

5142.4

Students**Safety****School Resource Officer**

The Board supports the assignment of School Resource Officers to Beecher Road School, as appropriate, and with Board approval.

The Superintendent should ensure that guidelines are established regarding the role of the School Resource Officer(s). These guidelines should include at a minimum:

- A protocol for police access to and intervention with students;
- A plan to communicate the role of the School Resource Officer to staff, students and parents;
- A plan to annually assess the success of the School Resource Officer program which will be presented to the Board;
- A plan pertaining to the involvement of the School Resource Officer in enhancing school building security.

Legal Reference: Connecticut General Statutes

4-176e through 4-180a. Contested Cases. Notice. Record.

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-3 Definitions.

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

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 Education.

Policy adopted: June 21, 2013

WOODBIDGE PUBLIC SCHOOLS

Woodbridge, Connecticut

Memorandum of Understanding
By and Between
Woodbridge School District
and
Woodbridge Police Department

I. Introduction

The Woodbridge Board of Education and Woodbridge Board of Police Commissioners support the National Association of School Resource Officers (NASRO) collaborative model of school-based policing. While schools are run by educators, there can be a role for law enforcement in the form of a school resource officer (SRO) who helps create a safe and non-threatening learning environment, leads by example and promotes a positive image for law enforcement. The SRO can take a proactive approach to help our students cope with situations and pressures they may have to manage in their school day. 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. The SRO program aims to create and maintain a safe, secure and orderly learning environment for students, teachers and staff. This document expresses the agreement of the parties regarding non-emergency police presence in the Woodbridge School District. The Agreement strives to clarify the role of law enforcement in the schools.

II. Definitions

"PD" refers to the Woodbridge Police Department and its collective members and officers therein.

"The Board" refers to the Woodbridge Board of Education. "School" refers to Beecher Road School.

"Administration and/or school officials" refers to the collective School employees holding titles of principal, assistant/ principal, special services director and Superintendent.

"SRO" refers to a School Resource Officer who has been assigned to one or more district schools. All SROs are employees of the Woodbridge Police Department and are not considered school officials.

III. PD and SRO Responsibilities

The PD shall supply the School a full-time SRO. The Woodbridge Board of Education will fund the full-time Woodbridge/Beecher Road School SRO for the 2018/19 school year (July 1, 2018 – June 30, 2019). Accordingly, the SRO will be selected from a competitive testing process congruent with union guidelines and will receive formal training commensurate with the SRO position. The SRO's schedule will be Monday through Friday from 0800 to 1600 hours. The SRO's schedule will be subject to, among other things, the officer's time off (e.g. vacations, holidays, sick time, etc.), PD training, or other exigent circumstances that require the SRO's attention. For the purposes of this section, "exigent circumstances" shall include, but not be limited to, high priority and/or extraordinary criminal investigations and manpower shortages within the PD, etc.

The SRO shall wear an authorized regulation police uniform and operate an assigned police cruiser during the assignment unless otherwise authorized by the Police Department supervisor for a specific purpose. The SRO shall remain visible in the School and patrol both the exterior and interior grounds.

The SRO, at all times, shall remain an employee of the Woodbridge Police Department. The SRO shall not perform tasks outside of the normal scope of police duties and is not responsible for student discipline or enforcement of school rules.

The SRO shall make classroom presentations when requested by the School on such topics as the role of police in the community, search and seizure, laws of arrest, traffic laws, crime prevention, D.A.R.E, alcohol/drug awareness and education, and youth programs. The SRO may also attend parent, faculty, student, administration, and other meetings to provide information regarding the SRO program as well as opportunities for involvement and support. The SRO serves as a member of the BRS Safety and Security Committee. Lesson plans for all formal, organized presentations will be forwarded to the Patrol Commander (Training Officer) and the school administration for review and approval prior to presentation. Participation in other activities such as panel discussions, mentoring programs, and community coalitions or task forces must be approved, in advance, by the Patrol Commander. The SRO shall keep the Patrol Commander informed of the status of such additional activities. The SRO also serves as a resource to the school administration.

The SRO is prohibited from fraternizing with any student, regardless of the student's age. Any contact with a student off-campus, other than school sponsored events or happenstance encounters in a public place, is prohibited.

IV. School Responsibilities

Each school to which an SRO is assigned shall provide the SRO with an office, which is equipped with both a telephone and a computer capable of internet and email access. Furthermore, and insofar as practical, the location of the office shall be immediately adjacent to a common student hallway providing the SRO the opportunity to view passing students. Said officer shall also be equipped with a locked storage area and file cabinet.

V. Communication

Various state and federal laws impact how and when information can be shared by school officials and police. School officials must comply with the Family Educational Rights and Privacy Act ("FERPA") when sharing student information with police. Police are subject to certain Department of Justice and Connecticut General Statutes restrictions when sharing juvenile information with school officials. Both school officials and police may be bound by the Health Insurance Portability and Accountability Act ("HIPAA"). In addition, all individuals who are mandated reporters may be required to share information under mandated reporter laws.

a. FERPA

In general, school officials may not disclose students' personally identifiable information. However, there are exceptions to this general rule that would allow school officials to share student information with the PD.

Under FERPA, school officials may disclose directory information under certain circumstances. In accordance with FERPA, under Board Policy 5125, *Student Records: Confidentiality*, the Schools may share Directory Information with the police without consent, provided that parents have been informed of the Schools' definition of Directory Information, and parents have been provided the opportunity to opt out at the beginning of the year.

In addition, FERPA provides that school officials may share student information in the event of a health or safety emergency. Information from student records may be released to appropriate individuals in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. The school officials may take into consideration the totality of the circumstances pertaining to the threat to the health or safety of a student or other individuals. If the school officials determine that there is an articulable and significant threat to the health or safety of a student or other

individuals, the school officials may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

b. Police Notification of Arrest to School Officials

Under certain circumstances, police are required to notify school officials that a student has been arrested. The General Statutes at Section 10-233h require that if a person is:

- at least seven but less than twenty-one years of age; and
- an enrolled student; and
- is arrested for a violation of Section 53-206c, a Class A misdemeanor, or a felony;

The municipal police department or Division of State Police within the Department or Emergency Services and Public Protection that made the arrest shall:

- not later than the end of the weekday following the arrest, orally notify the Superintendent of the school district in which the person resides or attends school of the identity of the person and the offense or offenses for which the person was arrested; and
- within seventy-two hours of the arrest, provide to the Superintendent written notification of the arrest, containing a brief description of the incident.

The Superintendent shall maintain the written report in a secure location and the information in the report shall be maintained as confidential in accordance with Section 46b-124 of the state statutes.

The Superintendent may disclose the information to only the principal of the school in which the person is a student, or to the principal or supervisory agent of any other school in which the Superintendent knows the person is a student.

The principal or supervisory agent may disclose the information only to special services staff or a consultant, such as a psychiatrist, psychologist, or social worker, for the purposes of assessing the risk of danger posed by such person to himself other students, school employees, or school property and effectuating an appropriate modification of the person's educational plan or placement, and for disciplinary purposes.

If the arrest occurred during the school year, the assessment will be completed no later than the end of the next school day.

If an expulsion hearing is held pursuant to Section 10-233d of the state statutes, a representative of the municipal police department or the Division of State Police, as appropriate, may testify and provide reports and information on the arrest at the expulsion hearing, provided police participation is required by any of the following: the local or regional board of education, the impartial hearing officer, the principal of the school, the student, or the student's parent or guardian. The information with respect to a child under eighteen years of age shall be confidential in accordance with sections 46b-124 and 54--761, and will only be disclosed as provided in Section 10-233h of the state statutes.

c. Mandated Reporters

Nothing in this Agreement shall in any way abrogate the responsibilities of mandated reporters as defined in the Connecticut General Statutes. All mandated reporters retain their obligation to report suspected abuse or neglect.

VI. Graduated Response Model for Police Involvement/Law Enforcement in Schools

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

- Age, health, and disability or special education eligibility status of the student.
- Prior conduct and record of behavior of the student.
- Previous interventions with the student.
- Student's willingness to repair the harm.
- Parents' willingness to address any identified issues.
- Seriousness of the incident and the degree of harm caused.

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

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

The parties agree that administration of discipline and the enforcement of school rules are the sole responsibility of the Administration of the Schools. Students should be held accountable for their actions and should receive appropriate direction and support from in-school resources and, whenever possible, community resources, prior to the consideration of police involvement. The Administration may request SRO or PD involvement if the Administration believes that there has been a violation of criminal law. Involvement of the police does not necessarily mean arrest and referral to court. 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. The parties agree that the response to student misconduct should be a graduated response, and such a response is outlined in the following chart. The parties agree that the graduated response outlined below is subject to the discretion of the School Administration.

The Parties further agree that the graduated response outlined below is subject to the discretion of the School Administration, with the exception of the section entitled, "Criminal Acts/Any Legal Violations". The potential interventions outlined in the section, "Criminal Acts/Any Legal Violations" is at the discretion of the Woodbridge Police Department and is not listed in a graduated order of intervention.

GRADUATED RESPONSE MODEL CHART

Student Behavior	Responsible Individual	Intervention
Code of Conduct Violations <ul style="list-style-type: none"> • Classroom roles, both academic and civic • General school roles, such as tardiness to class, minor disruptive classroom behavior 	Classroom teacher	Classroom interventions may include: <ul style="list-style-type: none"> • Redirection • Verbal warning • Student/teacher conference • Classroom detention • Parent contact • Referral to administration

<p>Code of Conduct Violations</p> <ul style="list-style-type: none"> • Larger attendance issues as skipping class, such truancy from school, etc. School rule violations, such as tobacco/e-cigarette use or possession. • Behavior that is disruptive to the school environment, including real-time and virtual (social media) behavior. 	<p>School Administrator</p>	<p>In addition to classroom interventions listed above:</p> <ul style="list-style-type: none"> • Office detention, general or extended • Written warning • Administrator/student conference • Administrator/parent/student conference • Restitution • Safe School Plan/Behavior Plan • Loss of Credit Letter • Saturday Detention • Guided Study Program • Suspension • Referral for expulsion <p>Consider whether student's conduct requires referral to a student assistance team, 504 team, PPT, or emergency psychiatric services.</p>
<p>Criminal Acts/Any Legal Violations</p> <ul style="list-style-type: none"> • Alcohol/drug possession • Illegal substances • Inappropriate/violent behavior • Breach of peace • Weapons possession • Robbery • Assault • Sexual assault • Arson 	<p>Police (usually in conjunction with school administrator)</p>	<p>Potential interventions:</p> <ul style="list-style-type: none"> • Verbal warning • Arrest • Conference with student and parent • Referral to emergency mobile psychiatric services (EMPS) • Referral to Juvenile • Review Board (JRB) • Referral to court

• **Police Activity at Schools**

The parties agree that it is the preference that any police activity, including that involving questioning, investigation, arrest, search, or seizure, takes place off of school grounds. The parties agree that the PD, including the SRO, needs to follow certain protocols when on school grounds in non-emergency circumstances, as follows:

- Generally, the PD will notify the Superintendent or his designee in his absence when it plans activity on school grounds, except in exigent circumstances.
- Officers entering school grounds will be aware of the potential disruption of the educational process that police presence may cause.
- Prior to entering a school to conduct an investigation, arrest, or search, officers will consider the necessity of such action based on:
 - The potential danger to persons;
 - The likelihood of destruction of evidence or other property; and
 - The ability to conduct the investigation, arrest, or search elsewhere.

