

Safety

School Resource Officer

In order to make schools more orderly, safer and secure, EASTCONN may employ police officers to deliver security services as school resources officers (SROs).

The utilization of school resource officers in EASTCONN schools is to accomplish the following goals:

- To provide a safe learning environment and help reduce school violence.
- To improve school/law enforcement collaboration.
- To improve perceptions and relations among students, staff and law enforcement officials.
- To collaborate with designated members of the school and EASTCONN staff and with local law enforcement, fire service, public safety and emergency management agencies, and parents/guardians in the development of school safety/crisis plans.

Alternative language:

It is understood and agreed that the EASTCONN Board of Directors and the Police Department officials share the following goals and objectives with regard to the School Resource Officer (SRO) Program in the schools:

1. To foster educational programs and activities that will increase student's knowledge of and respect for the law and the function of law enforcement agencies;
2. To encourage SROs to attend extra-curricular activities held at schools, when possible;
3. To act swiftly and cooperatively when responding to major disruptions and flagrant criminal offenses at school, such as: disorderly conduct by trespassers, the possession and/or use of weapons on campus, the sale and/or distribution of controlled substances, and riots;
4. To report serious crimes that occur on campus and to cooperate with the law enforcement officials in their investigation of crimes that occur at school;and
5. To cooperate with law enforcement officials in their investigations of criminal offenses which occur off campus.
6. To be involved in the development the EASTCONN school safety/crisis plans.

Duties include, but are not limited to:

1. The observation and reporting of any unlawful act;
2. The prevention of theft or misappropriation of any item of value;
3. The control of access to premises being protected;
4. The maintenance of order and safety at public activities;
5. Protection of EASTCONN property, students, staff and persons and property on or about EASTCONN property or while attending EASTCONN-sponsored activities.

Optional Language:

6. Investigating and documenting specific incidents;
7. Assistance in identifying, intervening and communicating with at-risk students;
8. Provision of crime prevention education;
9. Promotion of a positive student attitude towards law enforcement;
10. Operating as a liaison between the community and EASTCONN.

The Executive Director of EASTCONN will develop administrative regulations as necessary to implement this policy.

Alternative language:

The EASTCONN Board of Directors will work in cooperation with the law enforcement agency/police department in the placement of school resource officers in its high/middle/elementary schools. The objectives and qualifications of resource officers will be determined by the police department and shall be subject to approval by the EASTCONN Board of Directors.

EASTCONN shall enter into a Memorandum of Understanding (MOU) with the local police department that defines the officer's role and responsibilities. The MOU must address daily interactions among students, school personnel, and police officers, and must include a graduated response model for student discipline.

(cf. 5114 - Suspension/Expulsion; Student Due Process)

(cf. 5131 - Student Conduct)

(cf. 5131.2 - Assault)

(cf. 5131.21 - Terrorist Acts/Threats)

- (cf. 5131.4 - School Grounds Disturbances)
- (cf. 5131.41 - In-School Disturbances)
- (cf. 5131.5 - Vandalism)
- (cf. 5131.6- Drugs, Tobacco, Alcohol)
- (cf. 5131.61 - Inhalant Abuse)
- (cf. 5131.612 - Surrender of Physical Evidenced Obtained from Students)
- (cf. 5131.7 - Weapons and Dangerous Instruments)
- (cf. 5131.8 - Off School Grounds Misconduct)
- (cf. 5131.9 - Gang Activity or Association)
- (cf. 5141.6 - Crisis Management)
- (cf. 5142 - Safety)
- (cf. 5144 - Use of Physical Force)
- (cf. 5145.11 - Questioning and Apprehension)
- (cf. 5145.12 - Search and Seizure)
- (cf. 5145.121 - Vehicle Searches on School Grounds)

Legal Reference: Connecticut General Statutes

±1 76e through ±1 80a. Contested Cases. Notice. Record.

10-220 Duties of boards of education.

10-233a through 10-233f. Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, and PA 98-139.

53a-1 Definitions.

53a-217b Possession of Firearms and Deadly Weapons on School Grounds.

PA 15-168 An Act Concerning Collaboration Between Boards of Education and School Resource Officers and the Collection and Reporting of Data on School-Based Arrests

PA 94-221 An Act Concerning School Discipline and Safety.

GOALS 2000: Educate America Act, Pub. L. 103-227.

18 U.S.C. 921 Definitions.

Title III - Amendments to the Individuals with Disabilities Education Act.

Sec. 314 (Local Control Over Violence)

Elementary and Secondary Act of 1965 as amended by the Gun Free Schools Act of 1994.

