to minimize the potential for injury or damage in the event of a crisis situation.
- **Mediate potentially violent conflicts between students, parents and faculty** and will **direct students and/or parents to the appropriate resource for non-criminal issues**.

SRO Duties (continued)

Per the Department Operations Manual SROs will:

- Participate in **Law Related Education** and ensure that **personal safety and information classes** are made available to the students.
- **Coordinate all available resources**, (parents, community, government, juvenile justice system, and D.D.H.S.) **to identify issues and solve problems.**
- **Coordinate with the Denver Public School administration and security**.

SRO Duties **(continued)**

Per the Department Operations Manual SROs will:

- **Keep** the appropriate **District Commander apprised** of any information which would impact patrol staffing, including planned events or suspected gang situations.
- Upon consultation with the school's principal or designee and the officer's commander or designee, a SRO **may be assigned to attend selected extracurricular activities**, such as Parent Teacher Association meetings, athletic events or dances.

SRO Duties (continued)

Per the Department Operations Manual SROs will:
- When assigned to the extracurricular activity, SROs will not **supplant the need for normal security measures** which may include the hiring of off-duty officers.
- Perform **other duties as assigned by the police department and/or the school's management, by mutual agreement of the school administrative personnel and the officer's commander**.

Discussion with William "Bill" Nagle

Questions?
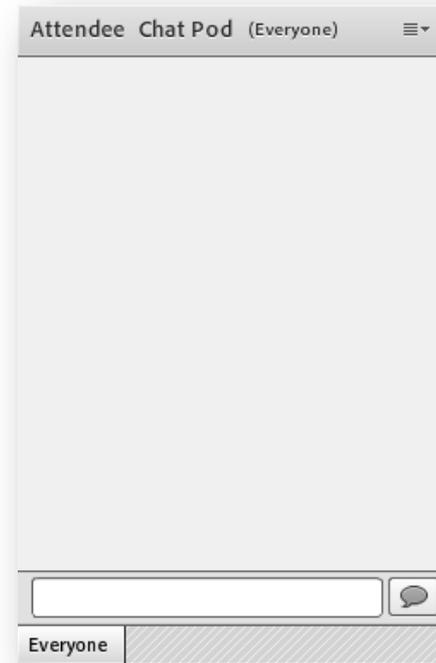
Attendee Chat Pod (Everyone) ≡▾

Everyone

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Voice From the Field

Daniel Kim

Padres Y Jovenes Unidos

Grassroots Advocacy in the Denver School-Police Partnership

Overview

- The role of community advocacy
- Key elements of the MOU
- Implementation process

THE DENVER POST

Cops, DPS ready to hear ideas

Students from an advocacy group will discuss the role of officers in school discipline at a meeting Monday.

By Kevin Simpson
The Denver Post

September 16, 2012; Page 1B

They rallied to the cause of eliminating the "school-to-prison pipeline" -- the contention that many students are being pushed out of school by unfair and unevenly enforced discipline policies -- and earlier this year helped change Colorado law.

On Monday, students from the community advocacy group Padres & Jóvenes Unidos will meet with representatives from Denver Public Schools and the Denver Police Department to offer further input as the institutions hammer out a new agreement on…

The Role of Grassroots Advocacy

- Generating the political will to initiate the process (community organizing)
- Negotiating the agreement
- Implementing the agreement—keeping both sides accountable to the agreement

Why Campaign for an MOU?

Overhaul of district discipline code in 2008 was not adequate:

- Law enforcement referral rates not showing clear progress
- Racial disparities remain high
- Student, family, community perceptions (organizing process)
- Need/opportunity to codify—to create a formal structured process for the two entities to move to a higher level of coordination

Context of the Campaign for an MOU

- **2003-2005 Exposing the school-to-prison pipeline in Denver.** With the Advancement Project, researched and released the report, Education on Lockdown: The Schoolhouse to Jailhouse Track (2005).
- **2005 Implementing restorative justice in Denver schools.** Worked with Denver Public Schools (DPS) to secure funding to pilot Restorative Justice programs at 6 schools.
- **2006-2008 Rewriting Denver's school discipline policy** into one of the most progressive in the country (Policy JK / JK-R).

