

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

At the Intersection of School Safety and Supportive Discipline: Navigating the Roles and Responsibilities of School Resource Officers

This event will start at 4:00 p.m. E.T.

Q&A

If you have a question for the presenters, please type it in the Q&A Pod or email ncssle@air.org during the Webinar.

Feedback Form

At the end of the presentation, an event feedback form will appear. Please provide feedback on this event so that we can better provide the resources that you need. All answers are completely anonymous and are not visible to other participants.

For assistance during the Webinar, please contact the National Center on Safe Supportive Learning Environments at ncssle@air.org.

Federal Partners Welcome



Linda Rosen

Member, Supportive School Discipline Working Group
State Representative, U.S. Department of Justice, Office
of Juvenile Justice and Delinquency Prevention.

SSD Webinar Series

- Increase awareness and understanding of school disciplinary practices that push youth out of school and many times into the justice system.
- Provide practical examples of alternative approaches that maintain school safety while ensuring academic engagement and success for all students.

Available Technical Assistance

The logo for STTAC (Office of Juvenile Justice and Delinquency Prevention's State Training and Technical Assistance Center) features the letters "STTAC" in a bold, white, serif font inside a dark brown rectangular box.

OJJDP State Training and
Technical Assistance Center

Office of Juvenile Justice and Delinquency Prevention's State Training
and Technical Assistance Center (STTAC)

U.S Department of Justice

www.juvenilejustice-tta.org

The logo for Supportive School Discipline Communities of Practice (SSDCOP) features the words "Supportive School Discipline" in a bold, sans-serif font, with "Supportive" and "Discipline" in red and "School" in black. Below this, the words "COMMUNITIES OF PRACTICE" are written in a smaller, black, sans-serif font.

Supportive School Discipline Communities of Practice (SSDCOP)

U.S. Department of Education

<http://ssdcop.neglected-delinquent.org>



National Center on Safe Supportive Learning Environments (NCSSLE)

U.S. Departments of Education and Health and Human Services

<http://safesupportivelearning.ed.gov>

Agenda

1**Rochester, NY: A Local Exemplar of SRO-School Community Collaboration**

Moses E. Robinson, School Resource Officer, Rochester Police Department.
Alecia Zipp-Mclaughlin, Program Administrator, East School, Rochester New York.

2**An Overview of the Evolving Roles of SROs, the NASRO Model, and MOUs**

Mo Canady, Executive Director, National Association of School Resource Officers (NASRO).

3**Policing the Teen Brain in Public Schools: Key Factors to Consider**

Lisa H. Thurau, J.D., Founder, Strategies for Youth

A Local Exemplar of SRO-School Community Collaboration

Officer Moses E. Robinsob
School Resource Officer
Rochester Police Department

Alecia Zipp-Mclaughlin
Administrator, East High School
Rochester, New York

School Resource Officer's Mission Statement

School Resource Officers are a group of highly trained members of the Rochester Police Department whose focus is delivery of effective and responsive law enforcement service concentrated on the prevention of youth related crime and reduction of youth violence.



School Resource Officer's Vision and Goal

To promote a safe learning environment for our students and staff, while building relationships by enhancing communication through positive interaction. We will provide educational understanding of laws as they relate to the community through classroom instruction, thereby cultivating good citizenship and respect for people and property.

