

**CREATING MEMORANDUM OF UNDERSTANDINGS
TO PROMOTE COHESIVE COLLABORATION BETWEEN
LAW ENFORCEMENT AGENCIES & SCHOOL
DISTRICTS WITHIN A SCHOOL SAFETY APPROACH**

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INSTRUCTORS



iCHAMPS

- Nonprofit organization that promotes community health through youth development, professional development & training, & research & evaluation. Youth Development in elementary & middle schools, Training in law enforcement, education & social service providers; Community assessment & program evaluation.

Moisés Próspero, Ph.D.

- iCHAMPS Executive Director: Over 25 years experience in criminal & juvenile justice: Faculty in several Universities; Director of Utah Criminal Justice Center; Manager SLCo Gang Reduction Program; Practitioner in Residential Treatment Centers & Secondary Public Schools. Degrees in psychology, social work, & business administration.

Steve Anjewierden, Chief of Police (Retired)

- iCHAMPS Training Director: 25 year veteran of Law Enforcement and Corrections: Precinct Commander for Kearns/Magna Precinct; Captain of Professional Standards Division; Commander of the Salt Lake Area Gang Project (Metro Gangs). Board member Utah Board of Juvenile Justice, Utah Gang Task Force & Juvenile Justice Reform; Bachelors Degree in Law Enforcement Administration.

PURPOSE

- To demonstrate the value of an MOU within a school safety approach
- To highlight critical elements of an MOU that strengthen school crisis prevention response
- To demonstrate how MTSS can be included in an MOU

SCENARIO

A student is wearing a cap as he is walking in the school hallway, which violates the school's dress code policy. Both the school administrator & the SRO see the student.

- Who should take the lead?
- What should the school official do?
- What should the SRO do?
- How may the student react?
- What are the potential conflicts?

HOW DOES AN MOU SUPPORT A CRISES PREVENTION APPROACH

- Defining roles
 - SRO & School Administrators in general
 - Within MTSS (Tiers 1-3)
 - Threat Assessment
 - Crises Response Team
- Focus Building Relationships with Students
- Separating Disciplinary v. Criminal Acts
- Professional Development (de-escalation techniques, restorative practices, crises prevention, etc..) ⁵

WHAT IS A MEMORANDUM OF UNDERSTANDING (MOU)?

WHAT IS AN MOU?

- An agreement between two or more parties (school and community organization)
- Can have different names (Intergovernmental/ Interlocal Agreements, Contracts, etc.)
- The breadth of the agreement may vary, from guidelines to legally binding
- Formalizes an agreement to create a partnership
- Outline specific actions necessary for success

COMMON ELEMENTS OF AN MOU

- Scope & intended action of the MOU
- Name & contact information of parties involved
- Responsibilities of the involved parties
- When the agreement begins
- The length of the agreement (varies)
- When &/or how any party involved may terminate the agreement
- Signatures and date from each party

ELEMENTS SPECIFIC TO MOUS BETWEEN LAW ENFORCEMENT AGENCIES & SCHOOL DISTRICTS

- Defines roles of SROs & school administrators
- Distinguish between disciplinary misconduct to be handled by school administrators & criminal offenses to be handled by law enforcement
- Respect rights of children in schools
- Provide minimum training requirements, such as trauma-informed care & de-escalation techniques
- Promotes positive engagement & relationship building with students
- Describes SRO job descriptions & selection process⁹