Context of the Campaign for an MOU (continued)

- **2010-2012 Passing the Colorado Smart School Discipline Law**, one of the first and most comprehensive state bills to reform school discipline and minimize unnecessary criminalization of student conduct.

- **2011-2013 Forging a landmark police Intergovernmental Agreement (IGA)** between DPS and the Denver Police Department to limit the role of police in school discipline and promote restorative justice.

Signing the Intergovernmental Agreement

Padres & Jóvenes Unidos Press Conference with Supt. Tom Boasberg & Chief Robert White

Key Elements of the DPD-DPS Intergovernmental Agreement (IGA)

- The IGA provides for meetings between SROs and community stakeholders.
  - SROs will meet with community stakeholders at least once per semester.
  - SROs will participate in meetings with school administration when requested.

Key Elements of the DPD-DPS Intergovernmental Agreement (IGA) (continued)

- The IGA provides for training of SROs and school administrators on how best to deal with youth in schools.
  - School principals and SROs will attend three two-hour citywide trainings per year, once at the beginning of the school year and once during each semester.
  - DPD officers will be trained on their role within DPS' schools and on the rights afforded to students.
  - Training topics may include such topics such as child and adolescent development and psychology; age-appropriate responses; cultural competence; restorative justice techniques; special accommodations for students with disabilities; practices proven to improve school climate; and the creation of safe spaces for lesbian, gay, bisexual, transgender, and questioning students.

What Does the Implementation Process Look Like So Far?

1. Securing initial commitment from Superintendent Boasberg to create a community accountability process
2. Initial consultations with DPD and DPS Safety & Security
3. Identifying areas for collaborative problem solving
   - New trainings for SRO's
   - Discipline code's grey areas between "discipline" vs. "crime"

# Annual Community Accountability Meeting (April 2014)
## DPS SUPERINTENDENT BOASBERG

Referrals to law enforcement

Grade: D-

In 2012-2013, law enforcement referrals increased by 35% compared to the year before. The number of referrals was the highest it has been since its peak in 2008-2009. The signing of the IGA between DPS and DPD at the end of the school year was a breakthrough and we will be watching to see it reflected in better data for 2013-2014.