P.L. 105-17 The Individuals with Disabilities Act, Amendment of 1997.

Kyle P. Packer PPA Jane Packer v. Thomaston Board of Directors.

Policy adopted:8/27/19

(as applicable)

Memorandum of Agreement

By and Between

_____ **EASTCONN**

and

_____ **Police Department**

I. Introduction

Schools and law enforcement share responsibility for school safety and must work together with complimentary policies and procedures to ensure a safe learning environment for students. This document expresses the agreement of the parties for responding to non-emergency school disruptions. It strives to ensure a consistent response to incidents of student misbehavior, clarify the role of law enforcement in school disciplinary matters, and reduce involvement of police and court agencies for misconduct at school and school-related events.

The parties agree to the following principles upon which this agreement is founded.

- A.** The vast majority of student misconduct can be best addressed through classroom and in-school strategies and maintaining a positive climate within schools rather than by involvement of the justice community.
- B.** The response to school disruptions should be reasonable, consistent and fair with appropriate consideration of relevant factors such as the age of the student and the nature and severity of the incident.
- C.** Students should be held accountable for their actions through a graduated response to misconduct that provides a continuum of services and increasingly more severe sanctions for continued misbehavior.
- D.** Disruptive students should receive appropriate redirection and support from in-school and community resources prior to the consideration of suspension, expulsion, involvement of the police, or referral to court.
- E.** Clarifying the responsibilities of school and police personnel with regard to non-emergency disruptive behavior at school and school-related events promotes the best interests of the student, the school system, law enforcement and the community at large.

II. Purpose of Agreement

The purpose of this agreement is to encourage a more consistent response to school incidents and to reduce the number of referrals of students to court by establishing guidelines for the handling of non-emergency disruptive behavior at school and school-related events by school and police personnel.

III. Terms of the Agreement

A. Summary of Key Points

The parties agree to:

1. Convene a School/Police Collaboration Team;
2. Share this agreement with a copy to allschool and police personnel;
3. Provide necessary and regular staff training on implementation of the agreement;
4. Put into practice a graduated response to student misbehavior;
5. Monitor implementation of the agreement;
6. Collect data and assess the effectiveness of the agreement; and
7. Modify the agreement as appropriate.

B. Key Factors in Making Disciplinary Decisions

The parties agree that when determining consequences for students' disruptive behavior the following factors shall be considered, if information on the factors is available.

1. Age, health, and disability or special education status of the student.
2. Prior conduct and record of behavior of the student.
3. Previous interventions with the student.
4. Students' willingness to repair the harm.
5. Parents' willingness to address any identified issues.
6. Seriousness of the incident and degree of harm caused.

The parties agree that when determining consequences for student's disruptive behavior the following factors shall not be considered:

1. Race/ethnicity, gender, gender identity, sexual orientation, religion and national origin of the student and family.
2. Economic status of the student and family.

C. Graduated Response Model

Classroom Intervention - The classroom teacher plays a prominent role in guiding, developing and reinforcing appropriate student conduct and is acknowledged as the first line in implementing the school discipline code. As such, this model begins with a range of classroom management techniques that must be implemented prior to any other sanctions or interventions. Classroom intervention is managed by the teacher for behaviors that are passive and non-threatening such as dress code violations, and violations of classroom rules. School Resource Officers (SROs) should not be involved at this level. More than three incidents of the same behavior, if not in the same day, could lead to School Administrator Intervention. Classroom intervention options might include redirection, reteaching, school climate initiatives, moving seats, and the teacher should initiate parental contact.

School Administration Intervention - Classroom interventions must be supported by school administrators who address more serious or repetitive behaviors and behaviors in school but outside of the classroom. Examples of behaviors at this level include repetitive patterns, defacing school property, truancy, threatening and behaviors in hallways, bathrooms, courtyards and school buses. Administration intervention options might include time in the office, after school detention, loss of privilege, reparation, and/or parent conference.

Assessment and Service Provision - When the behavior and needs of the student warrant, an assessment process and intervention with the use of school and community services is appropriate. This intervention is managed by the school administrator or a Student Assistance Team (SAT). Repetitive truancy or defiance of school rules, and behaviors that interfere with others such as vandalism or harassment belong at this level as well as misbehaving students who would benefit from service provision. Assessment and service intervention options should include any classroom or school administration interventions and might include referral to a juvenile review board (JRB) or community service or program, suspension, expulsion or referral to court. Truant behavior should not lead to an out-of-school option. Police can be involved in their role on SATs and JRBs.