- When taking a student into custody:
 - Officers should make reasonable efforts to avoid making arrests or taking students into custody on the school premises.
 - Whenever possible, students should be taken into custody out of sight and sound of other students.

VII. Body Cameras


It is recognized that pursuant to Woodbridge Police Department policy, police officers are required to wear body cameras or similar devices which are activated manually at the inception of an interaction in their law enforcement capacity. Such devices shall only be activated in accordance with police department requirements. When feasible, unless law enforcement needs dictate otherwise, the officer shall advise any staff, students or guests involved that he/she is activating the camera and/or audio. It is further understood that any recordings using the body camera shall be considered a record of the Woodbridge Police Department and not an educational record.

VIII. Review of SRO

In the event school administration feels that a SRO is not effectively performing his/her duties or responsibilities, the administrator shall contact the Superintendent. Within a reasonable amount of time, the Superintendent shall notify the Chief of Police. A meeting shall be conducted with the SRO to resolve any problems. If the issue cannot be resolved, the Superintendent shall request that the Chief of Police assign a different officer to the SRO position. In such an event, the Chief of Police will recommend a SRO candidate to the Superintendent for approval.

IX. Duration


This Memorandum of Understanding shall become effective July 1, 2018 and shall renew annually on each July 1 thereafter unless either party provides the other with written notice of its desire not to renew the Agreement at least forty-five (45) days prior to July 1 of the renewal year.



 Chairperson - Woodbridge Board of Education

10-12-18
 Date

Margaret Hamilton
 Printed Name



 Superintendent of Schools

10-12-18
 Date

Robert F. Gilbert
 Printed Name



 Chairperson - Board of Police Commissioners

10/9/18
 Date

ROBERT BERKE

 Printed Name

FP Cappiello
Chief of Police

10/9/18
Date

FRANK P. CAPPIELLO
Printed Name

School Resource Officer Duties at Beecher Road Elementary School

- Provide year round (12 months) safety and security to approximately 850 students and 130 staff members in the school on a daily basis.
- Working as a positive role model for students to speak with and serve as the Community Policing Officer available for the parents to talk to if they have any concerns or questions.
- Assure student drop-off and pick-up at opening and dismissal of school is conducted in a safe and timely manner. Working with traffic flow during drop-off and pick-up, parking issues and parking violations during school days. Conducting daily walk-through of the interior and exterior of the building campus. Working at and staying visible at large school events (i.e. Ice Cream Social, Halloween Hoot, Christmas plays, and summer picnics) to ensure safety and communications with staff, parents and students.
- Working on a daily basis with the administration on new and updated protective and restraining orders to ensure children are released to their proper parent(s). Deal with DCF issues or concerns; town resident checks, informing staff of incidents in town for which child and family may need support or assistance at school (i.e. Fires, loss of loved ones, motor vehicle accidents or police matters). In constant communication with Police Department while at the school in case of any emergencies or issues which may affect the daily activity at the school.
- Working as a liaison between the school and the Town of Woodbridge Youth and Human Services Department for families with service needs.
- Member of the Safety Committee and part of the incident command structure which includes drills and actual incidents of school lockdowns, school evacuations, shelter in place, lost child occurrences and fire alarms and drills.
- Investigating motor vehicle violations at school bus stops when reported to me at the school by parents or Beecher Road School Bus Drivers.
- Part of traffic study at Beecher Road School for flow of traffic and steps to keep students and staff safe. Working with school on school bus pick-up and drop-off issues and motor vehicle violations.
- Monitor Video Cameras (exterior) for any suspicious activity or unknown individuals on school grounds and assisting with Live Scan license reader on sign-ins of visitors.
- Teach an 18-week D.A.R.E program for sixth graders about the dangers of drugs and how to make the right decisions in life. Other programs include online Internet safety program through the F.B.I. Continuous year-round safety classes conducted with various grade levels, which include school and school bus safety, Halloween safety, summer and home safety programs. Being asked by teachers to come in to speak with students on issues that may have occurred in classes or at school with their students.
- Provide safety and security for all summer programs (July & August) inclusive of BRS Summer Enrichment, Woodbridge Recreation Department Summer Camp, and the BRS Extended Day Program.

**P.A. 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**

-Page 1-

(Background Information for Policy Review Committee)

This Act requires a school board that assigns a sworn police officer to a school (i.e., school resource officer) to 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.

By previous law, each school board must submit to the Commissioner of Education an annual strategic school profile (SSP) with certain required data (e.g., student performance, school resources) for each of its schools and the district as a whole. This legislation adds to this requirement data on (1) in-school and out-of-school suspensions and expulsions and (2) school-based arrests.

As a separate reporting requirement, the State Department of Education (SDE) must disaggregate the new data the legislation requires by school, race, ethnicity, gender, age, disability status, English language learner (ELL) status, free and reduced price eligibility, offense type, and the number of arrests at each school. SDE must report annually to the State Board of Education on the disaggregation of the data and make the report available to the public on the Department website.

School-Based Arrests

The Act defines a "school-based arrest" as an arrest of a student for conduct on school property or at a school-sponsored event, which is a school activity conducted on or off school property regardless of when it takes place. The arrest must also be of a student enrolled in a school under the board of education responsible for submitting that student's information for the SSP.

Graduated Response Model

The Juvenile Justice Advisory Committee, which advises the Governor and the Office of Policy and Management on juvenile justice and delinquency prevention, developed a model MOU for use between districts and police departments. The graduated response model in its MOU contains guidelines on classroom intervention; school administrative intervention; assessment; service provision; and law enforcement intervention.

The effective date of this legislation is July 1, 2015.

Policy Implications

Many school districts have utilized school resource officers in their school to enhance school security and student safety. Many other districts are considering the placement of such personnel in their schools.

The Act defines a "school resource officer" as a sworn police officer of a local law enforcement agency who has been assigned to a school pursuant to an agreement between the local or regional board of education and the chief of police of a local law enforcement agency.

**P.A. 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**

-Page -2-

School boards that assign a sworn police officer to a school (i.e., school resource officer) through a memorandum of understanding (MOU) with the local police department define the officer's role and responsibilities. The MOU needs to address daily interactions among students, school personnel, and police officers, and may include a graduated response model for student discipline. A memorandum of understanding between the board of education and the police department allows for clear communications of each party's expectations and responsibilities.

The memorandum of understanding clearly specifies the role of the SRO. That role includes, but is not limited to, the following:

- Act as a safety expert, help in the development of safety plans for schools;
- Investigate potential criminal acts;
- Secure buildings by operating metal detectors and/or other safety equipment;
- Provide assistance to school personnel in addressing student violence, drug and alcohol use and abuse, sexual assault, truancy and bullying issues;
- Educate students and faculty on safety measures and crime prevention, safe driving, and other issues; and
- Act as a liaison between the police department and administration.

The MOU can include the knowledge needed for the SROs. Such knowledge includes the confidentiality of student records, search and seizure standards on school campus, state and federal laws relating to special education students, child abuse reporting, school discipline procedures, board of education policies and regulations, and truancy and other school-related state laws.

The specific duties of the SROs should be included in the MOU. It is helpful to have these duties explicitly laid out in the agreement. Examples of such duties include SRO responsibilities with investigating criminal activity, interviewing students, conducting searches, counseling and educating students on law related matters such as the use of drugs and alcohol, and issues pertaining to school security and student safety.

The MOU can contain information pertaining to the number of SROs working in the district and the schools to which they are assigned. The manner of how the SRO's time will be structured can also be included in the MOU. Will the SRO be full or part time? Will there be shifts at designated schools? Will the police department be able to call in the SRO for general police duties in light of staffing issues or an off-campus emergency? How will the district be notified?

In writing the MOU it is important to make sure that the SRO remains an employee of the police department. Police department insurance covers specific liabilities and police officers have certain immunities under the law. The SRO has bargaining unit protections as part of the police department. However, the MOU must specify the structure of supervision while the police officer is in the school setting.

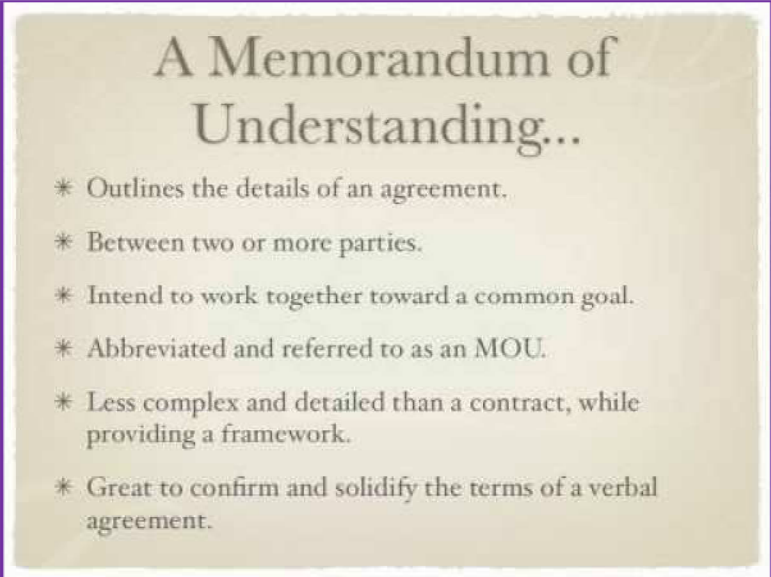
P.A. 15-168 An Act Concerning Collaboration Between Boards of Education and School Resource Officers and The Collection and Reporting of Data on School-Based Arrests

-Page 3-

Other items to be considered for inclusion in the MOU include the following:

1. Salary/fee structure.
2. Selection process for a school SRO.
3. Desired qualifications of the potential SRO.
4. Training to be provided by the police department to the SRO.
5. Specify that the SRO should be on a safety or school climate committee.
6. Clarification of issues pertaining to search and seizure.
7. Access to student records under the “school official” exception.
8. Chain of command issues:
 - a. Specify the SRO’s direct supervisor.
 - b. The chain of command at the school.
 - c. Who may provide direction to or oversight of the SRO while at school.
 - d. Meetings, including frequency, between the SRO and school administrators.
9. Personnel issues:
 - a. Will school administration contribute to the SRO’s police department evaluation?
 - b. Steps to be taken in the event of a personnel issue or performance problem with the assigned SRO.