ROLES OF THE SCHOOL RESOURCE OFFICER & THE SCHOOL ADMINISTRATOR



SRO/SA ROLES

School Resource Officer

Law Enforcer

Educator

Informal Counselor

School Administrator

Leader

Manager

Collaborator

SRO ROLES

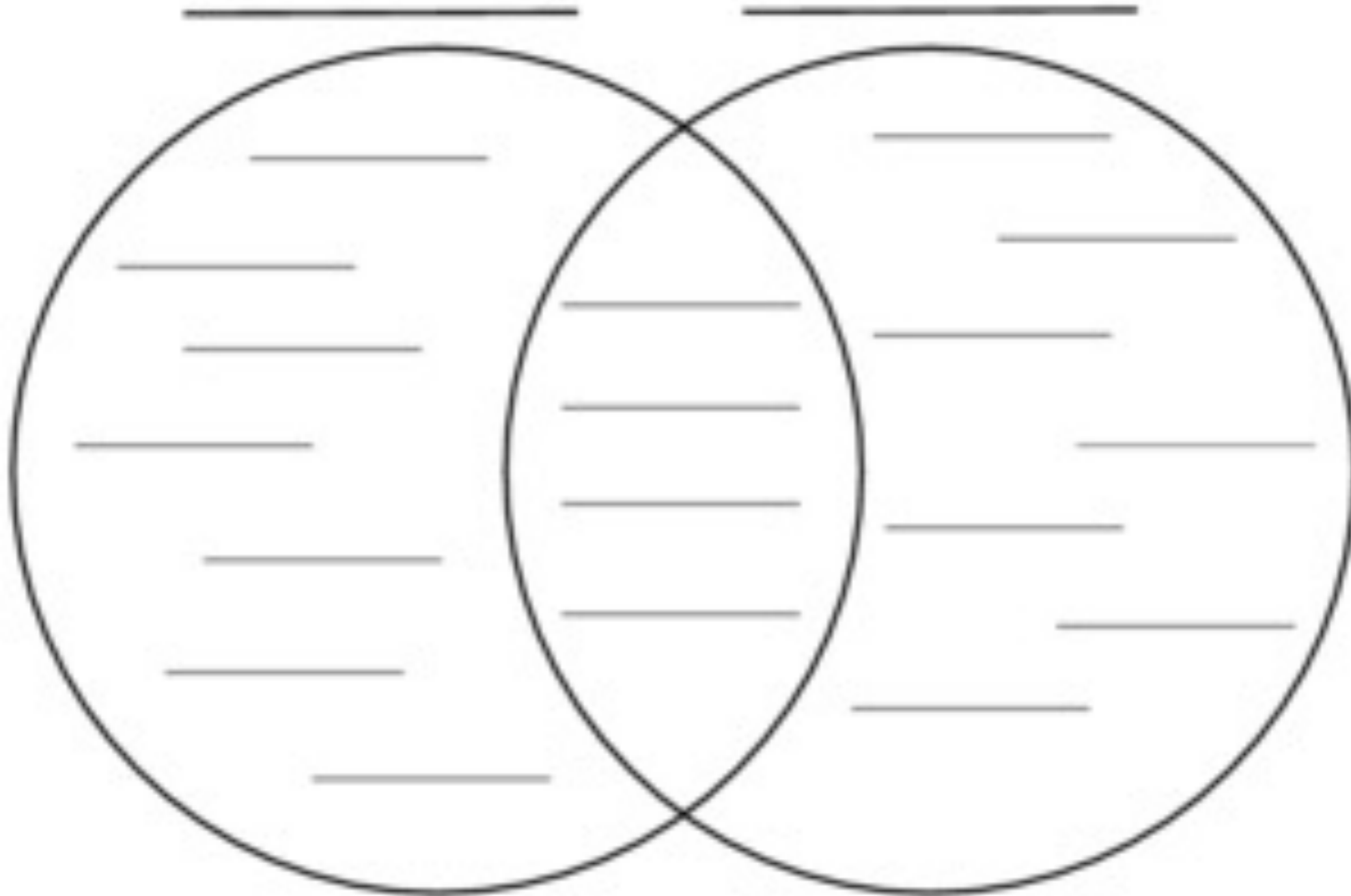
- Law Enforcer
 - Deter campus crime, respond to emergencies
 - Issue citations, criminal investigations, arrests
- Educator
 - Educate students, legal classes, G.R.E.A.T.
 - Professional development training for staff
 - Teach parents delinquency prevention skills
- Informal Counselor
 - Mentor youth to promote prosocial behavior
 - Role model by treating all with dignity & respect
 - Identify at-risk students for early intervention
 - Divert students from juvenile justice system

SCHOOL ADMINISTRATOR ROLES

- Leader
 - Direct vision, goals, & strategies of school
 - Promote safe, healthy, learning organizational culture
- Manager
 - Conduct daily school operations
 - Performance review faculty & staff
 - Discipline/encourage students
 - Assess school needs & provide resources
 - Keep school functioning
- Collaborator
 - Mobilize community resources & respond to community
 - Partners with various organizations (police, nonprofits, busn)
 - Engages parents, families & community at-large

