A RESOURCE GUIDE
ON COUNSELORS NOT COPS

Supplemental Materials for DSC Policy Recommendations on Ending the Regular Presence of Law Enforcement in Schools

September 2016

The Dignity in Schools Campaign (DSC) has developed a set of policy recommendations for schools, districts, states and federal policy-makers, entitled Counselors Not Cops, calling for an end to the regular presence of law enforcement in schools. This Resource Guide provides supplemental information to assist communities, educators and policy-makers in using our recommendations. The DSC is a national coalition of over 100 organizations from 27 states and the District of Columbia that promotes alternatives to a culture of zero-tolerance, punishment, criminalization and the dismantling of public schools. This Resource Guide was developed based on research, best practices and on the ground experiences of our members across the country. This Resource Guide includes:

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Frequently Asked Questions about Counselors Not Cops

1. **Does your campaign believe that police officers should not be in schools?**
   We believe that police, school resource officers and other law enforcement should be removed from any regular presence in the school building. School police should only be called in to a school for emergencies.

2. **Are schools less safe if there are no police officers in schools?**
   Research has found that the relationships between students, parents and school staff are more important in making a school safe than increased security measures. We should allocate resources to build positive relationships between students and staff instead of funding police in schools.

3. **How would you keep students and teachers safe without police?**
   Students and teachers would be kept safe in schools by hiring trained community intervention workers, peacebuilders, behavior interventionists, school aides, counselors or other support staff to help prevent and address safety concerns and conflict, monitor entrances and ensure a welcoming environment, respond to the root causes of behavior and address students' needs.

4. **Why are you taking this position now as a campaign?**
   We have always strongly advocated for limiting the role of police in schools and reducing their presence. Over time, we have seen that even with restricted roles and more training, police in schools can still criminalize students and their families. Recent recorded incidents of violence against students by police in schools have made clear the dire consequences of their continued presence in the school environment.

5. **How much is spent on police vs. other types of school staff?**
   Spending varies greatly from district to district, so it is difficult to measure. A recent analysis showed that three of the five largest districts hire more security officers than counselors (New York, Chicago, Miami). In Houston, there is one security staffer for every 785 students, but only one counselor per 1,175 students. The national average in 2013-2014 was 2 counselors per 1000 students, and none of the 10 largest districts met the American School Counselor Association's recommendation of 1 counselor per 250 students.

6. **What data do we have on police in schools?**
   We have some good statistics from the federal Civil Rights Data Collection, which collects the number of schools that have at least one sworn law enforcement officer. However, they do not collect the number of officers in each school, which is important to know, as it likely varies greatly. We also have very little information about where the funding comes from for law enforcement positions in schools and how much is spent on them. Access to this data would help us get a full picture of the impact of police in schools.

7. **Haven't there always been police and school resource officers (SROs) in schools?**
   It is only in the past 20 years that having police and SROs on a full time basis in schools has become a regular occurrence. In 1975 about 1% of schools reported a regular police presence. The 1990s saw a huge increase in the numbers of police in schools, due in part to a small number of high profile school shootings, but also mirroring a larger national shift towards being "tough on crime". This has led to mass incarceration generally, and increasingly criminalizing environments in schools.
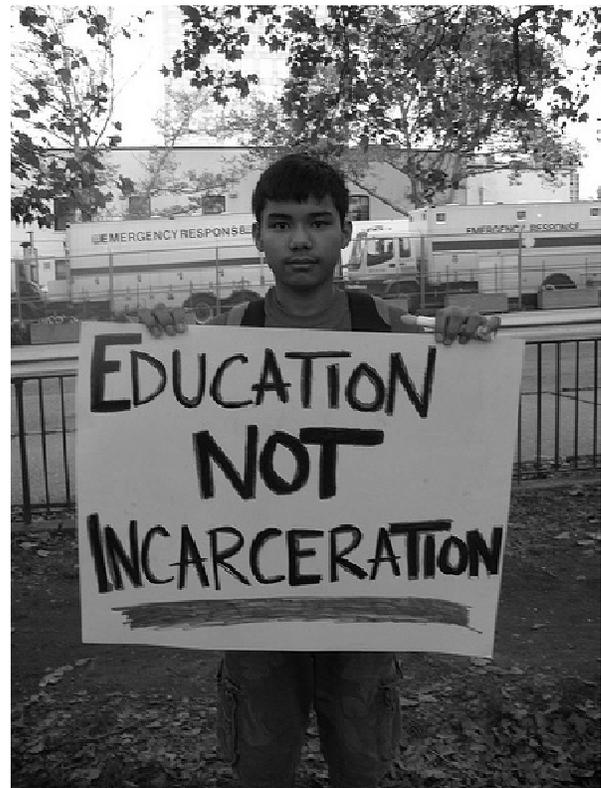
Data on Police in Schools