Policy #5142.4, “School Resource Officer,” appendices pertains to this topic. In addition, a sample “Memorandum of Understanding” also follows. Note that the budget implementer bill, passed in the Special Session of the General Assembly amended P.A. 15-168. It eliminated entering into a MOU with the State Police and it requires, rather than allows a MOU to include a graduated response model for student discipline. In addition, it defines a school resource officer as a sworn police officer of a local law enforcement agency. The original language of PA 15-168 included State Police and did not require a graduated response model.



A sample policy to consider.

Students

Safety

School Resource Officer

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

The utilization of school resource officers in district 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 District 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 Board of Education 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 of District and school safety/crisis plans.

Students

Safety

School Resource Officer (continued)

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 district property, students, staff and persons and property on or about district property or while attending district-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 the District.]

The Superintendent of Schools will develop administrative regulations as necessary to implement this policy.

Alternative language:

The Board 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 Board.

The Board 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)

Students

Safety

School Resource Officer (continued)

- (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
4-176e through 4-180a. 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.
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Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.

Policy adopted:

cps 2/02
rev 2/13
rev 1/15
rev 7/15

A succinct version to consider from Westport.

Students

Safety

School Resource Officer

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

Policy adopted:
cps 1/19

WESTPORT PUBLIC SCHOOLS
Westport, Connecticut

Memorandum of Agreement

By and Between

_____ **Public Schools**

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 all school 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.

C. Graduated Response Model (continued)

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.

D. Police Activity at Schools (continued)

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.

For comparison purposes, the parties agree to retrieve the above data for a year prior to the signing of the agreement and quarterly after the signing of the agreement.

Monitoring and Oversight – on a regular basis and at least quarterly, parties acknowledge and agree that the School/Police Collaboration Team composed of at least two members from each party will meet to provide oversight of the agreement and review relevant data and analysis. At least annually, the Team will prepare a report of activities and make recommendations for improvements to the agreement and/or its implementation.

V. Duration and Modification of Agreement

This agreement shall become effective **Month, Day, Year** and shall remain in full force and effect until such time as the agreement is modified by the consent of the parties. The agreement may be modified at any time by amendment to the agreement.

In witness whereof, the parties hereto, intending to cooperate with one another, have set their signatures to this document on this day.

5142.4
Appendix #1
(continued)

Superintendent of Schools

Date

Printed Name

Sworn and subscribed before me on this ____ day of _____, 20____.

Commissioner of the Superior Court/
Notary Public

Commission Expiration Date

Chief of Police/Resident State Trooper

Date

Printed Name

Sworn and subscribed before me on this ____ day of _____, 20____.

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

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 school Board 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.

Students

Safety

School Resource Officer

Duties - Example Two: (continued)

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 school Board 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 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.

Students

Safety

School Resource Officer

Duties - Example Two: (continued)

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 School/District 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 the District 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 Board of Education 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.

Students

Safety

School Resource Officer

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

1. Abide by Board 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.)

Students

Safety

School Resource Officer

Duties - Example Four: (continued)

10. Abide by Board 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.

A sample regulation to consider/modify.

Students

Safety

School Resource Officer

The School Resource Officer (SRO) provides a visible presence in the District's schools allowing students to develop a trust with law enforcement while linking district and community safety concerns and making District property inhospitable to criminals.

The SRO's responsibilities are equally divided into the three areas of law enforcement officer, law-related counselor and law-related educator. The SRO helps to create a safe and non-threatening learning environment, leading by example and promoting a positive image of law enforcement.

The duties of the SROs shall include, but not be limited to: *(also see appendix to the policy for a listing of possible duties.)*

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 District property, students, staff and persons and property on or about district property or while attending district-sponsored activities.
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 the District.]

Training of School Resource Officers will include the following areas:

1. The law regarding arrest;
2. Search and seizure;
3. Appropriate use of force;
4. Fire detection and reporting of safety issues;
5. Notification of public authorities;
6. Reporting of incidents and preparation of necessary reports;
7. Deportment and ethics;
8. Knowledge of criminal and school law;
9. District policies and regulations;

Students

Safety

School Resource Officer (continued)

10. Knowledge of the National Incident Management System (NIMS) and the National Incident Command System;
11. First aid and CPR; and
12. Self-defense tactics.

The basic qualifications of School Resource Officers shall include the following:

1. Shall be a commissioned officer with a minimum of two years of law enforcement experience;
2. Shall possess a sufficient knowledge of all applicable Federal and State laws and Board of Education policies and regulations;
3. Shall be capable of conducting in depth criminal investigations;
4. Shall possess an even temperament and be able to set a good example for students; and
5. Shall possess communication skills that would enable the officer to function effectively within the school environment.

Graduated Response Model

The SRO Program will use the “Graduated Response Model” for student misconduct, as described below:

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.

Students

Safety

School Resource Officer

Graduated Response Model (continued)

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.

Chain of Command:

As employees of the Police Department, SROs shall follow the chain of command as set forth in the Police Department's policies and procedure manual.

In the performance of their duties, SROs shall coordinate and communicate with the Principal or his/her designee of the school to which they are assigned.

Dress Code:

SROs shall/shall not be required to wear a departmental issued uniform.

Transporting Students:

SROs shall not transport students in their vehicles except:

- When the students are victims of a crime, under arrest, or some other emergency circumstances exist; and

Students

Safety

School Resource Officer

Transporting Students: (continued)

- When students are suspended and sent home from school pursuant to school disciplinary actions if the student's parent or guardian has refused or is unable to pick up the child within a reasonable time period and the student is disruptive/disorderly and his/her continued presence on campus is a threat to the safety and welfare of other students and school personnel.

If circumstances require that an SRO transport a student, then school officials must provide a school official or employee of the same gender of the student to be transported to accompany the officer in the vehicle.

Students shall not be transported to any location unless it is determined that the student's parent, guardian or custodian is at the destination to which the student is being transported. SROs shall not transport students in their personal vehicles.

SROs shall notify the school Principal before removing a student from campus.

Investigation, Interrogation, Search and Arrest Procedures:

The standard operating procedures for the investigation of crimes and interrogation, search and arrest of students are as follows:

1. Interrogation Procedures: In the event a serious crime (as defined below) is committed at school or at a school activity, the Principal or Assistant Principal with the assistance of the SRO should:
 - Question any witnesses to determine that a crime was committed and who committed the crime. The SRO shall have the general authority to question or interrogate any student at school who may have information about criminal misconduct or the violation of the conduct policies of the Board of Education. As a general rule, the interrogation should be conducted in cooperation with and in the presence of a school official but when immediate action is necessary or in an emergency situation, the SRO may interrogate a student without the presence of a school official.
 - Question the person suspected of committing the crime. As a general rule, the suspect should not be arrested or placed "in custody" during the initial interview or interrogation. The suspect shall be informed generally of the purpose of the investigation and given an opportunity to present informally his/her knowledge of the facts. If the suspect wishes to remain silent, to contact his/her parents or an attorney, or to end the interview, the questioning should cease and the suspect's request should be granted unless there is a reasonable cause to detain the student for questioning.

Students

Safety

School Resource Officer

2. If a student is detained, placed in custody or arrested, the student must be advised prior to further questioning by a SRO:
 - That he/she has the right to remain silent;
 - That anything he/she says can be used against him/her in a court of law;
 - That he/she has a right to have a parent, guardian or custodian present during questioning;
 - That he/she has a right to talk with an attorney before you ask any questions and he/she has a right to have his/her attorney present with him/her during questioning;
 - That if he/she cannot afford to hire an attorney, one will be appointed for him/her by the court before any questioning if he/she wishes; and
 - That if he/she decides to answer now without an attorney present, he/she will still have the right to stop answering questions at any time. He/she also has the right to stop answering questions at any time until he/she talks to a lawyer.
 - That if the suspect is a minor, the child's parent, guardian, or custodian shall be contacted and invited to be present during the interview and the accused shall be advised of his/her rights.

Search Procedures:

If the Principal or his/her designee has reasonable grounds for suspecting that a search of a student or a student's possessions will uncover evidence that the student has violated or is violating either the law or the rules of the school, the Principal or his/her designee may search the student's pockets, pocketbook, bookbag, desk, locker, vehicle or any similar location within the student's control. When requested by school officials, the SRO shall assist with the search in order to protect the safety of all persons involved in the search. If the search uncovers evidence of criminal misconduct, the evidence may be held for or turned over to the SRO.

School officials shall not conduct a "strip search" without a search warrant. A strip search is defined as a search of a student's person, which requires the student to remove his/her clothing in order to determine if any evidence is concealed within the student's undergarments or on the body. The term does not include the removal of outer garments such as coats, hat, shoes etc. If there is probable cause to believe that a student has concealed or is concealing evidence of criminal misconduct within his/her undergarments, the SRO should assist the school official in obtaining a warrant to search the student.

Students

Safety

School Resource Officer (continued)

Reporting of Serious Crimes:

If the investigation uncovers evidence of a crime as defined in statute, the school official shall notify the SRO, the student's parent/guardian and the Superintendent's office.

Bomb Threats:

School officials, the SRO and fire safety officials shall cooperate in the implementation of procedures in the event of a bomb threat. In all cases, such incidents shall be reported by the Principal to the Superintendent's office and to the SRO.

Controlled Substances:

School officials shall notify the SRO in all cases involving the possession, sale or distribution of controlled substances at school or school activities.

Any controlled substances or suspected controlled substances confiscated by school officials shall be turned over to the SRO for proper identification and eventual disposition.

Riots and Civil Disorders:

In the event a riot or civil disorder occurs on a school campus, the Principal and the SRO shall discuss and agree upon a response to the situation.

If, in the opinion of the Principal and SRO, additional law enforcement personnel are needed to restore and/or maintain order, the SRO will contact the appropriate law enforcement agency and request that assistance. The Principal or his/her designee also shall notify the Superintendent.

The Principal or his/her designee shall be prepared to respond to questions from the news media, parents and other members of the public as soon as order is restored.

If deemed necessary by school and law enforcement officials, the media and the public may be restricted to an area off campus away from the disturbance until order is restored.

The SRO or officer in charge shall consult with the Principal about the need or decision to arrest and/or remove students and other persons from the campus. However, law enforcement officials shall have the authority to arrest and remove any person who commits a crime in their presence.

Students

Safety

School Resource Officer (continued)

The names of any students arrested and removed from campus should not be released to the news media until their parents have been notified and in no event shall the names of juvenile students who have been removed from campus be released to the news media.

Education Records:

School officials shall allow SROs to inspect and copy any public records maintained by the school including student directory information. However, law enforcement officials may not inspect and/or copy confidential student education records except in emergency situations.

If some information in a student's cumulative record is needed in an emergency to protect the health or safety of the student or other individuals, school officials may disclose to the SRO that information which is needed to respond to the emergency situation based on the seriousness of the threat to someone's health or safety; the need of the information to meet the emergency situation and the extent to which time is of the essence.

If confidential student records information is needed, but no emergency situation exists, the information may be released only upon the issuance of a search warrant or subpoena to produce the records.

Regulation approved:

cps 2/02

rev 2/13

rev 1/15

A Memorandum of Understanding entered into between the Madison Board of Education and the Madison Police Department. This is provided as another example of an MOU.