Law Enforcement Intervention - Only when classroom, school and community options have been found ineffective (or in an emergency) should the school involve the police, including the SRO. Involvement of the police does not necessarily mean arrest and referral to court. This intervention is managed by the police. Behaviors at this level must be violations of criminal law, but only after classroom, school administration and assessment and service interventions have been tried. Law enforcement options may include verbal warning; conference with the student, parents, teachers and/or others; referral to a JRB and/or community agencies; and referral to court.

D. Police Activity at Schools

The parties agree that police need to follow certain protocols when on school grounds in non-emergency circumstances as follows:

1. Police will act through school administrators whenever they plan any activity on school grounds.
2. Officers entering school grounds will be aware of the potential disruption of the educational process that police presence may cause.
3. Prior to entering a school to conduct an investigation, arrest or search, officers will consider the necessity of such action based on:
 - a. The potential danger to persons;
 - b. The likelihood of destruction of evidence or other property;
 - c. The ability to conduct the investigation, arrest or search elsewhere.
4. When taking a student into custody:
 - a. Officers should make reasonable efforts to avoid making arrests or taking students into custody on the school premises.
 - b. Whenever possible, students should be taken into custody out of sight and sound of other students.
5. For communities with School Resource Officers, the SRO will not be responsible for student discipline or enforcement of school rules, although the SRO may provide assistance to school personnel. The SRO will work collaboratively with the school administrator to determine the goals and priorities for the SRO program and the parameters for SRO involvement in school disciplinary matters.

IV. Data Collection and Monitoring

The parties agree that they will provide baseline data for comparison purposes and regularly collect, share, monitor and report data resulting from the implementation of this agreement.

Data Collection - on a quarterly basis, the following information will be collected.

School - number and types of disciplinary actions, numbers and demographics of students involved, referrals to police.

Police - number and types of school incidents for which police incident reports are written, police actions on incidents.

Commissioner of the Superior Court/
Notary Public

Commission Expiration Date

(Source: Juvenile Justice Advisory Committee, Office of Policy and Management, 450 Capitol Avenue, Hartford, CT)

NOTE: It is also recommended that the Memorandum of Understanding include a section which indicates how the cost of the SRO Program will be paid.

**Students
Appendix#2**

5142.4

(as applicable)

Safety

School Resource Officer

Duties - Example One:

1. To prevent juvenile delinquency through close contact with students and school personnel.
2. To establish liaison with school principals, faculty and students.
3. To establish and maintain liaison with school security personnel and other SROs assigned to school campuses.
4. To inform the students of their rights and responsibilities as lawful citizens.
5. To provide liaison between students and social agencies which provide needed services.
6. To act as a liaison resource to the Principal in investigating criminal law violations occurring in the school or on school property.
7. To assist administration and faculty in formulating criminal justice programs.
8. To formulate educational crime prevention programs to reduce the opportunity for crimes against persons and property in the schools.
9. To participate **in** meetings of the parent-teacher associations as requested.
10. To participate in campus activities, student organizations, and athletic events when invited and feasible.
11. To be aware at all times of the responsibility to improve the image of the uniformed law enforcement officer in the eyes of the students and the community.

Duties - Example Two:

1. Abide by The Executive committee of the Board of Directors policies and shall consult with and coordinate activities through the school Principal but shall remain fully responsive

to the chain of command of the law enforcement agency in all matters relating to employment and supervision.

2. Develop expertise in presenting various subjects; particularly in meeting federal and state mandates in drug abuse prevention education and shall provide these presentations at the request of school personnel in accordance with the established curriculum.
3. Encourage individual and small group discussions about law enforcement related matters with students, faculty and parents.
4. Refrain completely from functioning as a school disciplinarian. The School Resource Officer is not to be involved in the enforcement of disciplinary infractions that do not constitute violations of the law.
5. Attend meetings of parent and faculty groups to solicit their support and understanding of the School Resource Officer Program and to promote awareness of law enforcement functions.
6. Serve as a member of the School Student Services Committee and will be familiar with all community agencies that offer assistance to youths and their families such as mental health clinics, drug treatment centers, etc.
7. Confer with the Principal to develop plans and strategies to prevent and/or minimize dangerous situations on or near the campus or involving students at school related activities.
8. Perform duties as determined by the Principal other than those regularly assigned to school personnel such as lunchroom or hall duty. (Nothing herein is intended to preclude the SRO from being available in areas where interaction with students is expected.)
9. Abide by the EASCONN Board's policy and applicable law concerning interviews should it be necessary to conduct formal law enforcement interviews with students or staff on school property or at school functions under the jurisdiction of the EASTCONN Board.
10. Take law enforcement action as necessary and notify the Principal of the school as soon as possible; whenever applicable advise the Principal before requesting additional enforcement assistance on campus and undertake all additional law enforcement responsibilities at the Principal's direction.
11. Give assistance to officers in matters regarding the duties of SROs whenever necessary.
12. In order to assure the peaceful operation of school-related programs, SROs will whenever possible, participate in or attend school functions.