1. **Positive alternatives to law enforcement in schools keep students safe.**

    Researchers across the country, including the Consortium on Chicago School Research, have found that relationships between students, parents, and staff are more important in making a school safe than increased security measures.[1]

2. **Police presence in schools has increased over time and contributes to the criminalization of young people.**

    In the 2013-2014 school year 24% of elementary schools (grades K-6, excluding justice facilities) had sworn law enforcement; 42% of high schools (grades 9-12, excluding justice facilities) had sworn law enforcement.[2]

    - From 1997 to 2007, the number of SROs increased by 27%.[3]
    - During the 2009–10 school year 43% of public schools reported the presence of one or more security staff at their school at least once a week during the school year. 28% of all schools reported the presence of security staff routinely carrying a firearm at school.[4]
    - In 2011-2012, 260,000 students were referred to law enforcement, and 92,000 students were subject to school-related arrests (Office for Civil Rights).[5]
    - The percentage of students who reported the presence of security guards and/or assigned police officers at school increased from 54% in 1999 to 70% in 2013.[6]

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[1] Steinberg, Matthew, Elaine Allensworth, and David Johnson. "Student and Teacher Safety in Chicago Public Schools." Consortium on Chicago School Research (2011): 37-40. Web. 5 Jan. 2016. available at: http://consortium.uchicago.edu/sites/default/files/publications/SAFETY%20IN%20CPS.pdf

[2] 2013-14 Civil Rights Data Collection (CRDC): First Look available at: http://www2.ed.gov/about/offices/list/ocr/docs/2013-14-first-look.pdf

[3] Simone Robers et al, Indicators of School Crime and Safety: 2010 (Washington, DC: National Center for Education Statistics and the Bureau of Justice Statistics, 2010). Available at: http://nces.ed.gov/pubs2011/2011002.pdf

[4] Indicators of School Crime and Safety: 2014. Available at: http://nces.ed.gov/pubs2015/2015072.pdf

[5] U.S. Department of Education Office for Civil Rights. Data Snapshot: School Discipline, Issue Brief No. 1. (2014) available at: http://ocrdata.ed.gov/Downloads/CRDC-School-Discipline-Snapshot.pdf

[6] Indicators of School Crime and Safety: 2014. Available at: http://nces.ed.gov/pubs2015/2015072.pdf

3. Regular police presence in schools results in more arrests for non-violent offenses that would otherwise be addressed by school personnel.

An independent analysis of the National School Survey on Crime and Safety data found that having an SRO at a school on at least a weekly basis increases the number of students who will be involved in the justice system, and the number of referrals for lower-level offenses increases twofold (for example, fighting without using a weapon or making a threat without using a weapon).[7]

A national survey of schools found that schools with assigned SROs had significantly greater levels of law enforcement involvement compared to schools without assigned officers.[8]

- A study of 13 schools with an SRO and 15 schools without one found that schools with SROs had nearly five times the number of arrests for disorderly conduct as schools without an SRO.[9]
- Schools with SROs may also be more likely to report non-serious violent crimes to the police (i.e. physical attack or fights without a weapon and threat of physical attack without a weapon) than schools lacking SROs.[10]
- School-based arrests are often for minor behavior infractions, such as disorderly conduct, that criminalize normal student behavior and push students out of school. In New York City in 2012, for example, 70% of arrests in public schools were for misdemeanors and 4% for even lesser violations (NYPD).[11]

4. Police and SRO's can contribute to a criminalizing, unwelcoming and otherwise unsafe environment in schools.

Efforts to control students by involving police in school discipline can cause disorder in school by diminishing students' belief in the legitimacy of school staff authority.[12]