**Memorandum of Agreement
by and between
the Madison Board of Education
and the Madison Board of Police Commissioners**

School Resource Officer Program

This Agreement is made and entered into this 2nd day of January, 2014 by and between the Madison Police Department and the Madison Public Schools.

I. Introduction:

The Madison Board of Education (BOE) and the Madison Board of Police Commissioners (BPC) support the National Association of School Resource Officers (NASRO) “triad” concept of school-based policing which is the true and tested strength of the School Resource Officer (SRO) Program. The triad concept divides SROs’ responsibilities equally into three areas: law enforcement officer, law-related counselor and law-related educator. SROs help create a safe and non-threatening learning environment, lead by example and promote a positive image of law enforcement. Further, the BOE and the BPC view the SRO Program as a proactive approach to help students cope with the pressures they find themselves having to confront.

The BOE and BPC agree to the following principles on which this Agreement is founded:

- The vast majority of student misconduct can and should be addressed through classroom and in-school strategies and by maintaining a positive school climate.
- 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.
- Students should be held accountable for their actions through a graduated response to misconduct that provides a continuum of services and increasingly more serious consequences for continued misconduct.
- Disruptive students should receive appropriate redirection and support from in-school and community resources prior to the consideration of police involvement or court referral.
- Establishment of clear and consistent guidelines 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. The SROs will:

- Provide education programs to students, parents and faculty concerning topics such as substance abuse, violence prevention and diffusion, conflict resolution, crime prevention, internet safety and other relevant issues to the student population. Assist school administrators in emergency crisis planning and building security matters.
- Provide training for school personnel in handling crisis situations which may arise at the school.
- Work to proactively develop close contact and positive relationships with students and staff and be available to students, parents and staff who want to discuss concerns.
- Serve as a security resource for students, teachers, administrators and parents at athletic and extra-curricular events.
- Act as a liaison with law enforcement agencies.
- Not take any official police action without the consent of the school administration unless a SRO has personally observed a violation of the law or witnessed a crime.
- Only interview students accused of criminal/unlawful activity in school or on school grounds if said activity occurred on school property, at a school activity or when the activity in question has disrupted or has the potential to disrupt the school. If an interrogation is to take place during school time, SROs will consult with the administration to determine the appropriate time for it to take place. SROs will inform the school Principal of the results of any student interrogation.
- Make reasonable efforts to avoid making arrests or taking students into custody on the school premises. Whenever possible, students should be taken into custody out of sight and sound of other students.

III. Terms and Conditions:

Graduated Response Model

- The SRO Program will use the “Graduated Response Model” for student misconduct. See Exhibit B, Graduated Response Model, which is attached hereto and incorporated herein by reference.

SRO Staffing and Scheduling

- The BOE has the authority and responsibility to define the roles and scope of those working on its campuses and with its students.
- The Chief of Police will recommend SRO candidates to the Superintendent of Schools for approval.
- The BPC and the MPD shall have the power and authority to hire, discharge and discipline SROs.
- SROs shall be employees of the MPD and shall be subject to the administration, supervision and control of the MPD.

III. Terms and Conditions:

SRO Staffing and Scheduling (continued)

- SROs shall be subject to all personnel policies and practices of the MPD.
- SROs will wear an approved MPD uniform and carry a MPD firearm.
- SROs duty hours shall, whenever possible, conform to the school day.
- In the performance of their duties, SROs shall coordinate and communicate with school administration.
- It is understood and agreed that in the event of an emergency, a SRO may be ordered by the MPD to leave school during normal duty hours and to perform other services for the MPD.
- In the event a SRO must be absent from work, the SRO shall notify his or her supervisor in the MPD. The MPD will notify the School Principal. The MPD will assign another SRO qualified officer, if available, to substitute for the absent SRO.
- The MPD agrees to fund and provide all required, as well as advanced, ongoing training to ensure SROs are current in best practices. Whenever possible, training will take place when school is not in session. However, it is understood and agreed that sometimes the training will have to take place when school is in session and that SROs will be unable to be at the schools during those times.
- BOE and BPC will provide necessary and regular staff training on implementation of this Agreement.

Review Process

- In the event school administration feels that a SRO is not effectively performing his/her duties or responsibilities, the administrator shall contact the Superintendent of Schools. Within a reasonable amount of time, the Superintendent shall notify the Chief of Police. A meeting shall be conducted with the SRO to resolve any problems. If the issue cannot be resolved, the Superintendent shall request that the Chief of Police assign a different officer to the SRO position. In such an event, the Chief of Police will recommend a SRO candidate to the Superintendent of Schools for approval.
- The BOE and BPC will create a School Resource Officer Joint Committee (SROJC) comprised of at least two members appointed by the BOE and two members appointed by the BPC. The SROJC will meet on a semi-annual basis and will provide a comprehensive report of key qualitative and quantitative data to the BOE and the BPC twice per academic year. The BOE and BPC will utilize the data to review the effectiveness of the SRO Program, make any changes deemed necessary and make recommendations as to the continuance of the SRO Program.

III. Terms and Conditions:

Review Process (continued)

- If a conflict develops between a SRO's legal responsibilities and the BOE policies/regulations, a SRO's legal responsibilities as a sworn police officer shall take precedence. In such an instance, the SRO shall inform the school administration and work with the administration to suggest a plan or policy revision to avoid future conflict.

Term

- This Agreement shall become effective January 2, 2014 and shall remain in effect through June 30, 2015. Following the initial term, this Agreement shall be renewed for one year periods unless either party requests termination in writing prior to March 31st.
- At the beginning of each renewal term, the BOE will notify, in writing, the BPC the number of SROs to be provided during the renewal term. Absent written notice, the number of SROs in the SRO Program will remain the same for the renewal term.
- A request for revision or modification to this Agreement may be made by either party in writing and with mutual consent by both parties.

Funding

- Upon funding approval by the Madison Board of Finance and Madison Board of Selectmen, the BPC agrees to provide fully uniformed and armed SROs to the Madison Public Schools.
- The cost of the SRO Program shall be paid by the parties as set forth in Exhibit A, Cost Sharing, which is attached hereto and incorporated herein by reference.
- The total cost of the SRO Program, including benefits, uniforms, etc., will be reviewed and adjusted before each renewal term. The proportional expense to the MPD and BOE will remain unchanged even though the dollar amount may change.

Nothing in this Agreement shall supersede state or federal law.

IN WITNESS THEREOF, the parties hereto have executed this Agreement on January 2, 2014.

Jean Fitzgerald
Board of Education Chair
Madison Public Schools

Date

Thomas R. Scarice
Superintendent of Schools
Madison Public Schools

Date

Fillmore McPherson
First Selectman
Town of Madison

Date

John C. Drum
Chief of Police
Madison Police Department

Date

Eric Thornburg
Madison Police Commission Chair

Date

Exhibit A

Cost Sharing

Cost sharing per SRO:

\$93,270.00 annually
(per Town of Madison Personnel Department)

BOE cost sharing: 70%

MPD cost sharing: 30%

January 2, 2014 - June 30, 2014

July 1, 2014-June 30, 2015

BOE

MPD

BOE

MPD

\$32,645.00

\$13,991.00

\$65,289.00

\$27,981.00

BOE will transfer the funds to MPD initially on January 1, 2014 and annually thereafter at the beginning of each fiscal year.

There will be a one-time hiring expense of \$6,220.00 to be split equally between BOE and MPD.

SRO overtime requested by BOE will be paid in full (100%) by BOE.

THESE FIGURES WILL BE REVIEWED AND ADJUSTED UPON RENEWAL OF THE AGREEMENT; HOWEVER COST SHARING WILL REMAIN 70% BOE and 30% MPD.

Exhibit B

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 Code of Conduct. As such, this model begins with a range of classroom management techniques that must be implemented prior to any other sanctions or interventions.

School Administration Intervention: Classroom interventions must be supported by school administrators who should address more serious or repetitive behaviors and behaviors in school but outside the classroom.

Assessment and Service Provisions: When the behavior and needs of the student warrant, an assessment process and intervention with the use of school and community resources is appropriate.

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. Behaviors at this level must be violations of criminal law. Law enforcement involvement will only occur, excluding an emergency, after classroom, school administration and assessment and service interventions have been tried.

Another version of this policy to consider.

Students

Safety

School Resource Officer

The Board Supports the assignment of School Resource Officers to schools in _____, as appropriate, and with Board approval.

The Superintendent should ensure that guidelines are established regarding the role of the School Resource Officer(s). These guidelines should include at a minimum:

- A protocol for police access to and intervention with students;
- A plan to communicate the role of the School Resource Officer to staff, students and parents;
- A plan to annually assess the success of the School Resource Officer program which will be presented to the Board;
- A plan to ensure appropriate data is collected, analyzed and reported on at least an annual basis to the Board.
- A plan pertaining to the involvement of the School Resource Officer in enhancing school building security.

Legal Reference: Connecticut General Statutes
4-176e through 4-180a. Contested Cases. Notice. Record.
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-3 Definitions.
53a-217b Possession of Firearms and Deadly Weapons on School Grounds.
PA 94-221 An Act Concerning School Discipline and Safety.
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
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 Education.

Policy adopted:

rev 2/13
rev 7/15

Recommendation from Ad Hoc SRO Committee

Charge: Make recommendation to WBOE on security personnel needs and costs for 2018-19 school year.

Members: Sandy Stein – **BOF/community member**
Rob Berke – Chair, **Police Commission**
Frank Cappiello – **Chief of Police**
Bob Gilbert – **Superintendent**
Gina Prisco - **Principal**
Margaret Hamilton – **WBOE chair**
Lynn Piascyk – **Safety Committee member and WBOE member**
Paul Testa – **WBOE member**
Nancy Maasbach – **WBOE member**
Cathy Salinardi – **Extended Day**
Judy Silva – **North Office Staff**
Shari Foldy – **Teaching Assistant**
Patrick Reed – **Parent Representative**
Maria Madonick – **Parent Representative**
Peter Halsey – Classroom Teacher
John Adamovich - **Woodbridge Recreation Department**

Process: The committee met as follows:

- 8/24/17 – Initial meeting and discussion of charge and process
- 8/31/17 – PARENT FORUM prior to Open House
- 9/05/17 – PARENT FORUM prior to Open House
- 9/12/17 – PARENT FORUM prior to Open House
- 9/14/17 – discussion of survey questions and narrative
- 9/19/17 – FACULTY FORUM
- 9/20/17 – FACULTY FORUM
- 9/25/17 – PARENT FORUM
- 9/25/17 – Meeting to finalize survey narrative and questions
- 10/12/17 – Meeting to review survey results and document recommendation to WBOE on Security Personnel needs

Parent participation at the four Parent Forums was minimal – 6-8 parents in total attended. Staff participation at the two Staff forums was also low – 7-9 staff members attended in total.

Participation in the survey was also low:

- Total of 279 responses received
- 62 (out of 120) staff responses
- 217 (out of 1013 EMAIL links) parent responses
- No clear “mandate” from survey, either in number of responses, or consistency of responses.