DISTRICT-WIDE NUMBER OF REFERRALS TO LAW ENFORCEMENT

Source: Denver Public Schools

Year	Referrals
2007-08	512
2008-09	760
2009-10	603
2010-11	658
2011-12	512
2012-13	695
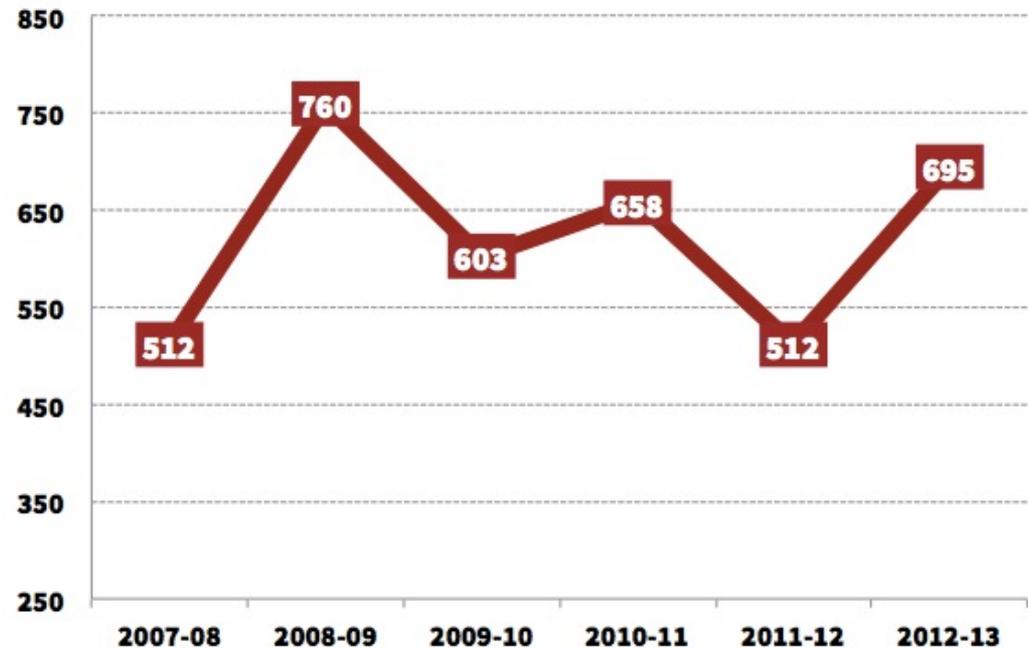
In Denver Public Schools, race matters in law enforcement referrals
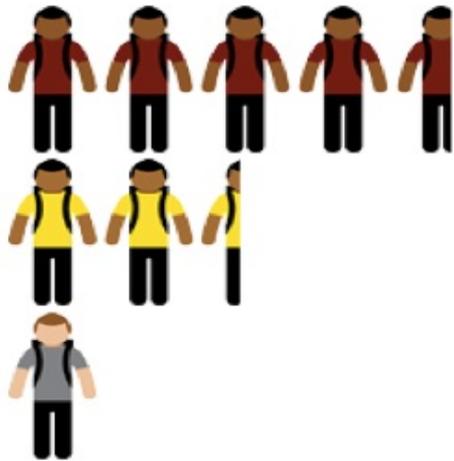
Compared to a white student, a Black student in DPS is 4.6 times more likely to be referred to law enforcement and a Latino student is 1.7 times more likely to be referred to law enforcement by their school.

2012-2013 RATES OF REFERRALS TO LAW ENFORCEMENT FOR COLORADO'S 20 LARGEST SCHOOL DISTRICTS
Source: Colorado Department of Education

DISTRICT

- ADAMS 12 FIVE STAR SCHOOLS
- MESA COUNTY VALLEY 51
- JEFFERSON COUNTY R-1
- ADAMS-ARAPAHOE 28J
- CHERRY CREEK 5
- LITTLETON 6
- BRIGHTON 27J
- DENVER COUNTY 1
- ST VRAIN VALLEY RE 1J
- BOULDER VALLEY RE 2
- POUDRE R-1
- FALCON 49
- CHARTER SCHOOL INSTITUTE
- DOUGLAS COUNTY RE 1
- ACADEMY 20
- HARRISON 2

What Does the Implementation Process Look Like So Far in Denver?

1. Securing initial commitment from Superintendent Boasberg to create a community accountability process
2. Initial consultations with DPD and DPS Safety & Security
3. Identifying areas for collaborative problem solving
   - New trainings for SRO's
   - Discipline code's grey areas between "discipline" vs "crime"

Additional Factors

- State law in 2012 "Smart School Discipline Law"
  - new data reporting re: the relationship between schools, law enforcement and the juvenile justice system
  - all districts must revise discipline codes to incorporate "proportionate discipline" that limits LE involvement to most serious incidents (policy, climate, public awareness)
- School climate is shaped by more than tickets and arrests (what we can see in the data)
  - searches, stops/questioning, perceptions of unfairness
- Community organizing, feedback loop--"Students and Families, Know Your Rights!" Campaign

New Data Reporting Requirements
SB 46 the Smart School Discipline Law

State agencies must collect the following data for the first time:

- The number of students arrested or given a summons or ticket for school-based offenses, disaggregated by age, race/ethnicity, gender, school, and offense;
- The number of school-based offenses that resulted in juvenile court filings, disaggregated by age, race/ethnicity, gender, school, offense, and disposition of each case;
- The number of school-based offenses that were referred to district attorneys by law enforcement agencies that did not result in juvenile court filings, disaggregated by offense; and
- The number of school-based offenses that resulted in referrals to a juvenile diversion program or other alternative program, disaggregated by offense.