- Aggressive security measures can produce alienation and mistrust among students which, disrupt the learning environment and create an adversarial relationship between school officials and students.[13]

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[7] Nance, Jason. Students, Police, and the School-to-Prison Pipeline (2016) University of Florida Levin College of Law. Available at: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2577333

[8] Lawrence F. Travis and Julie Kiernan Coon (2005) The Role of Law Enforcement Officers in Public School Safety:a Survey. Available at: https://www.ncjrs.gov/pdffiles1/nij/grants/211676.pdf

[9] Theriot, Matthew (2009) School Resource Officers and the Criminalization of Student Behavior. Available at: http://youthjusticenc.org/download/education-justice/school-policing-security/School%20Resource%20Of%EF%AC%81cers%20and%20the%20Criminalization%20of%20Student%20Behavior.pdf

[10] Chongmin Na and Denise C. Gottfredson, "Police Officers in Schools: Effects on School Crime and the Processing of Offender Behaviors," Justice Quarterly, online publication, 2011. Available at: http://ccjs.umd.edu/sites/ccjs.umd.edu/files/pubs/Police%20Officers%20in%20Schools-Effects%20on%20School%20Crime%20and%20the%20Processing%20of%20Offending%20Behaviors.pdfhttps://www.fas.org/sgp/crs/misc/R43126.pdf

[11] New York State Permanent Judicial Commission on Justice for Children. 2013. New York City School-Justice Partnership Task Force: Report and Recommendations. (Data source: Student Safety Act data reported by NYPD)

[12] Matthew J. Meyer and Peter E. Leone, A Structural Analysis of School Violence and Disruption: Implications for Creating Safer Schools, 22 Education and Treatment of Children 333, 352 (1999).
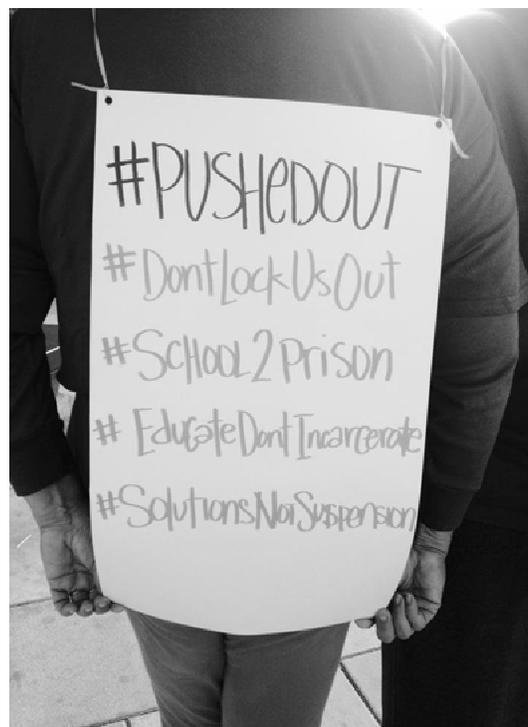
[13] Randall R. Beger, The Worst of Both Worlds, 28 Crim. Just. Rev. 336, 340 (2003).

- A study of Black girls in particular showed that many students felt that zero-tolerance environments are neither safe nor nurturing settings within which to learn, and that it actually seemed to them like educating the students was less important to the schools than disciplining the students.[14]
- When students perceive school police practices as unfair, school police can incite misbehavior.[15]

5. **There is no reliable research demonstrating that SROs keep schools safe.**

According to the Congressional Research Service, despite the popularity of SRO programs, there are few available studies that have reliably evaluated their effectiveness. Typically, studies that report positive results from SRO programs rely on participants' perceptions of the effectiveness of the program rather than on objective evidence.[16]

One study of the School Survey on Crime and Safety data found that for no type of crime was an increase in the presence of police in schools significantly related to decreased crime rates. [17]

6. **Students of color are impacted at higher rates by law enforcement in schools.**

Nationally, Black students are 2.3 times more likely to receive a referral to law enforcement or a school-related arrest as White students. (Office for Civil Rights, 2013-2014).[18]

- In Philadelphia, PA, for example, it was 58% more likely that police would be called at those schools with the most students of color (2007-2008). A Black student was nearly three-and-a half times more likely to be taken into police custody than a White student. A Latino student was over one-and-a-half times more likely to be taken into police custody than a White student.[19]

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[14] African American Policy Forum, Black Girls Matter Report (2014). Available at: http://static1.squarespace.com/static/53f20d90e4b0b80451158d8c/t/54dcc1ece4b001c03e323448/1423753708557/AAPF_BlackGirls MatterReport.pdf

[15] Kathleen Nolan, Police in the Hallways: Discipline in an Urban High School 53 (2011).