Recommendation: Recommendation from the committee is as follows:

1. Continue current SRO position – active duty Woodbridge police officer
2. Continue SRO coverage as is during school year and summer programs – with summer programs covering summer cost (approximately \$28,000 of total cost).
3. Discuss with town any “shared” funding under the category of “community policing” given that if Beecher did NOT employ the SRO, coverage for the school would be provided by the police department at a very different level, but still would apply.

Final Steps: This committee will meet a final time to put together forum to present survey results and recommendation.

Report from the Woodbridge Board of Education's Ad Hoc SRO Committee

November 2, 2017





Charge to the Ad Hoc SRO Committee

Make recommendation to WBOE on security personnel needs and costs for 2018-19 school year.



Committee Members

Sandy Stein – BOF/community member

Rob Berke – Chair, Police Commission

Frank Cappiello – Chief of Police

Bob Gilbert – Superintendent

Gina Prisco - Principal

Margaret Hamilton – WBOE chair

Lynn Piascyk – Safety Committee member
and WBOE member

Paul Testa – WBOE member

Nancy Maasbach – WBOE member

Cathy Salinardi – Extended Day

Judy Silva – North Office Staff

Shari Foldy – Teaching Assistant

Patrick Reed – Parent Representative

Maria Madonick – Parent Representative

Peter Halsey – Classroom Teacher

John Adamovich - Woodbridge Recreation
Department



Committee Process

The committee met as follows:

- 8/24/17 – Initial meeting and discussion of charge and process
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- 9/25/17 – Meeting to finalize survey narrative and questions
- 10/12/17 – Meeting to review survey results and document recommendation to WBOE on Security Personnel needs



Parent/Staff Forum & Survey Responses

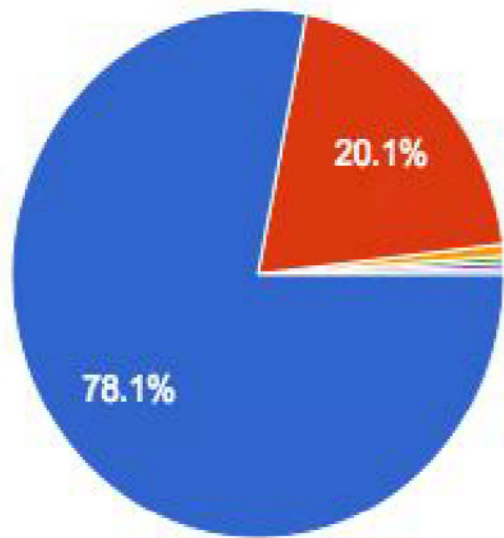
Parent participation at the four Parent Forums was minimal – 6-8 parents in total attended. Staff participation at the two Staff forums was also low – 7-9 staff members attended in total.

Participation in the survey was also low:

- Total of 279 responses received
- 57 (out of 123) staff responses = 46%
- 217 (out of 890 EMAIL links) parent responses = 24%
- 3 people ID as dual
- Paper copies provided as needed
- No clear “mandate” from survey, either in number of responses, or consistency of responses.

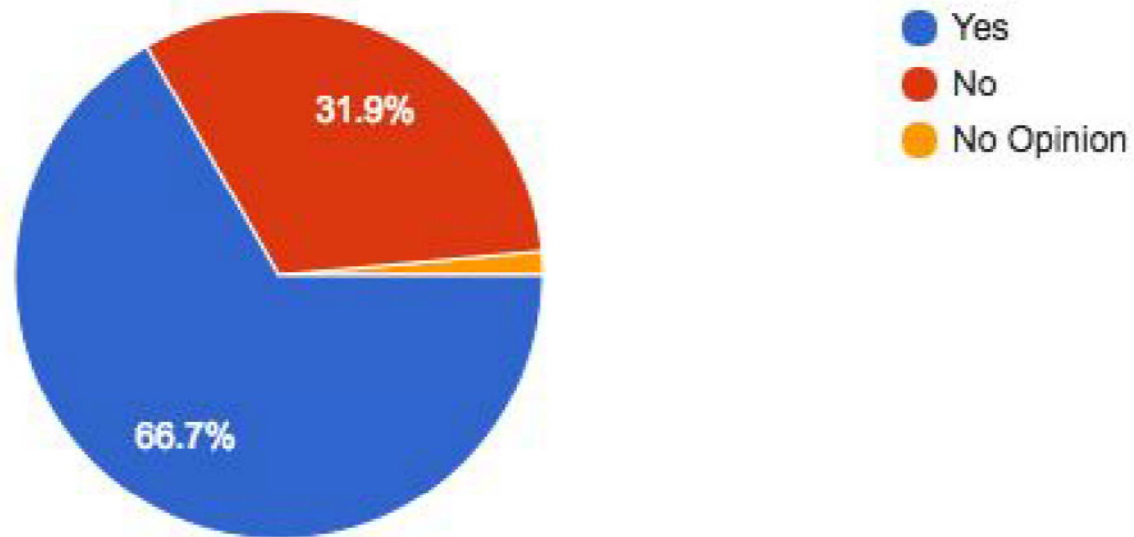


1. Are you a



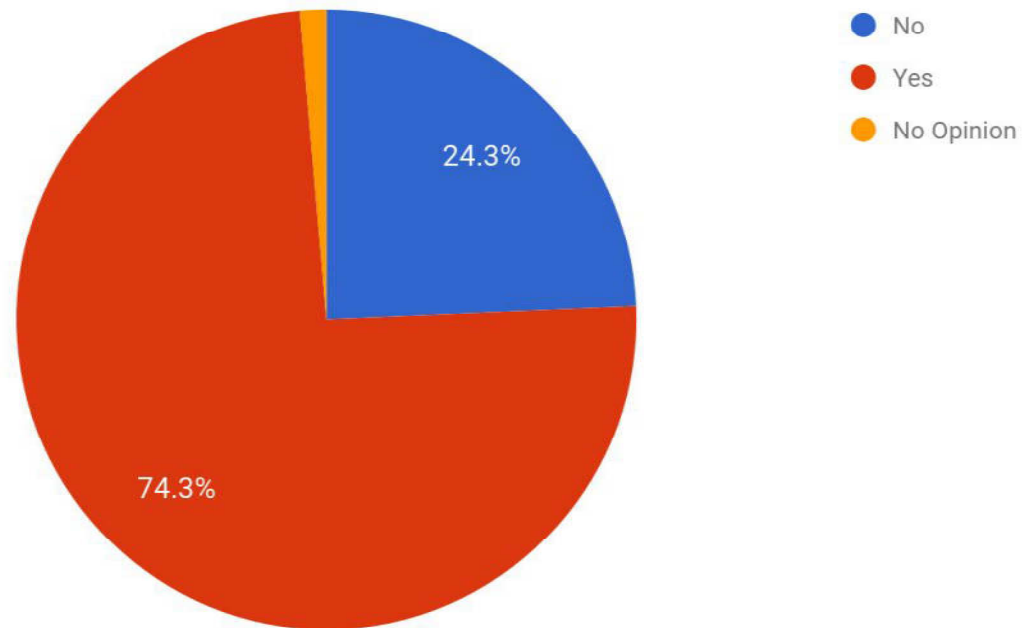
- Parent
- Staff member
- Both
- Parent of Future Students
- staff member and resident
- both

2. Do you think a security person is needed?



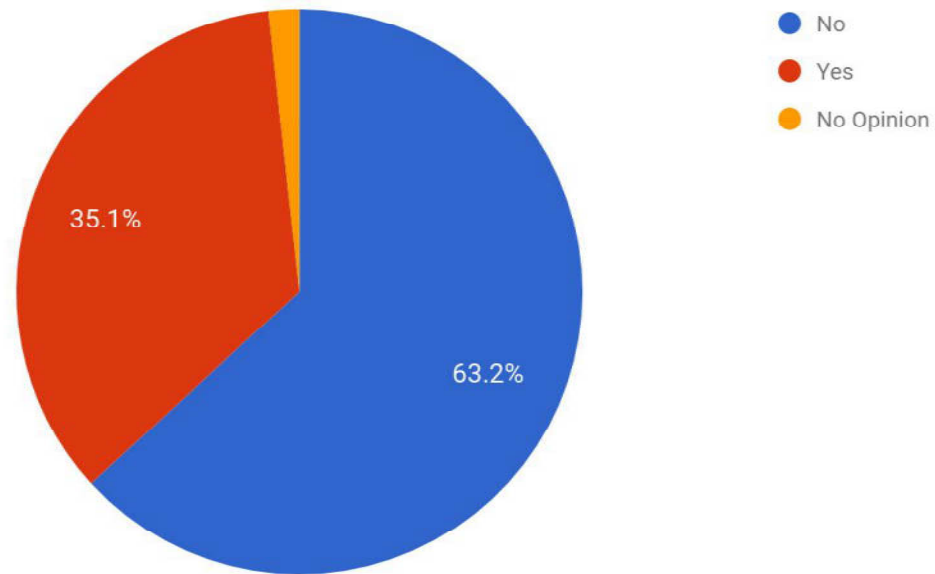
2. Do you think a security person is needed?