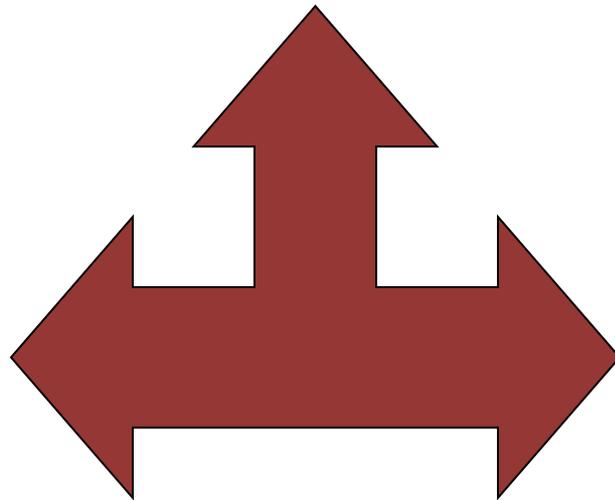


NASRO: School Resource Officer Triad Concept

LAW ENFORCEMENT



COUNSELOR



TEACHER

Role of School Resource Officers

- A **classroom resource** for instruction in the following areas: law related education, violence diffusion, safety programs, alcohol and drug prevention, crime prevention, and other areas.
- A **resource to parents, teachers and students** for informal counseling conferences on an individual basis, dealing with individual problems or questions.
- A visible, active law enforcement figure on campus that can assist in dealing with any law enforcement issues.



Rochester Police Department School Resource Officer Program



SCHOOL RESOURCE OFFICERS



Rochester Police Department School Resource Officer Program

- Rochester Police Department's **SRO** program was established in **September 1995**.
- **15 officers** were selected into the program in the fall of **1995**.
- **SROs** were assigned to the newly formed **Youth Services Section** of the RPD which focuses on truancy, gang prevention, warrant activities and juvenile delinquency.
- Currently there are **11 SROs** under the supervision of one Sargent.
- **9 SROs** are assigned to local area high schools, **2 SROs** are assigned to youth related incidents such as truancy and juvenile warrants.

SRO Training for RPD

- COPS Program
 - Roles and responsibilities of SROs
 - Mentoring & Problem Solving

- NASRO
 - Basic SRO Training
 - Advanced SRO Training
 - SRO Supervision & Management
 - Combating Gangs & Bullying

- Fox Valley College
 - Protecting Children Through Prevention & Response
 - Technology Training & Risks for Youth
 - Child Protection Services

RCSD Demographics

- 32,000 students in pre-K through grade 12
- 64% African American/Black
- 22% Hispanic
- 11% White
- 3% Asian/Native American/East Indian/Other
- 88% Free and Reduced Lunch
- 18% SPED
- 10% LEP
- 22% of schools at 90% poverty or higher



Every child is a work of art.
Create a masterpiece.

Stakeholder & Interagency Communication, Coordination & Cooperation = Collaboration

The collaboration between school officials and school resource officers is an effective component in preserving the rights of boys and girls to attend schools that are safe, secure and peaceful.



Stakeholder & Interagency Coordination, Communication & Cooperation = Collaboration

- **3 key areas of SRO-School collaboration**
 - **Coordinating mental health services/supports**
 - **Coordinating supports for youth considered to be at risk**
 - **Teaching/Mentoring (especially young men)**
- **Major goals and outcomes**
 - **Relationship-building**
 - **Student reengagement**
 - **Student emotional and physical safety**
- **On-going communication is essential**
 - **Daily check-ins and other meetings as needed**
 - **Formal planning and reflective debrief meetings**
 - **Information gathering from students & community**

SRO-School Community Collaborations that Support Students with Mental Health Needs

- **Holistic wraparound services delivery coordination teams**
 - **Mental health professionals**
 - **Community-based youth support organizations**
 - **SROs**
 - **School Administration**