[16] Congressional Research Service (2013) School Resource Officers: Law Enforcement Officers in Schools. Available at: https://www.fas.org/sgp/crs/misc/R43126.pdf

[17] Chongmin Na and Denise C. Gottfredson, "Police Officers in Schools: Effects on School Crime and the Processing of Offending Behaviors," Justice Quarterly. Available at: http://ccjs.umd.edu/sites/ccjs.umd.edu/files/pubs/Police%20Officers%20in%20Schools-Effects%20on%20School%20Crime%20and%20the%20Processing%20of%20Offending%20Behaviors.pdf

[18] 2013-14 Civil Rights Data Collection (CRDC): First Look available at: http://www2.ed.gov/about/offices/list/ocr/docs/2013-14-first-look.pdf

[19] Zero-Tolerance in Philadelphia- Youth United for Change and Advancement Project. (2011) Available at: http://b.3cdn.net/advancement/68a6ec942d603a5d27_rim6ynnir.pdf

- In Wake County, NC, for example, Black students make up about 26% of students in Wake County Public Schools, yet they were subject to 69% of school-based delinquency complaints over the last two state fiscal years. In contrast, White students represent 51% of the total student population, but only 18% of school-based delinquency complaints.[20]
- A study of Black girls revealed that the presence of police/SROs and metal detectors made many girls feel like they did not want to attend school, and some felt sexually harassed when they had to remove their clothes or get patted down.[21]

7. **Students of color do not misbehave more than White students.**

   Evidence shows that higher rates of discipline for Black students compared to their White peers cannot be explained by differences in the rates of misbehavior or the poverty level of Black students.[22]

8. **Students with disabilities are impacted at higher rates by law enforcement in schools.**

   Students with disabilities, who should receive needed services and supports, also represent a quarter of students arrested and referred to law enforcement, even though they are only 12% of the overall student population (Office for Civil Rights, 2011-2012).[23]

9. **The presence of police in schools reflects a larger problem of investing in the criminal and juvenile justice system instead of schools and supports for students.**

   In every state in the US, spending on corrections grew at a much higher rate than education spending.[24]

   - On average, per student spending on education at the state and local level decreased by 28% while spending on corrections increased by 44%.[25]
   - Between 1989–1990 and 2012–2013, state and local spending on public colleges and universities did not increase, while funding for corrections increased 90%.

[20] Wake County. Available at: https://www.legalaidnc.org/Public/Learn/projects/ACS/publications/law-enforcement-officers-in-wake-county-schools-february-2011.pdf

[21] African American Policy Forum, Black Girls Matter Report (2014). Available at: http://static1.squarespace.com/static/53f20d90e4b0b80451158d8c/t/54dcc1ece4b001c03e323448/1423753708557/AAPF_BlackGirls MatterReport.pdf

[22] Are Black Kids Worse? Myths and Facts about Racial Differences in Behavior- A Summary of the Literature. ,available at: http://www.indiana.edu/~atlantic/wp-content/uploads/2014/03/African-American-Differential-Behavior_031214.pdf

[23] U.S. Department of Education Office for Civil Rights. Data Snapshot: School Discipline, Issue Brief No. 1. (2014) available at: http://ocrdata.ed.gov/Downloads/CRDC-School-Discipline-Snapshot.pdf

[24] US Department of Education (2016) Trends in State and Local Expenditures on Corrections and Education. Available at: http://www2.ed.gov/rschstat/eval/other/expenditures-corrections-education/brief.pdf