PARENT

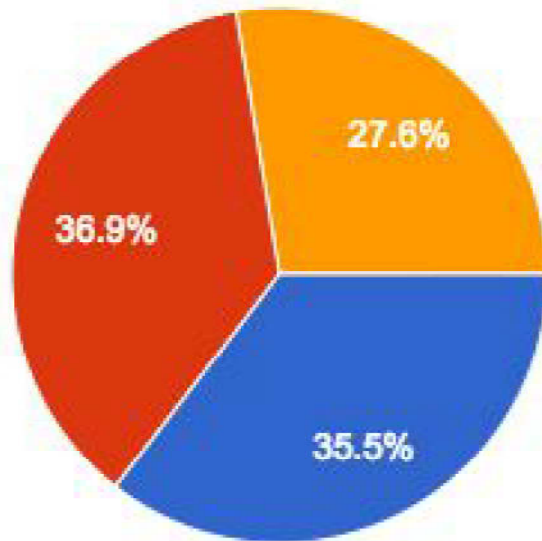


2. Do you think a security person is needed?

STAFF



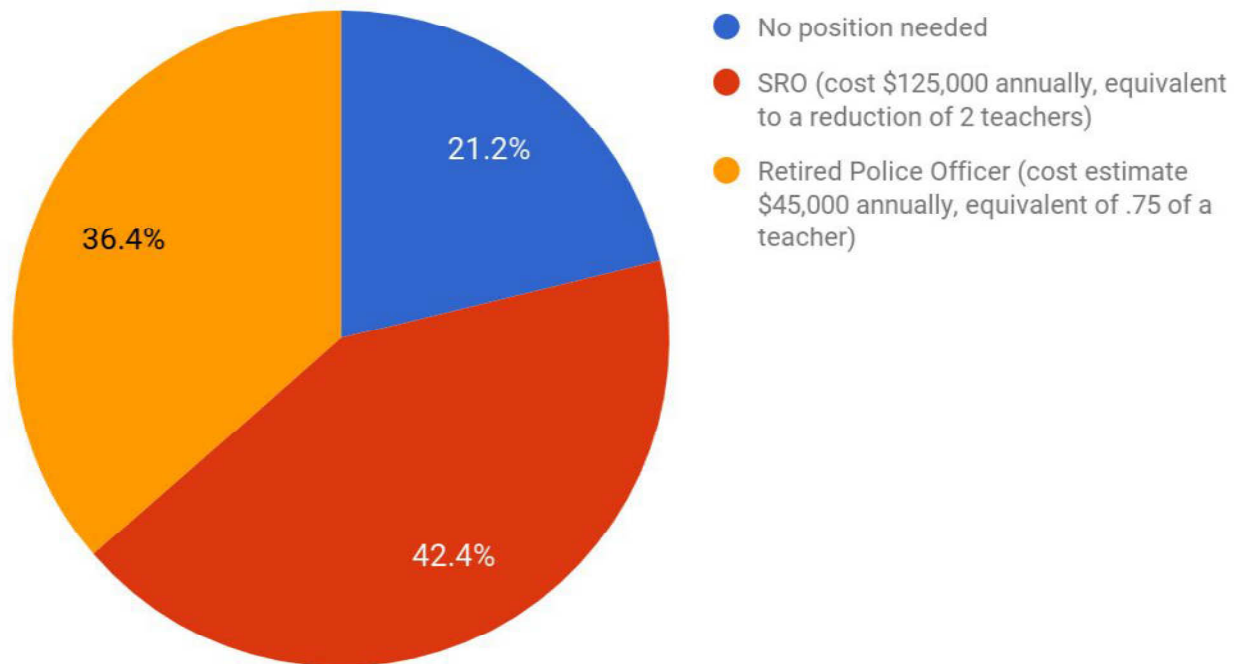
3. What level of security personnel do you feel is needed:



- SRO (cost \$125,000 annually, equivalent to a reduction of 2 teachers)
- Retired Police Officer (cost estimate \$45,000 annually, equivalent of .75 of a teacher)
- No position needed

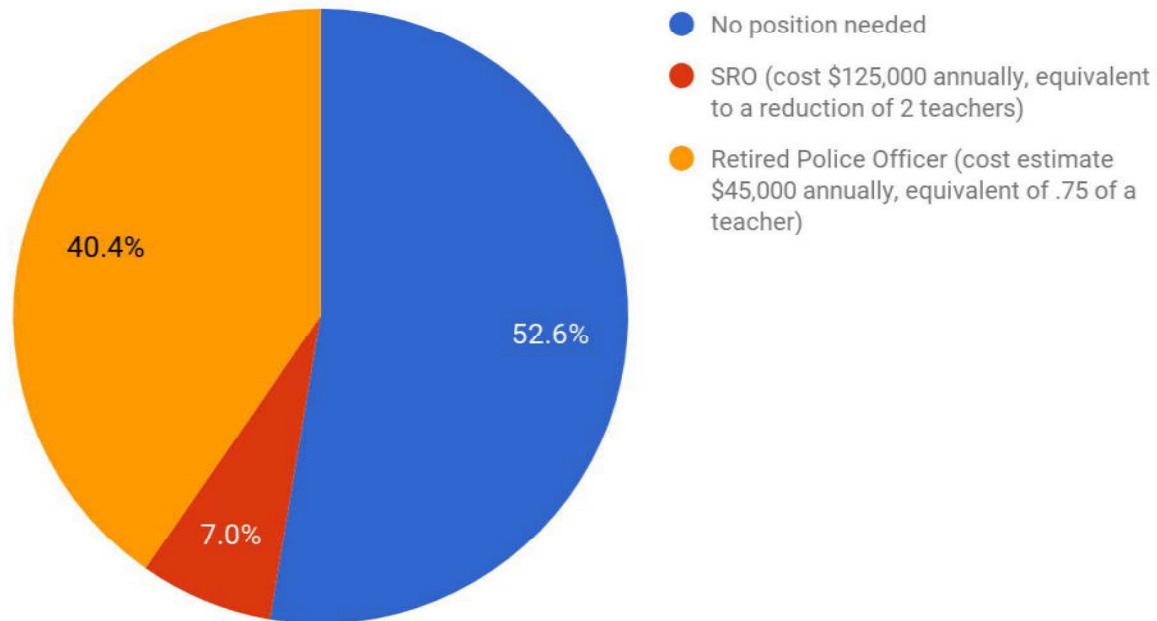
3. What level of security personnel do you feel is needed:

PARENT

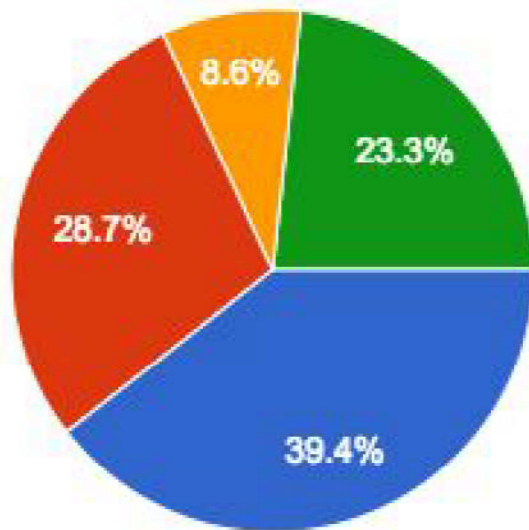


3. What level of security personnel do you feel is needed:

STAFF



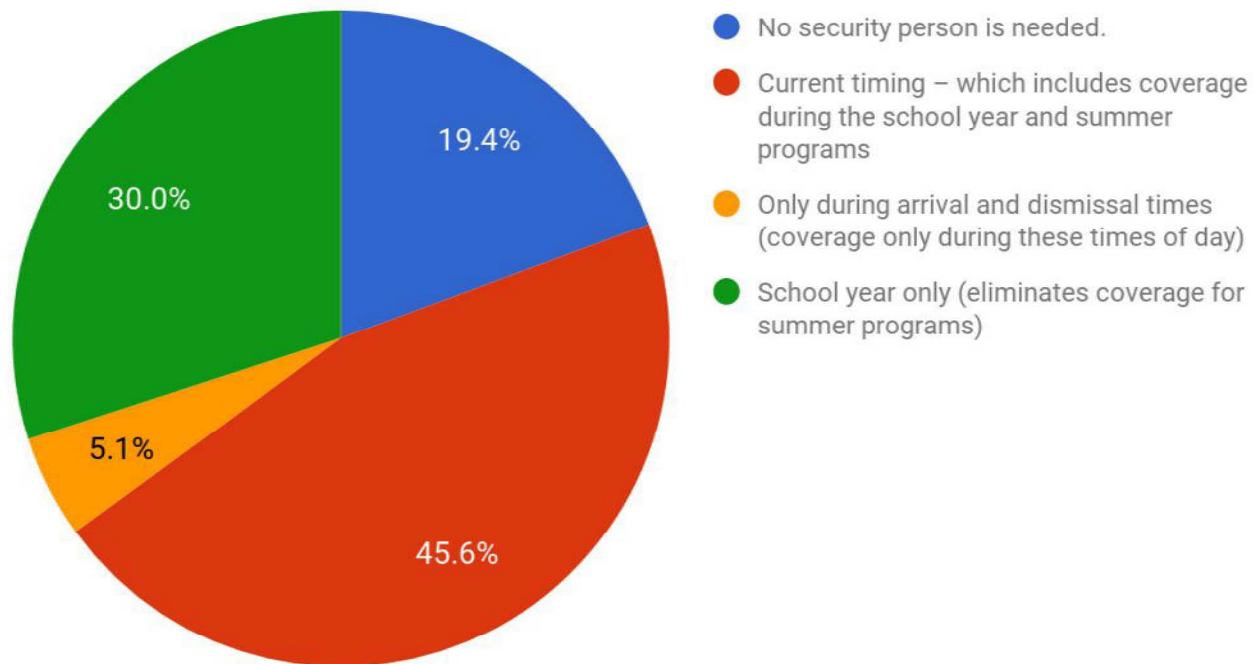
4. Based on your experience at Beecher, WHEN do you think a security person is needed?



- Current timing – which includes coverage during the school year and summer programs
- School year only (eliminates coverage for summer programs)
- Only during arrival and dismissal times (coverage only during these times of day)
- No security person is needed.

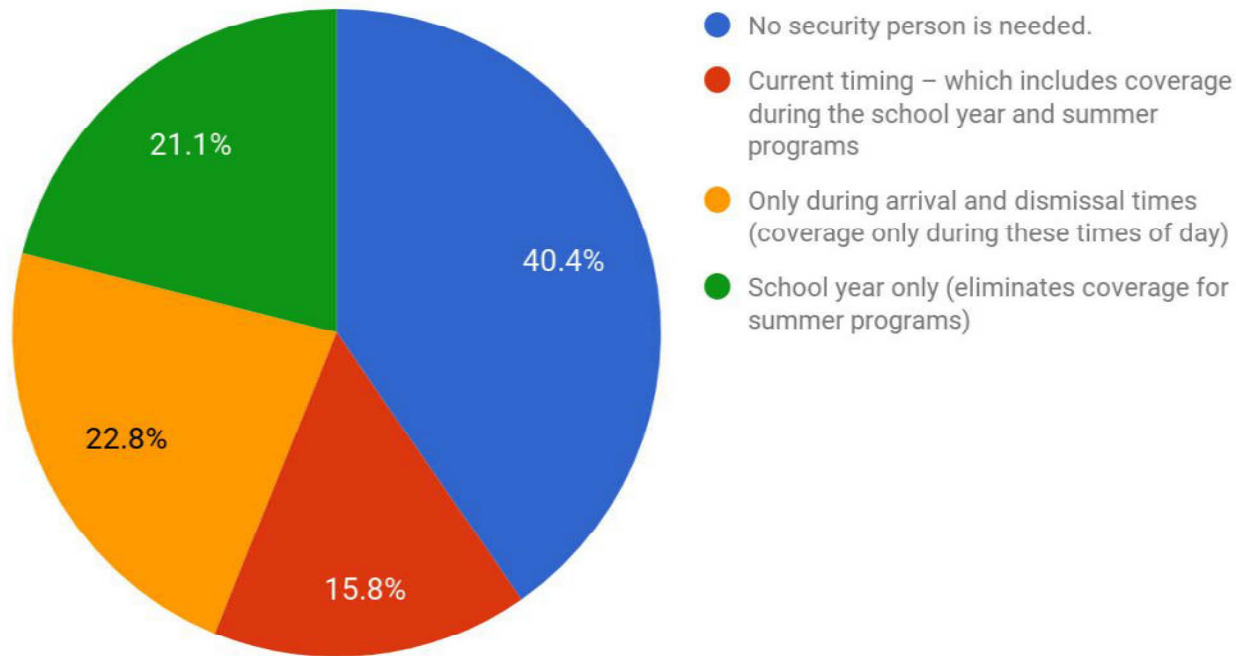
4. Based on your experience at Beecher, WHEN do you think a security person is needed?