SRO-School Community Collaborations That Support Youth Considered At Risk

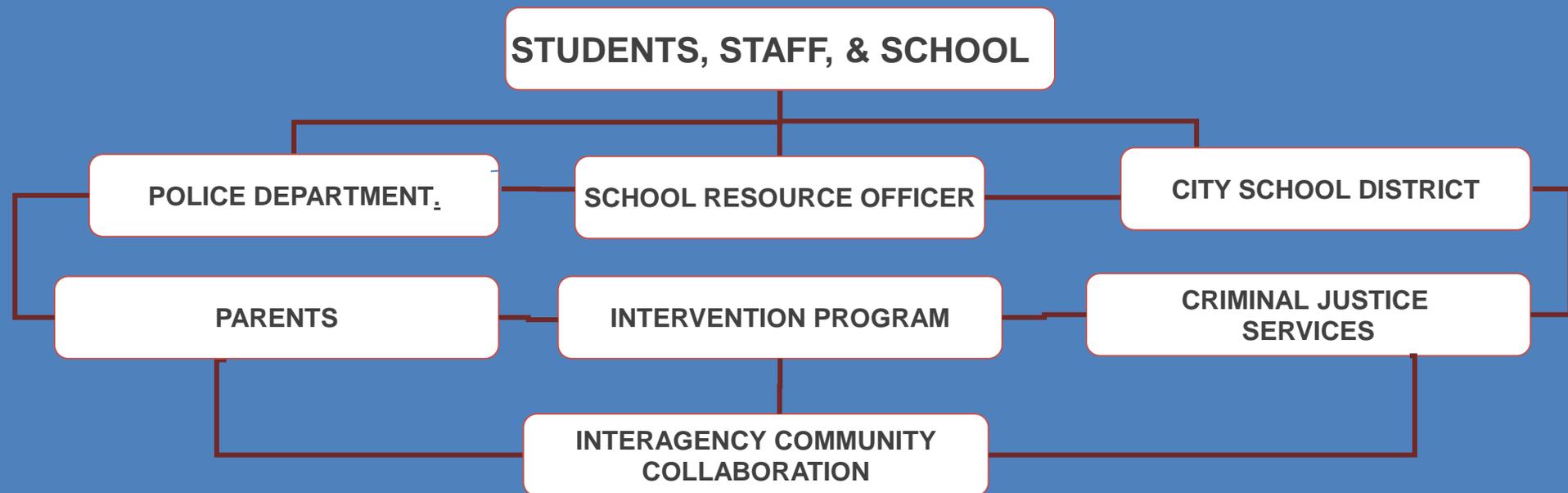
- **Juvenile Justice Prevention Efforts**
 - **Formal Behavior contracts**
 - **Family Access to Connections Teams (FACTS)**
 - **Redirection/Diversion to restorative justice alternatives**
 - **Teen Courts**
 - **Formal Mediation by trained facilitator**
- **Proactive Gang Prevention**
- **Wraparound Services**

Other SRO Collaborative Roles

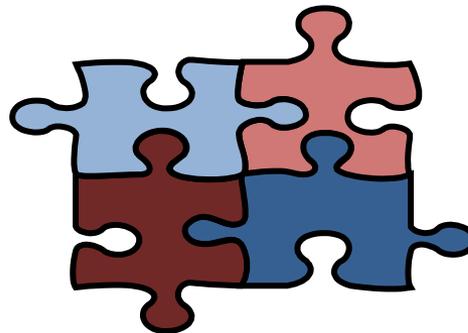
- Professional Development
- Staff Meetings
- Leadership Meetings

Information Sharing and Networking

WORKING TOGETHER FOR THE COMMON GOOD



Let's work together



Lessons Learned: What Went Well And Why

- **Essential elements of successful SRO deployment:**
 - **The development of positive collaborative relationships between SROs and:**
 - Students
 - School administration, faculty staff
 - Families
 - Community social service agencies
 - Juvenile Justice and probation

Lessons Learned: What Went Well and Why (cont.)

- Collaboratively developed Memorandums of Understanding (MOUs) defining the roles and responsibilities of SROs and required SRO resources/supports.
- High quality SRO training targeted to officers' experience and levels of expertise focused on equipping SROs with the ability to effectively function as a law enforcement officer in educational setting with youth and adolescents in an ethical and prudent manner.