[25] US Department of Education (2016) Trends in State and Local Expenditures on Corrections and Education. Available at: http://www2.ed.gov/rschstat/eval/other/expenditures-corrections-education/brief.pdf (2016) Trends in State and Local Expenditures on Corrections and Education. Available at: http://www2.ed.gov/rschstat/eval/other/expenditures-corrections-education/brief.pdf

Resources for Implementing Positive Alternatives to School Police that Create Safe and Supportive School Climates

DSC Model Code on Education and Dignity

The Dignity in Schools Campaign (DSC) Model Code on Education and Dignity presents a set of recommended policies to schools, districts and legislators to help end school pushout and protect the human rights to education, dignity, participation and freedom from discrimination. The Code is the culmination of several years of research and dialogue with students, parents, educators, advocates and researchers who came together to envision a school system that supports all children and young people in reaching their full potential. The Model Code is available at http://www.dignityinschools.org/our-work/model-school-code.

Below you will find links to particular sections of the DSC Model Code that relate to positive approaches to school climate and discipline:

- ➤ Positive School Climates - http://www.dignityinschools.org/files/code/ModelCode_Section3.1a.pdf
- ➤ School-wide Positive Behavior Interventions and Supports - http://www.dignityinschools.org/files/code/ModelCode_Section3.1b_Model1.pdf
- ➤ Restorative Practices - http://www.dignityinschools.org/files/code/ModelCode_Section3.1b_Model2.pdf

Other Resources

DSC members and allies across the country have created toolkits, films, implementation guides and other resources to assist schools, districts, parents and students implement positive approaches in their schools.

Below you will find links to examples of these resources generated by members and allies:

- ➤ Teachers Unite- Growing Fairness Documentary and Toolkit - http://www.teachersunite.net/growingfairness
- ➤ COFI/POWERPAC- Parent to Parent Guide on Restorative Justice - http://www.cofionline.org/COFI/wp-content/uploads/2015/04/COFI_ParentGuide.pdf
- ➤ Opportunity to Learn Campaign- Restorative Practices Toolkit for Educators - http://www.otlcampaign.org/sites/default/files/restorative-practices-guide.pdf
- ➤ Denver School-based Restorative Practices Partnership- Taking Restorative Practices School-wide - http://safequalityschools.org/resources/entry/taking-restorative-practices-school-wide-insights-from-three-schools-in-den
- ➤ Public Counsel – http://FixSchoolDiscipline.org

Examples of Staff Trained to Address School Safety and Positive Approaches to School Climate

Community Intervention Workers and Peace-builders

[Definition from DSC Model Code] Community Intervention Workers and Peace-builders work in schools, around schools and/or in the larger community, and may be paid staff or volunteers. Intervention workers have trusted and deep relationships with local communities, which are at the root of their effectiveness in identifying, resolving and preventing conflict, violence and crime. The role of community intervention workers includes:

- o Mentoring youth, particularly those youth who are most often impacted by violence and trauma;
- o Preventing and addressing bullying and providing rumor control;
- o Preventing and resolving conflicts between youth, groups of youth and/or neighborhoods;
- o Preventing retaliation and coordinating mediation, conflict resolution and restorative/transformative justice;
- o Helping youth to avoid and/or leave neighborhoods and providing safe passage to and from school; and
- o Connecting people to needed services.

Youth Justice Coalition- Detailed Community Intervention Worker Job Description - http://bit.ly/2cOJrDG
Youth Justice Coalition- Peacebuilder Code of Conduct - http://bit.ly/2ddZQl0
Youth Justice Coalition- Intervention Worker/Law Enforcement Comparison - http://bit.ly/2dgEYMT

Restorative Justice Coordinator

[Definition adapted from Teachers Unite] A Restorative Justice Coordinator works in collaboration with students, teachers, school administrators, parents and all members of the school community to:

- o Coordinate a positive, restorative climate and approach to discipline at the school;
- o Refine and support practices, such as community building circles, peer mediation, response to harm circles, and peer mentoring;
- o Integrate restorative approaches and resources related to enrichment, health, and behavior into school structures, staffing, forums and other access points, such as advisory periods, after school programs, sports teams, targeted events in school, student leadership councils, and the work of counselors, social workers, psychologists and other support staff;
- o Participate in and co-facilitate training for staff and other stakeholders;
- o Build relationships and coordinate youth and parent leadership in the process of planning and implementing Restorative Justice in the school; and
- o Develop and maintain a common set of indicators and protocols for collecting and monitoring data to help understand the implementation, progress, and results of restorative practices.