PARENT



4. Based on your experience at Beecher, WHEN do you think a security person is needed?

STAFF





Committee Reflections and Discussion



Committee Recommendation

Recommendation from the committee is as follows:

1. Continue current SRO position – active duty Woodbridge police officer
2. Continue SRO coverage as is during school year and summer programs – with summer programs covering summer cost (approximately \$28,000 of total cost).
3. Discuss with town any “shared” funding under the category of “community policing” given that if Beecher did NOT employ the SRO, coverage for the school would be provided by the police department at a very different level, but still would apply.



Questions and Comments

JOB DESCRIPTION
LEAD SCHOOL SECURITY OFFICER

POSITION TITLE: Lead School Security Officer

DEPARTMENT: Central Office

REPORTS TO: Superintendent of Schools

DATE ISSUED: October 7, 2013

APPROVED BY: Scott Schoonmaker

REVISION DATE: October 7, 2013

POSITION SUMMARY AND PURPOSE:

The Lead School Security Officer (“LSSO”) supervises the district School Security Officers (“SSOs”) by providing supervision and guidance with respect to school security and weapons issues; and also supports the school administration and staff in promoting a safe and positive school environment. If assigned to a specific school building, the LSSO acts as a SSO in accordance with the applicable job description for SSOs.

In addition to satisfying all requirements for hiring and performance of the SSO position for the Board, the LSSO must satisfy the additional criteria set forth in this job description.

SUPERVISION:

Under the general supervision of the Superintendent of Schools, the LSSO uses initiative to develop, implement and propose revisions to district policies and programs related to school district security functions, including supervision of the SSOs with respect to same. The LSSO shall report directly to the Superintendent of Schools with respect to the performance of his/her duties as specified herein. If assigned to a school building, the LSSO will be supervised by, and report to, the building principal in accordance with the applicable job description for SSOs.

SUPERVISORY RESPONSIBILITY:

The LSSO supervises and evaluates the SSOs on the performance of those aspects of their job duties related to security.

MINIMUM QUALIFICATIONS:

- Must have excellent integrity and demonstrate good moral character and initiative;
- Must have at least fifteen years prior experience as a sworn law enforcement officer with an organized local police department or the Division of State Police within the Department of Emergency Services and Public Protection, and provide positive references from each prior employer served in a law enforcement capacity; including prior experience in a leadership capacity in a law enforcement role;
- Must have been certified by the Police Officer Standards and Training Council while serving as a sworn law enforcement officer, and must have retired or separated in good standing from an organized local police department or the Division of State Police as required by P.A. 13-188;
- Must not have been officially found to be unqualified for reasons relating to mental health by a qualified medical professional while serving as a sworn law enforcement officer or separating from service as a sworn law enforcement officer;
- If the candidate has prior service with the military, the candidate must have received an honorable discharge;
- Must hold and maintain a valid driver's license with no significant traffic infractions;
- Must keep all security certification and training requirements current, including but not limited to, permits, certifications and/or licenses to carry and use firearms or other weapons, on school property;
- Must successfully complete annual training pursuant to the Police Officer Standards and Training Council requirements and must successfully complete an annual firearms training provided by a certified firearms instructor that meets or exceeds the standards of the Police Officer Standards and Training Council and any other training required by law or Board policy;
- Must participate in and pass a full background investigation which may be required by the Board or by state or federal law;
- An individual must be able to perform each essential function satisfactorily with or without reasonable accommodations. The requirements below are representative of the knowledge, skill and ability required.
- Must meet all requirements for an armed school security guard pursuant to Connecticut law, as amended from time to time, and must meet all requirements of a qualified retired law enforcement officer pursuant to 18 U.S.C. 926C, as amended from time to time.

KNOWLEDGE, SKILLS, ABILITIES & EQUIPMENT:

In addition to the knowledge, skills and abilities of the SSO job description, the following knowledge, skills and abilities are required for the LSSO position.

Knowledge: Comprehensive knowledge of the principles and practices of armed security work within a school setting; including applicable legal standards for all functions of the SSO and LSSO positions, including but not limited to training requirements for SSOs, weapons maintenance, discharge and storage, use of force; knowledge of the organization and management of a school district security operations.

Abilities: Ability to be self-motivated, work independently, think creatively, and to interact well with school staff, municipal officials, parents and elected education officials. Ability to establish and maintain effective working relationships. Ability to establish priorities and complete objectives. Ability to give precise and concise written and oral instructions. Ability to apply state and federal laws, applicable ordinances, Board policies, procedures, rules and regulations to determine necessary action. Ability to review, interpret and disseminate technical security information.

Skills: Excellent interpersonal skills; excellent oral and written communication skills; excellent organization skills.

Equipment: Must lawfully possess a fully functional firearm of a make and model as may be specified by the Board.

PHYSICAL AND MENTAL DEMANDS OF POSITION:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

With or without reasonable accommodation, the physical and mental requirements of this job may include the following: seeing, hearing, speaking, and writing clearly. Occasional reaching with hands and arms, stooping, kneeling, crouching, and crawling. Frequent sitting, standing, running, and walking, which may be required for long periods of time, and may involve climbing stairs and walking up inclines and on uneven terrain. Additional physical requirements may include, frequent lifting and/or moving up to 20 pounds and occasional lifting and/or moving up to 50 pounds. Hand-eye coordination is necessary to use a firearm. Specific vision abilities required by this job include close vision, color vision, depth perception, far vision and the ability to adjust focus. Required to utilize rapid and effective judgment in responding to unusual or emergency situations using appropriate escalation of force level.

ESSENTIAL DUTIES AND FUNCTIONS: Subject to the provisions of any applicable federal and/or Connecticut law, the essential duties and functions of Lead School Security Officer shall be as follows:

- In accordance with state and federal law, and under the general supervision of the Superintendent of Schools, plans, initiates, coordinates and reviews programs for school security in the North Branford Public Schools; prepares reports on these matters and presents findings to the Superintendent and/or Board of Education for consideration and action.
- Remains current with respect to knowledge of changes in the state and federal laws with respect to school security functions performed by SSOs and the LSSO, including changes with respect to possession and use of firearms on school property.
- Advises the Superintendent as to the hiring, promotion, assignment and retention of School Security Officers.
- Attends Board of Education meetings as requested by the Superintendent of Schools to help plan and contribute ideas for security and safety issues confronting the North Branford Public Schools.
- Performs all SSOs functions as described in the applicable job description.
- Coordinates SSO schedules and arranges for substitute coverage for buildings and programs as directed by the Superintendent of Schools.
- Coordinates training pertaining to the SSO program in accordance with state and federal law.
- Evaluates the performance of SSOs with respect to their security functions.
- Designates an appropriately trained SSO to act as deputy LSSO in the event of the absence of the LSSO.
- Performs other duties as assigned by the Superintendent of Schools and/or the Board of Education.

This list is not meant to be exhaustive. The Administration reserves the right to assign other duties to this position.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. While performing the duties of this job, the employee occasionally works near moving mechanical parts, in high places, and in outside weather conditions, and is occasionally exposed to wet and/or humid conditions. The noise level in the work environment is usually moderate.

GENERAL GUIDELINES:

The duties listed above are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to the position. The job description does not constitute an employment agreement between the employer and the employee and is subject to change by the employer as the needs of the employer and the requirements of the job change.

NON-DISCRIMINATION:

The Board of Education will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and termination) on the basis of race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability (including pregnancy), genetic information, or gender identity or expression, or any other state or federally protected classification, except in the case of a bona fide occupational qualification. See Board Policies #2210 and #2220.

JOB DESCRIPTION
SCHOOL SECURITY OFFICER

POSITION TITLE: School Security Officer

DEPARTMENT: School building

REPORTS TO: Building Principal/*Lead School Security Officer

DATE ISSUED: October 7, 2013

APPROVED BY: Scott Schoonmaker

REVISION DATE: October 7, 2013

POSITION SUMMARY AND PURPOSE:

The School Security Officer (“SSO”) Program involves the placement of an armed security officer within the educational environment. The SSO shall support the school administration and staff in promoting a safe and positive school environment. The SSO is a visible and active figure at the school to which he/she is assigned and shall be charged with safeguarding and protecting the school community and school property.

SUPERVISION:

The SSO shall report directly to the building principal of the school to which he or she is assigned; and shall be subject to supervision and guidance of the Lead School Security Officer (“LSSO”) with respect to school security and weapons issues, and to the supervision of the Superintendent of Schools through the chain of command and in the absence of the building principal. The building principal retains overall responsibility for the administration of the school and supervision of students under his or her supervision.

MINIMUM QUALIFICATIONS:

- Must have excellent integrity and demonstrate good moral character and initiative;
- Must have at least fifteen years prior experience as a sworn law enforcement officer with an organized local police department or the Division of State Police within the Department of Emergency Services and Public Protection, and provide positive references from each prior employer served in a law enforcement capacity;

- Must have been certified by the Police Officer Standards and Training Council while serving as a sworn law enforcement officer, and must have retired or separated in good standing from an organized local police department or the Division of State Police as required by P.A. 13-188;
- Must not have been officially found to be unqualified for reasons relating to mental health by a qualified medical professional while serving as a sworn law enforcement officer or separating from service as a sworn law enforcement officer;
- If the candidate has prior service with the military, the candidate must have received an honorable discharge;
- Must hold and maintain a valid driver's license with no significant traffic infractions;
- Must successfully complete annual training pursuant to the Police Officer Standards and Training Council requirements and must successfully complete an annual firearms training provided by a certified firearms instructor that meets or exceeds the standards of the Police Officer Standards and Training Council and any other training required by law or Board policy;
- Must keep all security certification and training requirements current, including but not limited to, permits, certifications and/or licenses to carry and use firearms or other weapons, on school property;
- Must participate in and pass a full background investigation which may be required by the Board or by state or federal law;
- An individual must be able to perform each essential function satisfactorily with or without reasonable accommodations. The requirements below are representative of the knowledge, skill and ability required.
- Must meet all requirements for an armed school security guard pursuant to Connecticut law, as amended from time to time, and must meet all requirements of a qualified retired law enforcement officer pursuant to 18 U.S.C. 926C, as amended from time to time.

KNOWLEDGE, SKILLS, ABILITIES & EQUIPMENT:

Knowledge: Comprehensive knowledge of:

- Principles and practices of armed security work within a school setting;
- Weapons maintenance, discharge and storage;
- The use of force;
- Access control procedures;
- Active threat response; and
- Other emergency response protocols.