Lessons Learned: What Did Not Go as Planned And Why

- **High turnover in school administration** requires on-going training and awareness-building, roles clarity and collaboration.
- **Changes in SRO program funding** can have negative affects on:
 - Provision of training opportunities, and
 - Sustaining high quality SRO programs grounded in clear roles and responsibilities
- **SRO duties and responsibilities can change from the Triad Concept** to one of SROs serving purely disciplinarian and law enforcement roles (i.e. potentially contributing to the school-to-prison pipeline).

Lessons Learned: Important Traps to Avoid

- **Underestimating the importance of annual training and SRO program evaluation.**
- **Being unaware of the overlaps and gaps between law enforcement general orders and state and local discipline policies and procedures, and related potential legal issues, liabilities and civil litigation.**
- **Setting the stage for “selective enforcement” vs. fair and consistent practices**
- **Underestimating the importance of a collaboratively developed MOU, including knowledgeable union representation.**

Evaluating SRO Programs and Performance

- **COPS' *SRO Performance Evaluation: A Guide for Getting Results*** provides guidance and tools focused on establishing outcomes-oriented SRO performance evaluation processes that:
 - Identify the most critical and/or frequent crime and disorder problems that need to be addressed by the SRO.
 - Assess the SRO's performance based on results/outcomes rather than activities performed
 - Provide an opportunity to revise SRO activities if they are not producing the expected results/outcomes.

THANK YOU!

Officer Moses Robinson

Rochester Police Department

(585) 428-6714 SPECIAL OPERATION DIVISION

(585) 288-3130 EXT 1168 SCHOOL OFFICE

(585) 755-9100 CELL

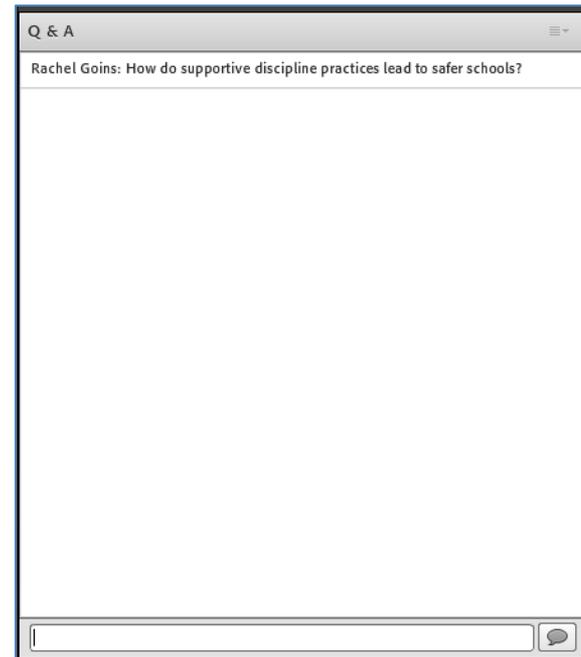
Email address: moses0928@yahoo.com

Alecia Zipp-Mclaughlin

Administrator, East High School

Rochester New York

Questions?



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An Overview of the Evolving Roles of SROs, the NASRO Model, and MOUs

Mo Canady

Executive Director

National Association of School Resource Officers (NASRO)



THE World Leader in School Based Policing

**Supportive
School
Discipline**
COMMUNITIES OF PRACTICE

History of School Based Law Enforcement

- The use of police officers in schools has roots dating back to the 1950's
- Timeline
 - **1953 – Flint, Michigan**
 - **1963 – Tucson, Arizona**
 - **1967 – Cincinnati, Ohio**
 - **1968 – Los Angeles**
 - **1980's to Present – Steady increase across the United States.**

What Is a School Resource Officer (SRO)?

- **Definition**

- A School Resource Officer is a career law enforcement officer, with sworn authority, deployed in community oriented policing, assigned by the employing police department or agency to work in collaboration with schools.

What is a School Resource Officer (SRO)?

- A sworn law enforcement officer

What is a School Resource Officer (SRO)?

- A sworn law enforcement officer.
- Properly selected.

What is a School Resource Officer (SRO)?