This new dataset (which is currently being populated by law enforcement agencies and district attorneys across the state) represents a first-of-its-kind opportunity to understand key aspects of the relationship between schools, law enforcement, and the juvenile justice system, particularly with regard to disproportionate minority contact.

"Students and Families, Know Your Rights!" Campaign

Grassroots Outreach & Education
School Assemblies & Workshops

ARE YOU BEING SUSPENDED UNFAIRLY?

KNOW YOUR RIGHTS! #1

ANSWERS TO YOUR QUESTIONS
ABOUT OUT-OF-SCHOOL SUSPENSIONS.

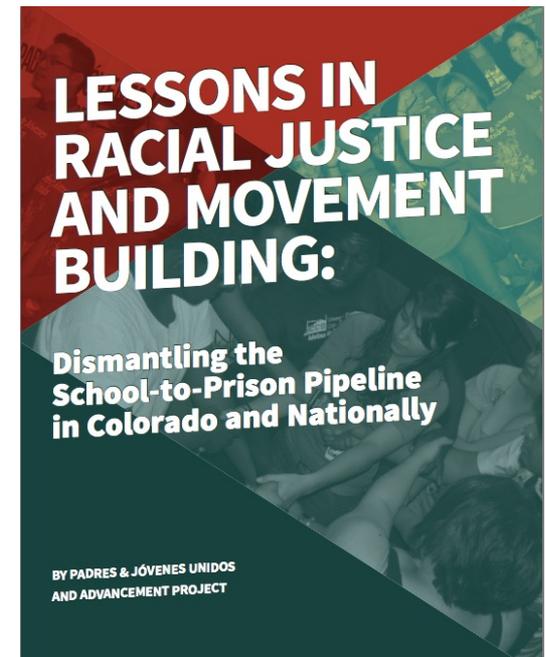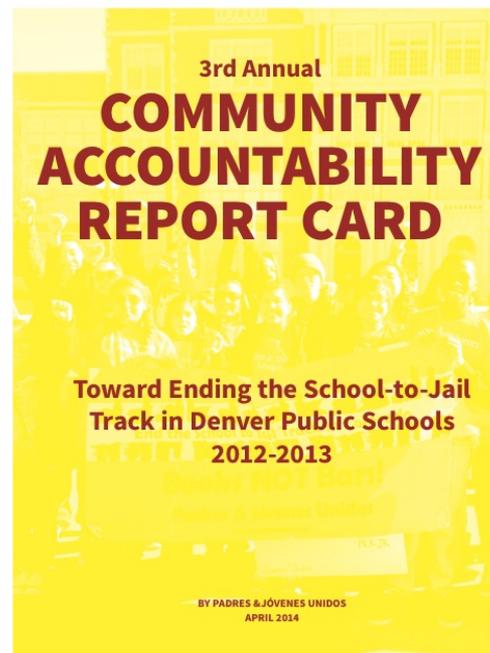Supportive School Discipline
COMMUNITIES OF PRACTICE