School Resource Officer

School Administrator



MOU: EXAMPLE

- MOU between a School District & a Police Department
 - Defines roles of SROs & school administrators
 - Distinguish between disciplinary misconduct to be handled by school administrators & criminal offenses to be handled by law enforcement

DISTINGUISH BETWEEN DISCIPLINARY MISCONDUCT & CRIMINAL OFFENSE

- SROs are responsible for criminal law issues, NOT school discipline.
- Absent a real & immediate threat of injury to any individual or the public, property damage, possession or use of drugs/ alcohol or weapons, incidents involving public order offenses including disorderly conduct, disturbance, or disruption of schools or school activities, loitering, profanity, and fighting shall be considered administrative issues to be handled by school officials, rather than criminal law issues warranting formal law enforcement intervention (e.g., issuance of a criminal citation, ticket, or summons, filing of a delinquency petition, referral to a probation officer, or actual arrest¹⁶).

DISTINGUISH BETWEEN DISCIPLINARY MISCONDUCT & CRIMINAL OFFENSE

- SRO will:
 - Understand that disciplining students is an administrative responsibility
 - Be involved in school discipline when it pertains to preventing a disruption that would, if ignored, place students, faculty, & staff at risk of harm
 - Initiate positive interaction with students in the classroom & general areas of the school building to promote the profession of police officers & be a positive role model, while increasing the visibility & accessibility of police to the school community