- A sworn law enforcement officer.
- Properly selected.
- Properly trained.

What Is the Role of an SRO?

- Visible, active law enforcement figure
- A classroom resource
- A community resource
- A “member” of the faculty
- Not a replacement for existing school security practices
- Not a disciplinarian

Goals of the SRO program

- Bridge the gap between police officers and young people.
- Increase positive attitudes towards law enforcement.
- Teach the value of our legal system.
- Promote respect for people and property.
- Reduce juvenile delinquency by helping students formulate an awareness of rules, authority and justice.

National Association of School Resource Officers (NASRO) Trainings

- NASRO teaches the SRO Triad concept.



NASRO Training Courses

- Basic SRO Course (40 hours)
 - Roles and Responsibilities of the SRO.
 - Classroom Management.
 - Special Education Overview.
 - Understanding Adolescent Emotional Issues.
 - The School Safety Team and the role of the SRO.

NASRO Training Courses

- Advanced SRO Course (24 hours)
 - Crime Prevention Through Environmental Design
- SRO Management (24 hours)
 - SRO Selection
 - Interagency Collaboration (MOU)
 - Evaluation of the SRO
 - SRO Field Training Officers

NASRO Training Courses

- SRO Active Shooter (24 hours)
 - Tactical skills for response to violent attacks
- School Law Workshop (8 hours)
 - Legal updates for the school environment



*A Commitment to
Training SROs and
School Safety
Personnel*



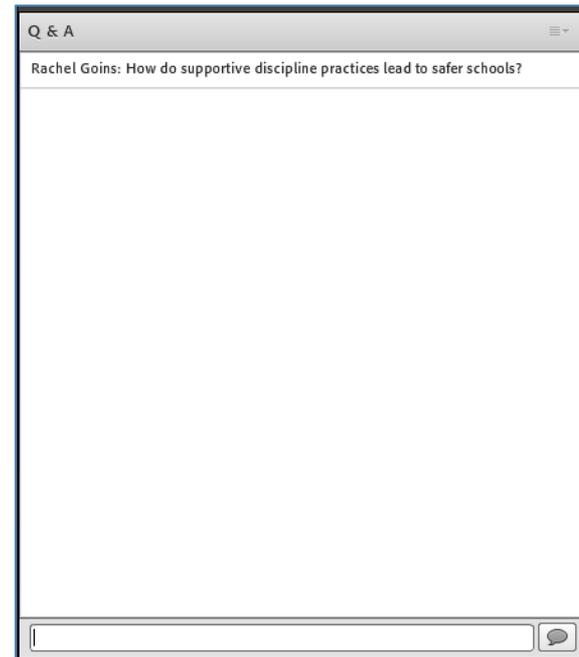
Memorandum of Understanding (MOU)

- Interagency Collaboration is foundational to the success of an SRO program.
- The MOU is a written agreement between the school district & the law enforcement agency providing the guidelines for the program.

Elements of a Good MOU

- Mission Statement
- Goals and Objectives
- Assignment of SRO
- Hours and Special Events
- Duties of the SRO
- Rights and Duties of the School Board
- Access to Education Records

Questions?



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Policing the Teen Brain in Public Schools: Key Factors to Consider

Lisa H. Thureau, J.D.

Founder

Strategies for Youth



Strategies for Youth, Inc.

- Is a national policy and training organization dedicated to improving police/youth interactions and reducing disproportionate minority contact.
- www.strategiesforyouth.org



SYF Program Services

- Policing the Teen Brain Training
- Juvenile Justice Jeopardy Game
- Think About it First! Cards
- Policy, Advocacy & Research

SFY Training for Law Enforcement

WHO:

- In-Service training in Police Departments
- Training in Recruit Academies
- Training for School Resource Officers

WHAT:

- Nature
- Nurture
- Community-Based Options
- Youth Perceptions

The School Environment



Principal Sets the Tone

- Assertion of authority
- Bandwidth for Authority Defiance Disorder (ADD)