13. Reaffirm their roles as law enforcement officers by wearing their uniforms, unless doing so would be inappropriate for scheduled school activities. The uniform will also be worn at events where it will enhance the image of officers and their ability to perform their duties.

14. Coordinate with the Principal and be responsible for law enforcement and security activity at extra-curricular events as determined by the Principal.

15.. Serve as a member of the EASTCONN Safety Advisory Committee, be familiar with all community agencies that offer assistance to youths and their families such as mental health clinics, drug treatment centers, etc., and assist in the development and implementation of safety/crisis plans for EASTCONN and individual schools.

Duties - Example Three:

1. To protect lives and property for the citizens and public school students.
2. To enforce Federal, State and local criminal laws and ordinances, and to assist school officials with the enforcement of the EASTCONN Board policies and administrative regulations regarding student conduct.
3. To counsel public school students in special situations, such as students suspected of engaging in criminal misconduct, when requested by the Principal or the Principal's designee or by the parents/guardians of the student.
4. To investigate criminal activity committed on or adjacent to school property.
5. To answer questions that students may have about Connecticut criminal or juvenile law.
6. To assist other law enforcement officers with outside investigations concerning students attending the school(s) to which the SRO is assigned.
7. To provide security during the regular school day and for special school events or functions at the request of the Principal or his/her designee.

Duties - Example Four: (An expanded version of Example Two)

- I. Abide by the EASTCONN Board's policies and shall consult with and coordinate activities through the Principal but shall remain fully responsive to the chain of command of the law enforcement agency in all matters relating to employment and supervision.
2. Refrain completely from functioning as a school disciplinarian. If the Principal or his/her designee believes an incident is a violation of the law, he/she shall contact the School Resource Officer who shall then determine whether law enforcement action is appropriate.
3. Develop expertise in presenting various subjects such as understanding the laws, the police officers and the police mission.

4. Encourage individual and small group discussions about law enforcement related matters with students, faculty and parents/guardians.
5. Attend meetings of parent and faculty groups to solicit their support and understanding of the Police School Resource Program and to promote awareness of law enforcement functions.
6. Make themselves available for conferences with students, parents, and faculty members to assist them with problems of a law enforcement or crime prevention nature. (Nothing herein requires that confidential information obtained be disclosed.)
7. Serve as a member of the School Student Services Committee and will be familiar with all community agencies which offer assistance to youths and their families such as mental health clinics, drug treatment centers, etc., and may make referrals when appropriate.
8. Confer with the Principal to develop plans and strategies to prevent and/or minimize dangerous situations on or near the campus or involving students at school related activities.
9. Perform duties as determined by the Principal other than those regularly assigned to school personnel such as lunchroom or hall duty. (Nothing, herein, is intended to preclude the SROs from being available in areas where interactions with students is expected.)
10. Abide by the EASTCONN Board's policy concerning interviews should it become necessary to conduct formal police interviews with students or staff on property or at school functions under jurisdiction of the public schools.
11. Take law enforcement action as necessary and notify the Principal of the school as soon as possible; whenever practicable advise the Principal before requesting additional enforcement assistance on campus and undertake all additional law enforcement responsibilities at the Principal's direction.
12. Give assistance to police officers in matters regarding the duties of Resource Officers whenever necessary.
13. Promote citizen awareness of law enforcement efforts, to assure the peaceful operation of school related programs, and to build support with students. Police School Resource Officers, will whenever possible participate in or attend school functions.
14. Reaffirm their roles as law enforcement officers by wearing their uniforms, unless doing so would be inappropriate for scheduled school activities. (The uniform will also be worn at events where it will enhance the image of the officers and their ability to perform their duties.)
15. Coordinate with the Principal for extra duty security and be responsible for security and law enforcement activity at extra curricular events as determined by the Principal.

16. File reports as required by the Juvenile Task Force.

17. Obtain approved purchase order from the Juvenile Task Force before charging materials or supplies.