Community School Resource Coordinators

In the Community Schools model, a Resource Coordinator facilitates a collaborative process with the school community to coordinate community-building and services, including: positive discipline practices such as restorative justice; wrap-around supports such as physical and mental health services, social services and academic enrichment programs; culturally relevant, engaging and challenging curriculum; emphasis on high quality teaching for all students not on high stake testing; and parent and community engagement plans so the full community actively participates in decision-making processes.

Behavior Interventionists

A behavioral interventionist has been trained to prevent misbehavior and to build the use of positive behavior in order to communicate. Intervention is provided ideally as a collaboration across multiple disciplines such as social work, psychology, counseling and general as well as special education. Interventionists might have other titles on the school site as the funding stream may come from special education, mental health services or other sources. The important issue is that there is knowledge and expertise in behavior analysis.

Peer Mediators

[Definition from DSC-NY]: Peer Mediation is a process where students of the same age-group facilitate resolving disputes between two people or small groups. This process has proven effective in schools around the country, changing the way students understand and resolve conflict in their lives. Changes include improved self-esteem, listening and critical thinking skills, and improved school climate for learning, as well as reduced disciplinary actions and fewer fights. These skills are transferable outside of the classroom.

Case Examples of Schools with Alternative Staffing to School Police

(please contact us at info@dignityinschools.org to add your school or district to the list!)

FREE LA High School, Los Angeles CA
http://www.youth4justice.org/yjc-high-schools/free-l-a-high-school

FREE LA High School was founded in 2007 by the Youth Justice Coalition, a community organization led by young people impacted by the criminal justice system fighting to end mass incarceration and dismantle the school-to-jail track. FREE LA stands for Fight for the Revolution that Will Educate and Empower Los Angeles. The school practices Transformative Justice to heal from violence and prevent future violence. Transformative Justice uses many of the same principles and practices as Restorative Justice, with the goal of getting to the root causes of a problem, and working on repairing the harm that was caused. They describe it as transformative because they don't want to restore things to the way they were, they want to transform and build something new and better in the school community.

The school has peace keepers on staff to help maintain a positive school climate and address any issues that come up among young people. They have an agreement with the local police that when they do enter the

school building, they do not bring their guns, requiring the police to follow the same community agreements as the school community.

[Orchard Gardens](http://nbcnews.to/1HRiytH) K-8, Roxbury MA
http://nbcnews.to/1HRiytH

This school was founded in 2003, and was intended to focus on the arts including music, dance and theater. Though this was the original intent, many of the arts resources were not being utilized, and the students did not have access to them. There was also a serious problem with the leadership of the school for many years; there were six principals in seven years. They had some restrictive discipline polices, including prohibiting students from carrying backpacks.

A new principal decided to take a different approach, taking resources away from law enforcement and putting them into the arts programs the school was supposed to be grounded in. He got rid of the security guards at the school and used the funds to hire more art teachers instead and to improve the arts resources the school offered to students. Within three years test scores improved and the school climate was transformed. The school was one the fastest improving schools in the state.

Two New York City Schools

At the [Urban Dove Charter School](http://bit.ly/2cAyFQa) (http://bit.ly/2cAyFQa) in New York City, there are no School Safety Agents and the school practices Restorative Justice. At the Urban Assembly School for Careers in Sports in the Bronx, NY, there is a School Safety Agent at the door but they are not allowed to patrol the hallway.

Additional Resources for Limiting the Role of Police

The Dignity in Schools Campaign Model Code on Education and Dignity also contains several sections that relate to school policing, including:

➢ Limits on Searches - http://www.dignityinschools.org/files/code/ModelCode_Section3.2a.pdf
➢ Metal Detectors and School Environment - http://www.dignityinschools.org/files/code/ModelCode_Section3.2a.pdf
➢ Drug Policy - http://www.dignityinschools.org/files/code/ModelCode_Section3.2b.pdf

ACLU of Pennsylvania has launched a new website with extensive information about law enforcement in schools, which can be found at www.endzerotolerance.org.