Police Role

- Officer is part of a non LE team
- Many interactions daily
- Much more diverse population
- Many more discretionary calls

Policing is “Public”

- Every interaction is a teachable moment
- More challenging youth group dynamics; greater consequences

Reality: Diversity of SROs

- Municipal Police Departments
- School Police Departments
- Age, race, gender, experience
- Differences in Philosophies
- School Culture & Context



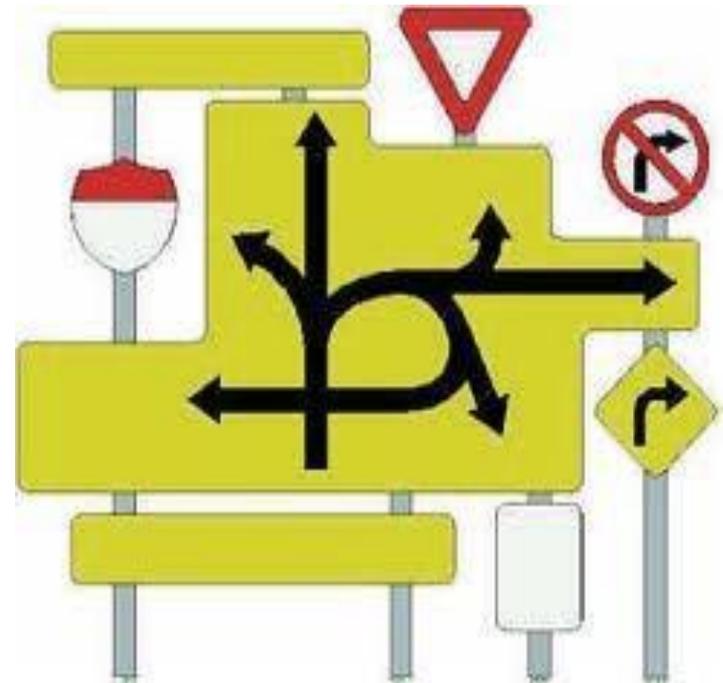
Regulators & the Regulated

- Highly regulated/legal environment
- Existing racial & SES biases affect impacts
- Oversight & accountability is variable



Factors Affecting Impact of SROs

- Structural
- Skills & Training
- Oversight
- Accountability



Structural Considerations

- Regulation of Officer Conduct
- Expectations
- Deployment
- Reporting Obligations

Skills & Training

- **Training of Officers**
 - Developmental Competence
 - JJ System's Workings
 - Youth Chronically Exposed to Trauma
 - Special Education
 - Recognition
 - Response
 - Law
 - "R" in SRO
 - Availability of referrals
 - What resource does officer provide?

- **Training *with* Administrators**

2011 IACP Study of Juvenile Justice In-Service

Juvenile Justice Training Needs Survey of Chiefs:

- No training after recruit academy,
- No requirement for in-service training,
- No in-service training in juvenile justice for 5 years or > due to lack of funding.



Findings of 2013 SFY Academy Study

- **Average time:** 6 hours of training/study
- **Academy time on JJ:** 1%
- **Topics:** Juvenile Code/Law/Rules
- **Mental Health:** 9 hours of training/study
- **Disproportionate Minority Contact (DMC):** 8 hours of training/study



SRO Oversight

- Structural Determinants
- Standard of Review
- Frequency of Oversight & by Who?
- Oversight in Conjunction with School Goals

SRO Accountability

- Data Collection
- Interview SROs/Administrators/Teachers
- Continuing Review & Public Disclosure

Integrating Developmental Competence into Police Practice



Premise #1



Adult criminal justice system's approaches do not work well with juveniles.

- Blowback
- Backfires

SPEAK to the FIST

- Physical intimidation of youth
- Frequent arrests
- Zero-tolerance

Impact

- Reduces sense of safety among youth and parents
- Escalates fear of and reduces interactions with officer
- Lessens officers ability to read school climate



dreamstime.com

Premise #2

Officers working with youth must have basic **developmental competence** to recognize age-appropriate behavior & provide age-appropriate responses.