Abilities: Demonstrated abilities as follows:

- Read and comprehend instructions, correspondence and memoranda;
- Write basic correspondence as needed within the job functions;
- Add, subtract, multiply and divide, to calculate figures and amounts, and to apply mathematical concepts to time and distance;
- Define problems, collect data, establish facts and draw valid conclusions;
- Interpret a variety of instructions in oral, written, or diagram form and deal with several abstract and concrete concepts where only limited standardization exists;
- Handle multiple tasks and prioritize activities with a minimal level of supervision;
- Use of computers for simple tasks such as email and internet research;
- Observe situations and accurately determine an effective course of action;
- Work within chain of command to resolve problems;

Skills: Demonstrated skills as follows:

- Excellent interpersonal skills;
- Excellent oral and written communication skills;
- Excellent organization skills;
- Working cooperatively with multiple types of people from diverse ages and backgrounds (i.e. students, teachers, police officers, principals, parents, etc.);
- Use of effective, respectful and courteous communication; and
- Resourceful, accurate, reliable, punctual and accountable in all matters.

Equipment: Must lawfully possess a fully functional firearm of a make and model as may be specified by the Board.

PHYSICAL AND MENTAL DEMANDS OF POSITION:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

With or without reasonable accommodation, the physical and mental requirements of this job may include the following: seeing, hearing, speaking, and writing clearly. Occasional reaching with hands and arms, stooping, kneeling, crouching, and crawling. Frequent sitting, standing, running, and walking, which may be required for long periods of time, and may involve climbing stairs and walking up inclines and on uneven terrain. Additional physical requirements may include, frequent lifting and/or moving up to 20 pounds and occasional lifting and/or moving up to 50 pounds. Hand-eye coordination is necessary to use a handgun. Specific vision abilities required by this job include close vision, color vision, depth perception, far vision and the ability to adjust focus. Required to utilize rapid and effective judgment in responding to unusual or emergency situations using appropriate escalation of force level.

ESSENTIAL DUTIES AND FUNCTIONS: Subject to the provisions of any applicable federal and/or Connecticut law, the essential duties and functions of School Security Officer shall be as follows:

- Engage in the detection and/or prevention of any unauthorized activity on or around school grounds, including, but not limited to, the unlawful intrusion or entry on school property, vandalism, abuse, arson or trespass;
- Monitor access of building and grounds (when applicable), make routine checks of exterior doors to ensure they are closed and locked, at appropriate times, and take steps to deter or prevent entry by unauthorized persons on school property;
- Patrol halls and make routine checks of classroom doors to ensure that they are locked, at appropriate times;
- Respond to situations which may jeopardize the welfare of students or staff in accordance with all applicable federal and/or Connecticut laws and Board policy;
- Use physical force in accordance with state law and regulation, and Board policy;
- Abide by all Board Policies and Regulations;
- Monitor parking lots during arrival at and dismissal from school;
- Assist administrators or staff in locating missing students;
- Identify and report any hazardous condition to school administrators or other appropriate staff members;
- When applicable, and within the training and expertise of the SSO, assist school nurse and administrators with medical emergencies;

- As requested by the administration, assist in the development and implementation of plans and strategies to prevent and/or to minimize dangerous situations on school grounds;
- Act as liaison and make notification to appropriate public safety or EMS first responders in routine, emergency or high risk situations as directed by the administration;
- Participate in professional development deemed necessary by the school administration;
- Store firearm, ammunition, equipment, or other weapons, safely and in accordance with all applicable Board policy and federal and/or Connecticut laws;
- Meet and greet students, staff, and public respectfully and courteously;
- Identify and accost unauthorized persons and take appropriate action with respect to such persons, if necessary;
- Carry any legally prescribed identification card at all times while on school property;
- Call police for assistance as needed;
- At all times while on school property, wear such distinctive uniform and or insignia as may be designated by the Board for identification purposes; and
- Perform other duties as assigned by the Superintendent of Schools and/or the building principal.
- SSOs are authorized to conduct a search or seizure of any person or property of any student or any other individuals at any time if the situation warrants a direct threat to students and staff.
- SSOs shall have the authority to question students or staff members accused of unlawful activity and/or violations of Board policy in school or on school grounds if a building administrator is not readily available during a situation that may pose a direct threat to students and staff.

This list is not meant to be exhaustive. The Administration reserves the right to assign other duties to this position.

PROHIBITIONS:

- SSOs shall not take any action that interferes with the responsibilities of the school administration.
- SSOs shall have no role in taking disciplinary action against any students.
- SSOs shall not access education record information except in accordance with Board policy concerning the confidentiality of education records, the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. § 1232g, and applicable state law.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. While performing the duties of this job, the employee occasionally works near moving mechanical parts, in high places, and in outside weather conditions, and is occasionally exposed to wet and/or humid conditions. The noise level in the work environment is usually moderate.

GENERAL GUIDELINES:

The duties listed above are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to the position. The job description does not constitute an employment agreement between the employer and the employee and is subject to change by the employer as the needs of the employer and the requirements of the job change.

NON-DISCRIMINATION:

The Board of Education will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and termination) on the basis of race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability (including pregnancy), genetic information, or gender identity or expression, or other protected classification under state or federal law, except in the case of a bona fide occupational qualification. See Board Policies #2210 and #2220.



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What a Thought-Provoking Juxtaposition!

by Robert Rader, Executive Director, CABE

We watched *Hamilton* over the July 4th holiday weekend. While we watched, protests against racism and police brutality continued across the country. There were attempts, to destroy some statues of our “Founding Fathers,” including Jefferson and Washington, who had “owned” humans.*

It was an especially poignant in that most actors in the play are of color, including the multi-talented Lin-Manuel Miranda, who played Alexander Hamilton, Leslie Odom Jr., who played Aaron Burr, Daveed Diggs (Lafayette and Jefferson) and Christopher Jackson (George Washington).

Of the 55 delegates to the Constitutional Convention, 25 “owned” people. Their sensitivities (or lack of them) led to the compromise built into the Constitution: the “notorious three-fifths clause—which counted three-fifths of a state’s [slave] population in apportioning representation—gave the South extra representation in the House of Representatives and extra votes in the Electoral College.” And, the trade in humans could not even be discussed for 20 years.**

If you haven’t seen it, *Hamilton* is one of the most meaningful examples of how immigrants “get the job done” as the Revolutionary War and the beginnings of our nation. I know some people were hesitant to watch because some of the music is hip-hop and/or rap, but, don’t let that stop you from watching. The music is incredible.

Now, 230 years after the founding of the United States, after 618,000 deaths in the Civil War, after the gains from the civil rights movement. after the outlawing of segregation (and separate but equal), and the first Black American president, the perspective of some that people of color are inferior to whites still lingers.

Our Job Now

So how do we, as leaders in helping our students develop character and values that truly represent the belief that “all men [and women] are created equal”?

Looking at the most critical issue which districts are now facing, reopening in the Fall, the COVID crisis gives school boards certain flexibility in how we do this. *Adapt, Advance, Achieve: Connecticut’s Plan and Grow Together* makes equity one of the State’s priorities so “we are not blind to discrimination, inequity, racism, implicit bias and white privilege.”

The night before Juneteenth, I had the opportunity to watch a Zoom presentation, one of five, presented by the State Education Resource Center (SERC). The third, this time on *Distance Learning and Family Engagement: The Perspective of Communities of Color*, was particularly

insightful.

I left this workshop after learning how some “best practices” can lessen both the inequities and trauma facing students from Middletown Superintendent Dr. Michael Conner. He stated that,

--When the COVID crisis closed down schools, Middletown moved first to ensure students and their families had food and other resources, including Chromebooks, they needed to keep learning;

--The district made sure students had "access points" for staying in touch with all students. The district ensured that teachers had daily contact with all students and "meeting them where they are":

--The district is recognizing that racism is a health crisis for students. As a result, it has begun changing its policies and procedures. Its onboarding of new staff will include training on expectations as to how to deal with racial issues and these lessons are also provided on an ongoing basis for more experienced staff; and,

--the district is also looking at the effect of trauma on students and staff.

According to Dr. Conner, Middletown is engaging in real, systemic change, even as they prepare to return to school. He stated that districts must look at all policies and procedures, aiming at building a “racism-free environment” and that includes building students' social-emotional skills and mental health by focusing on personalization, especially with EL and others. As another practice, Middletown now has equity coaches in all of its schools.

In Superintendent Conner's words, "this is necessary work--now work."

Weeks later, I asked Dr. Conner again about lessons that school board members and superintendents should learn from what is occurring.

He stated that, “board members need to hear about trauma work with an anti-racism focus. We have focused so much on SEL with regards to COVID, but there needs to be an emphasis on the impact racism and what we have seen during the pandemic. With the rise of racial tension across the country, strong movements to dismantle institutional structures for equity (e.g., strategic plans and policy), and changing mindsets/pedagogy in classrooms, racial trauma work has to be underpinned in all districts.”

As an illustration of how listening to a new perspective on an issue might lead to a different result in a decision made in the schools: “SRO in schools. Have we truly listened to student voices on the impact of police presence in schools?”

Working on these issues should be among the most important responsibilities of school leadership. Despite the devastating pandemic (which has been so much more deadly to people of color than whites), board members have a responsibility to become conversant with the language of SEL, including the type of training developed by the Yale Center for Emotional Intelligence, as publicized by Dr. Marc Brackett in *Permission to Feel*. His and Scott Levy’s discussion of these issues for us at the beginning of April can be found at <https://youtu.be/SUs-rYUUj8M>.

As Dr. Brackett has told us, you must understand your own emotions (and label them) in order to understand SEL. To truly understand issues through an equity lens, one needs to learn the language of equity: implicit and explicit bias, white privilege and other terms.

If you want to start better understand some of the issues facing our students and staff of color, I interviewed CABE Consultant Dr. Martha Brackeen-Harris back in June. It is accessible at <https://youtu.be/AnXTVP9j2R8>. We plan more workshops and professional development as other districts examine SEL and equity as part of their reopening plans. We hope to highlight some of them as well.

Hamilton proved that ingenious writing, great music and a riveting story can lead to history coming alive. Let's use the creativity of our students, our staff and our communities to ensure equity for all of our children.

** In an attempt to humanize slaves as real human beings, I did not use the much more common noun, "slaves". This is in keeping with granting these individuals an identity as people rather than using a term to describe their position in society. "We carry them forward as people, not the property that they were [considered] in that time." See <https://andilit.com/2011/10/12/slaves-vs-enslaved-people-the-subtle-strong-power-of-words/#:~:text=Today%2C%20most%20historians%20speak%20of,it%20is%20oh%20so%20powerful>.*

*** See <https://www.gilderlehrman.org/history-resources/teaching-resource/historical-context-constitution-and-slavery>.*

Sidebar:

At one of the SERC workshops, Deputy Commissioner of Education Charlene Russell-Tucker also spoke about how important it is to pair the work districts are doing on SEL with equity considerations. She started her discussion with setting out some facts about our State:

- Even Black students from more affluent families do less well than poor whites in our schools;
- There are much higher suspension and expulsion rates of Black students than white students;
- Connecticut has one of the greatest racial gaps in student achievement.

None of these points should be a surprise to Connecticut school board members or superintendents. However, as Russell-Tucker stated, "knowledge of these factors has not led to urgent action."