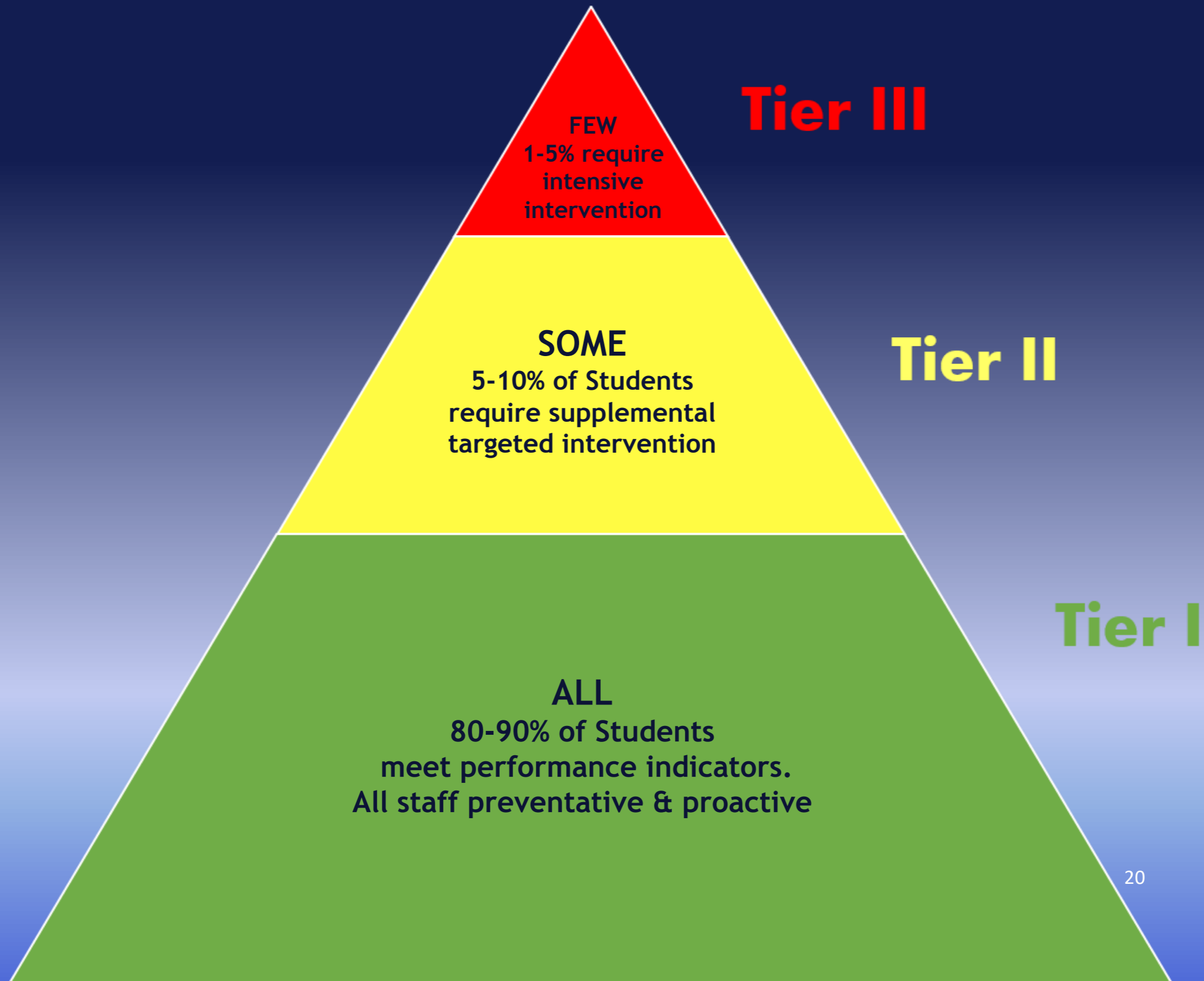
DISTINGUISH BETWEEN DISCIPLINARY MISCONDUCT & CRIMINAL OFFENSE

- Administrator will:
 - Handle routine discipline (code of conduct) without involving the SRO in an enforcement capacity
 - Notify SRO if any student involved possesses disabilities &/or IEP & requires special treatment or accommodations
 - Facilitate SRO initiated investigation & actions
 - Allow SROs to inspect & copy any public student records, including directory information, maintained by the schools to the extent allowed by law
 - If SRO needs confidential student record information, but no emergency exists, may be released only as allowed by law

MULTI-TIERED SYSTEMS OF SUPPORT



THREE-TIERED MODEL



Tier 1-3: Problem Behaviors

Tier 1:

- Inappropriate verbal language
- Property misuse
- Dress code violations
- Disrupting class
- Rambunctious play

Tier 2:

- Defiance, disrespect, non-compliance
- Verbal aggression
- Physical threats
- Sexual harassment
- Intimidating, bullying students

Tier 3:

- Use of weapons
- Assault on staff & student
- Terroristic threats
- Distribution of controlled substance

SRO in Tier 1 strategies

Objectives	Strategies
Increase Trust: Positive Police Contact (PPC)	Engage students in recess, PE, lunchtime (catch em doing right)
Early ID of Student Problems	Greet students at school entrance every morning
Promote Safe School Culture	Reinforce PBIS “Be Safe, Responsible, Respectful”

SRO in Tier 2 strategies

Objectives	Strategies
Increase Trust: Positive Police Contact (PPC)	Formal Mentoring
Early ID of Student Problems	Check-In Check-Out
Teaching Prosocial Behavior	Facilitate Programs

EXAMPLES OF MTSS IN MOU

- The School District will:
 - Include SROs in school-wide training regarding school code of conduct & discipline, de-escalation, restorative justice & crises prevention approaches provided to faculty at assigned site
 - Include SROs in Tiered-specific intervention efforts, such as the G.R.E.A.T. Program (Tier I) & Check & Connect (Tier II)
- The SRO will:
 - Understand the School District has a student conduct & discipline policy that emphasizes the PBIS approach to address student behaviors & is designed to minimize law enforcement intervention

TRAINING TO THE MOU

- Participants
 - Legal counsel for both the School District and Police Department
 - Chief of Police & Superintendent
 - School Administrators & School Resource Officers
 - Other Relevant Staff (supervisors, counselors, etc.)

TRAINING TO THE MOU

- MOU Requirements
 - Roles & Responsibilities of School Admin & SRO
 - Changes from previous practices or MOUs
 - Highlight areas where MOU exceeds legal standard
- Scenarios
 - “Real life” scenarios experienced by SROs & School Administrators
 - Practice, role play
 - Focus on roles (individually & jointly)

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