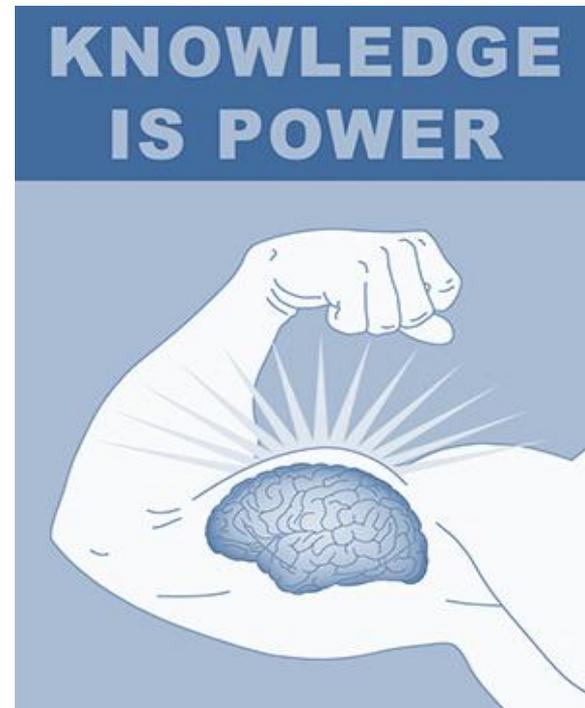
Developmental Competence

- **Universal** stages of development
- Adults & institutions working with children & youth must:
 - Understand
 - Apply the Knowledge
 - Adjust Responses



Premise #3

Knowledge of how the teen brain **perceives, processes, and reacts** is essential for dealing with youth.



Best Practices for Officers

- Behavior
- Language
- Timing



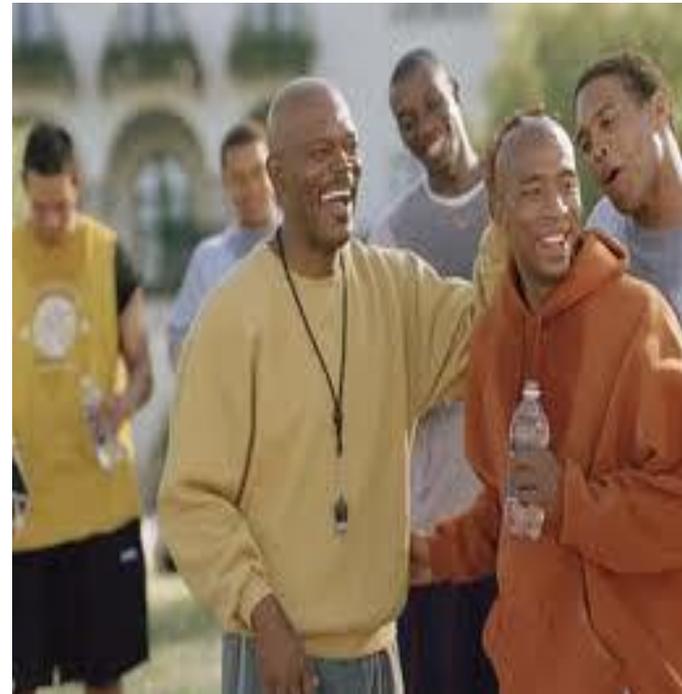
Premise #4



Anonymity is an officer's enemy:
Relationships with youth are the most effective approach to policing youth.

SPEAK to the COACH

- Accept that it is normal for youth to need to be directed and re-directed--*often*.
- “A coach is someone who can give correction without causing resentment.” *John Wooden*



Premise #5

Cross Training, Partnerships & Alternatives to Arrest:

- Youth-serving adults mutually support/reinforce each other consistently.
- Redirect youth to youth-serving organizations.
- Use arrest as last resort.