National Juvenile Justice Network has a Tip Sheet for Advocates on Maximizing School Safety and Student Success, available at www.njjn.org/our-work/school-discipline--security-personnel

Examples of Existing Memorandum of Understanding (MOUs) Across the Country

In DSC's recommendations, we call for a formalized agreement between school districts and local police departments to restrict when law enforcement can be called into schools and what they can and cannot do at schools, often called an MOU or Memorandum of Understanding. We have provided the following examples because they contain sections that others may want to replicate in their local MOUs. However, none of these MOUs go as far as we would want them to, and some contain language that we would not recommend including. For those who would like a model MOU, Advancement Project has created an MOU Template (http://bit.ly/2d21RUG).

A further note on the use of MOUs: While we believe they are a necessary part of limiting when law enforcement can and cannot be called into schools, they are just one tool in the fight against criminalization and many localities with strong MOU language still need other safeguards in place to ensure that they are being implemented correctly. You may find success trying to change laws or policies through district or state-wide discipline policies (set by either departments of education or elected bodies like state legislatures or school boards), or even individual school codes of conduct.

Broward County, FL - http://bit.ly/2de2ffh
o Contains list of non-violent misdemeanors to be handled by school staff, not law enforcement.
o Requires law enforcement to follow a series of steps before arresting a student, including consulting with the school principal (required) and the students' parent or guardian (suggested). In emergencies law enforcement can detain students to diffuse a situation, but not arrest them until they follow the steps outlined.
o Requires parental notification of the arrest of a student.
o Strong data collection practices: provides an oversight committee monthly data on school-based arrests, referrals to law enforcement, and filing of criminal complaints, disaggregated by location of arrest/school,

charge, arresting agency, gender, age, race/ethnicity, disability and ESL status. This data is reported publically each semester.

- o *Areas of concern:* Contains a clause "Nothing in this agreement is intended to limit the discretion of law enforcement. Officers responding to an incident or consulting with school officials are encouraged to use their discretion in determining the best course of action." There is also a section on training for law enforcement that provides no details about the content.

Clayton County, GA - http://bit.ly/2cGtqUe

- o Places some restrictions on immediate referrals by SROs to the juvenile justice system for "focused acts," misdemeanors (for juveniles) not involving serious bodily harm, and it establishes a graduated response system for addressing these incidents.

Denver, CO - http://bit.ly/1kIfL6q

- o Encourages school staff to handle routine discipline without involving SROs unless it's absolutely necessary or required by law.
- o Requires meetings between SROs and community stakeholders at least once per semester.
- o Mandates three two-hour trainings for SROs per year on topics including child and adolescent development and psychology; age-appropriate responses; cultural competence; restorative justice techniques; special accommodations for students with disabilities; practices proven to improve school climate; and the creation of safe spaces for lesbian, gay, bisexual, transgender, and questioning students.

Los Angeles, CA - http://bit.ly/2cWxzS1 (including flowchart - http://bit.ly/2cOL9VD)

- o Gives a clear process for officers to follow before arresting or ticketing a student, including prioritizing having school staff address the situation, and provides specific examples of incidents that should not involve law enforcement.
- o Provides graduated responses to prevent a ticket or a law enforcement referral for a first time incident.
- o Requires parental notification after the arrest of a student.

San Francisco, CA - http://bit.ly/2cmoG4T

- o Strong data provisions requiring monthly reports on crime incidents (number of times law enforcement was called, number of arrests, and which arrests were made for school-related offenses) disaggregated by school site, offense, and student subgroup, including but not limited to age, race, ethnicity and gender. Also includes data on preventative attempts to address truancy, referrals of students to wellness centers and other resources in lieu of arrest.
- o Gives specific guidelines and procedures for when school staff should call the police.
- o Requires police to notify school officials of their presence at a school and give the purpose.
- o Requires parental notification upon the arrest of a student, gives parents the opportunity to be present for any police interrogation, and if a parent cannot be found, gives the student the option of having an adult of their choice present during the interrogation.
- o Requires yearly training including: restorative practices, youth development, special education laws, and strategies for working and communicating with students in special education. It also states that the trainings should include a significant youth-led component and that youth-centered groups be consulted in developing and providing the trainings.