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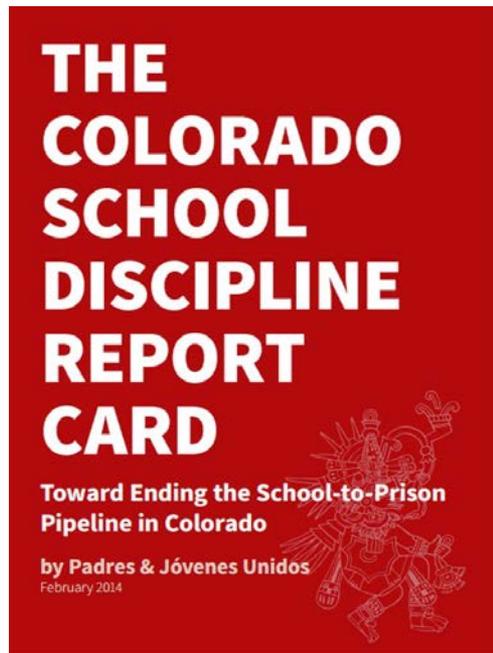Safe Supportive Learning
Engagement | Safety | Environment

"Students and Families, Know Your Rights!" Campaign
PJU Advocacy Hotline & Legal Clinic

Community advocacy via representation at
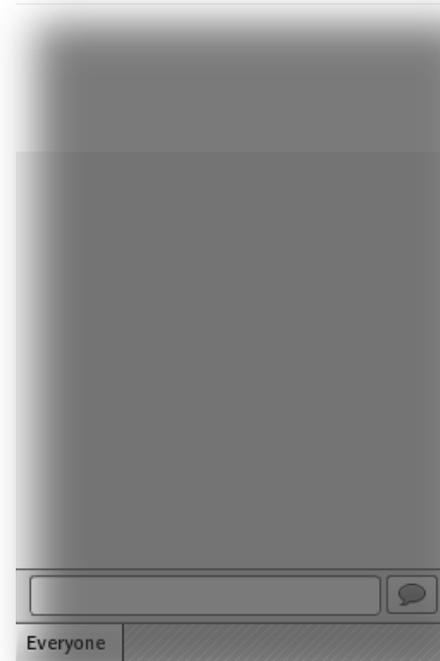due process hearings and conferences

Resources

www.padresunidos.org

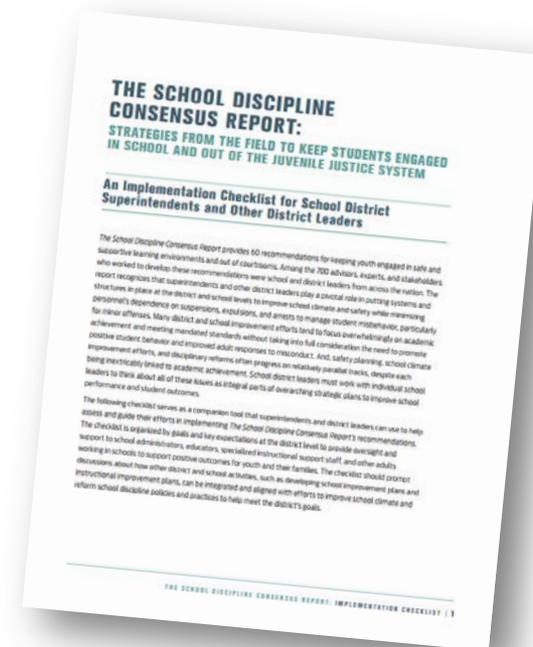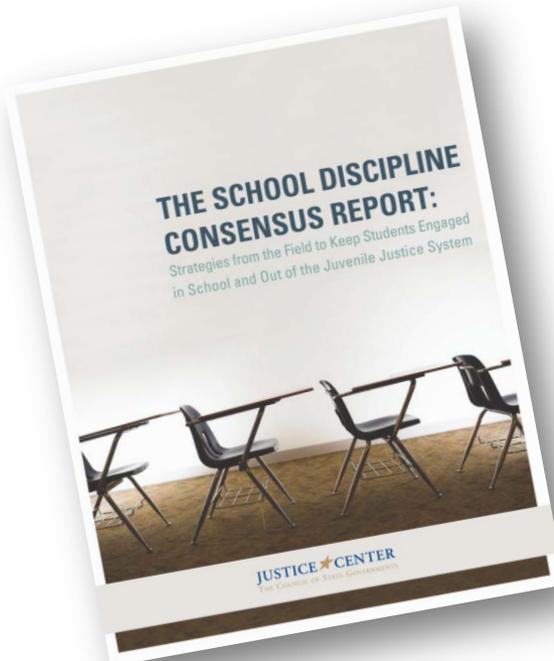# Discussion with Ricardo Martinez & Daniel Kim

Questions?