Premise #6

Everyone on the Same Page

Juvenile Justice Jeopardy

- Make “rules of the house” clear.
- Involve youth in supporting adherence to rules.
- Have common understanding and expectations.

Team 1	Category 1	Category 2	Category 3	Category 4	Category 5
50					
Team 2	100	100	100	100	100
30	200	200	200	200	200
Team 3	300	300	300	300	300
20	400	400	400	400	400
Team 4	500	500	500	500	500
60					
Team 5					
80					

Final Thoughts on SRO Role in Supportive Discipline

“We must care and give to those in need whether they like us or not. Ineffective discipline is when we fail to be fair...The focus of **discipline should be on creation of a corrective action plan rather than punishment for punishment’s sake.** The plan should emphasize training and remediation along with more creative interventions designed to correct deficits...”

-- Sheriff Lee Baca, Los Angeles Sheriff’s Department Statement on “Education-Based Discipline” for Police Officers.

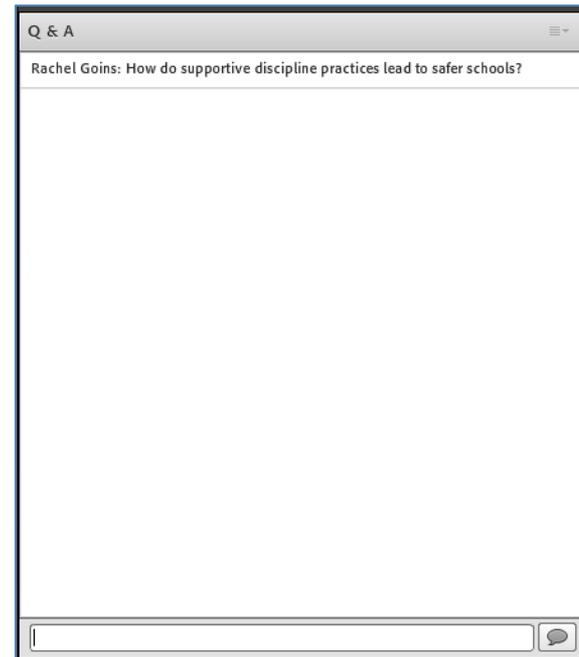
Final Thoughts on Supportive Discipline

“We must not confuse order with justice.”

--Martin Luther King, Jr.

Letter from Birmingham Jail

Questions?



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Citations

1. National Association of School Resource Officers. (2013). To Protect and Educate: The School Resource Officer and the Prevention of Violence in Schools. Retrieved from: http://www.nasro.org/sites/default/files/pdf_files/NASRO_Protect_and_Educate.pdf
2. Kochel, Tammy Rinehart; Laszlo, Anna T.; and Nickles, Laura B. SRO Performance Evaluation: A Guide To Getting Results. Washington, DC: U.S. Department of Justice, Office of Community Oriented Policing Services, 2005. Retrieved from: <http://ric-zai-inc.com/Publications/cops-w0701-pub.pdf>
3. National Association of School Resource Officers. (2013, April). Trainings. Retrieved from: <http://www.nasro.org/class-training>
4. International Association of Chiefs of Police. (2011). Juvenile Justice Training Needs Assessment: A Survey of Law Enforcement. Retrieved from: <http://www.theiacp.org/LinkClick.aspx?fileticket=Vy2Y7Xk815U=>
5. Strategies for Youth. (2013, February). If Not Now, When?: A Survey of Juvenile Justice Training in America's Police Academies. Retrieved from: http://strategiesforyouth.org/sfysite/wp-content/uploads/2013/03/SFYReport_02-2013_rev.pdf

Reminders

- Next SSD Webinars
 - Youth courts in schools as alternatives to traditional school discipline
 - Trauma-informed care
- ***We need your help!***
 - Please complete the series of polling questions that will now appear on your screen to provide feedback on today's event.