If you have a question for the presenters, please type it in the Attendee Chat Pod during the Webinar.

To Access the School Discipline Consensus Report

http://csgjusticecenter.org/youth/school-discipline-consensus-report/

For More Information

- Archive of all SSDI webinars
  www.nttac.org/index.cfm?event=trainingCenter.Homepage

- School Discipline Guidance Package: www.ed.gov/school-discipline

- Discipline Disparities Research-to-Practice Collaborative:
  http://www.indiana.edu/~atlantic/

- Archived Supportive School Discipline Webinar Series Events:
  http://safesupportivelearning.ed.gov/supportive-school-discipline-webinar-series

  - [At the Intersection of School Safety and Supportive Discipline: Navigating the Roles and Responsibilities of School Resource Officers](#)

For Assistance

CCAS

Office of Juvenile Justice and Delinquency Prevention's Center for Coordinated Assistance to States (CCAS)
U.S Department of Justice
www.ojjdpccas.org

Supportive School Discipline COMMUNITIES OF PRACTICE

Supportive School Discipline Communities of Practice (SSDCOP)
U.S. Department of Education
http://ssdcop.neglected-delinquent.org

Safe Supportive Learning — Engagement | Safety | Environment

National Center on Safe Supportive Learning Environments (NCSSLE)
U.S. Department of Education
http://safesupportivelearning.ed.gov

JUSTICE ★ CENTER — THE COUNCIL OF STATE GOVERNMENTS — Collaborative Approaches to Public Safety

The Council of State Governments, Justice Center
http://csgjusticecenter.org/

Correctional Education Guidance Package

Departments of Justice, Education Release Correctional Education Guidance Package for Serving Juvenile Justice System-Involved Youth

- Attorney General Eric Holder and Secretary of Education Arne Duncan [released](#) the Correctional Education Guidance Package on Monday, December 8. Developed through a partnership between the U.S. Departments of Justice and Education, this guidance package is designed to inform the efforts of states, school districts, and juvenile justice facilities that serve system-involved youth.

Correctional Education Guidance Package

The package includes the following components:

- [Guiding Principles for Providing High-Quality Education in Juvenile Justice Secure Care Settings](#), jointly issued by DOJ and ED.

- [Dear Colleague Letter on Individuals with Disabilities Education Act for Students with Disabilities in Correctional Facilities](#), issued by ED's Office of Special Education and Rehabilitative Services.

- [Dear Colleague Letter on Civil Rights of Students in Juvenile Justice Residential Facilities](#), issued by DOJ's Civil Rights Division and ED's Office for Civil Rights.

- [Dear Colleague Letter on Access to Federal Pell Grants for Students in Juvenile Justice Residential Facilities](#), issued by ED's Office of Postsecondary Education, provides campus financial aid professionals the eligibility requirements for youth residing in juvenile justice facilities to apply for Pell Grants.

SSD Webinar Series

What's scheduled next?

Webinar Topic	Dates
Targeted Behavioral Interventions	December 10th
School-Police Partnerships	January 14th
Courts and Juvenile Justice	January 28th
Getting Started	February 11th
Resources	March 4th

All SSD Webinar events are archived. To view today's presentation and previous presentations, go to: http://nttac.org

Reminders

- Register for the next SSD Webinar on January 28th, 2014 at 3:00 p.m. ET. on courts and juvenile justice.

- Sign up for the monthly SSD E-Digest. The next issue will be released today!

  - http://ssdcop.neglected-delinquent.org/subscribe-ssdedigest